Nutrition Goes To School

SEAMEO RECFON

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EXCELLENCE IN FOOD AND NUTRITION FOR QUALITY HUMAN RESOURCES
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About NGTS logo
The image of a person in the centre is driven by SEAMEO RECFON's vision for development of human resources excellence which also represents the outcome of NGTS to achieve AWESOME (Active, WELL-nourished, and SMART and ME) school children.
The triangle symbolizes the three components of DEPPIS framework for NGTS which are Demand, Supply, and Policy, which is also relevant with the logo of the Indonesian School Health Unit called Trias UKS (consisting of health education, health services and healthy school environment).
The outer circle in black resembles the functioning Information System
Solution to nutritional problem in Indonesia has been adopting the “first 1000 days of life” approach. The problem of stunting among underfive children that remains high based on the recent national survey in 2013 suggests that the approach which focuses on the nutrition intervention from womb until the child reaches the age of 2 years needs further complementary approach. The global attention is then shifted to solve nutrition problems through adolescent nutrition because the adolescent girls of today are mothers-to-be in the future. This concept is further translated into many school-based nutrition alleviation projects to also respond to the fact that school children at primary and secondary levels are part of the target groups that are vulnerable to nutritional problems such as stunting, underweight, anemia, as well as overweight and obesity. School is regarded as an effective media for character building education that may be oriented around good nutritional practices. This is relevant as many studies found that Indonesian students are prone to not having breakfast, not bringing foods from home, poor consumption of fruit and vegetable, high consumption of sweet drinks and processed foods.

In turn, investment of nutrition solution through schools will contribute to nutrition alleviation in the community as many studies show that school-based nutrition programs have also contributed to the development of change agents that may influence practices at home.
2. Objective, Approaches and Processes

The framework as shown in the figure below conveys that NGTS program aims to achieve AWESOME (Active, Well-nourished, and Smart Of ME) school children through approaches and processes as described below. The Centre mainly focuses on four approaches (called DEPPIS approach) to reach the aim, i.e.

1) DEmand: creating the school children’s demand for choosing healthier foods (by providing training and capacity building to students from Nutrition Academy (Poltekkes, in Bahasa) as one of our partners to train school teachers and education personnel),
2) suPPly: securing access to supplies of safer, varied and nutritious foods and water at school (by improving canteen, food vendors, school gardens, and partnering with food companies on fortified foods),
3) Policy: ensuring workable school policies for the implementation of good nutritional practices (by convening simultaneous consultative meetings with school decision makers and stakeholders), and
4) Information System: establishing functioning information system (by enhancing partnership on communication and monitoring/evaluation that are technology based).

In order to make DEPPIS approach work, series of processes are to be in place by means of:
- experiential-based module development
- series of training and capacity building
- consultative meeting for strengthening of the partnership

The framework of NGTS using DEPPIS approach
3. Monitoring and Evaluation

To monitor and evaluate the achievement of the program objective of AWESOME school children, NGTS program uses the following characteristics and indicators:

- **Active**: students perform any forms of physical activities (eg. daily chores, sports, dance, etc) within 5 days in a week for at least 30 minutes per day as recommended by MoH RI (2014)
- **Well-nourished**: students have BMI that fall in the normal range as indicated in the growth curve published by WHO (2006)
- **Smart**: students have reduced number of absence due to sickness; academic performance at school level improved

4. Locus of the NGTS program

SEAMEO RECFON commits to contribute to the nutrition improvement of the school children both at the national and regional levels. However, in order to receive thorough lessons learned and insights, we agree to focus in our four main locus of the NGTS program which are:

- Senen sub-district, DKI Jakarta
- Cihideung Ilir, Ciampea sub-district, Bogor, West Java
- Malang district, East Java
- Sambas district, West Kalimantan

5. Experiential-based Module Development

School has been acknowledged to be an effective channel to promote good nutrition knowledge and practices among school children. In the nutrition education activities at school, teachers play a very significant role in delivering the nutrition messages as they are close with and trusted by the school children. Based on a previous study conducted by SEAMEO RECFON (2016) it was found that challenges met by the teachers include lack of knowledge and confidence in teaching nutrition topics and limited access to education materials/teaching aids on nutrition topics.

The foundation of all school-based projects outlined in this document lies on well-designed teaching modules. SEAMEO RECFON as an education institution commits to invest its relevant resources on the development of such modules. Series of focus group discussion and consultative meeting with school teachers, school principals, other education personnel, and relevant stakeholders from Ministry of Health and Ministry of Education and Culture have been done and will continuously be done to support the development of the teaching modules. Best practices and challenges experienced by teachers when delivering nutrition and health related topics have been documented as lessons learned for simplifying the contents as well as improving the delivery methods of certain topics.

In the process of the module development, some selected school teachers involve in the writing up of the module as well as the lesson plan. Lesson plans are designed as a gateway to overcome the tight academic schedule often felt by teachers and education personnel. Lesson plans are designed to equip the teachers and education personnel on how to convey the nutrition messages through fun and interactive activities. For primary school, the covered topics are food-based recommendations for school children, food safety, healthy school canteen, as well as monitoring and recording. For the secondary school, the module consists of two main topics, i.e. nutrition balance messages and nutrition for adolescents. The modules and lessons plan are piloted in primary and secondary schools at SEAMEO STAR Village i.e. Cihideung Ilir village, Bogor, West Java.

Both modules are launched at the 5th SEAMEO RECFON Research Dissemination Seminar on 9 August 2017 endorsed by the Directorate of Primary Education and Secondary Education of the Ministry of Education and Culture Republic of Indonesia. The modules are envisioned to serve as the basis for the curriculum development for open distant learning (ODL) to reach wider beneficiaries.
6. Capacity Building

Training for School Teachers and Principals

a. Face-to-face Training of Trainers for primary and secondary school teachers and principals from STAR Village project site in Cihideung Ilir, Bogor

Teachers are central players in school-based nutrition education. Based on the challenges addressed by the teachers, the capacity building for the teachers in delivering nutrition and health related topics is essential. SEAMEO RECFON holds serial training of trainers among 46 school teachers and principals in primary level, as well as junior high school and vocational school level from a total of 9 schools located in Cihideung Ilir village.

The training mainly uses the nutrition and health modules developed for primary and secondary school teachers. The training emphasizes both on the updated nutrition messages as well as the lesson plans to provide teachers with some ideas when planning a nutrition education session at school. Participating teachers and school principals are also encouraged to modify the provided lesson plans according to the learning objectives and availability of resources at each respective school.

b. Online training for primary and junior high school teachers in Java region

With the advancement of communication technology, teachers must be equipped with skills development using multiple forms of learning mode. Online training also provides the opportunities to improve wider coverage of learning and sharing without space and time boundaries. For this purpose, collaborating with SEAMEO SEAMOLEC, the first time ever SEAMEO RECFON launches the online training on nutrition and health.

Apart from using the modules for face-to-face training of trainers with teachers and school principals in Cihideung Ilir-Bogor, the modules on nutrition and health for school children and adolescent students are also used as the basis for developing training materials used for online training for the teachers.

In 2017, the online training is specifically held for teachers from reference schools at elementary and secondary levels (sekolah rujukan in Bahasa based on categorization from Ministry of Education and Culture RI) at Java Region. Around 118 elementary schools (around 700 teachers) and 118 junior high schools, (around 350 teachers) are invited to join the training. The training commences in September 2017 for about 8 weeks.

Participating teachers are equipped with module, lesson plans; and given creative assignments including documentation of teaching nutrition topics at school. Teachers who complete the training and submit the assignments receive e-certificate with credit points endorsed by the Ministry of Education and Culture. In 2018, the online training is targeted to cover teachers in Sumatera, Bali and Nusa Tenggara.

Capacity building for partners (Poltekkes – nutrition academy): Part of the online training includes partnership as outlined in the DEPPIS framework of NGTS program.

For this purpose, SEAMEO RECFON also initiates a capacity building workshop among 20 alumni of local nutrition academy (i.e. Poltekkes Jakarta II) recruited as moderators for facilitating the online training. These moderators are divided into groups and caters around 80-100 participating teachers. During the workshop, the moderators are trained about main points of nutrition updates, written communication skill as well as the technical aspects about the platform used for the online training (i.e. Massive Open Online Course) coordinated by SEAMEO SEAMOLEC.
7. Some Project Initiatives

SEAMEO STAR Village

The SEAMEO STAR Village program is an Inter Centre Collaborative undertaking among the six SEAMEO Centres in Indonesia (led by SEAMEO BIOTROP, in collaboration with other SEAMEO Centres including the Regional Centre for Food and Nutrition (RECFON), Regional Open Learning Centre (SEAMOLEC), and the three Regional Centres for Quality Improvement of Teachers and Education Personnel (QITEP) in Language, Mathematics, and Science) which was launched by H.E. Dr Anies Baswedan, Indonesia’s Minister of Education and Culture, on 7 October 2015 as part of SEAMEO’s Golden Anniversary celebration in Indonesia.

The project generally aims to develop a community-based sustainable development model that could reinforce the SEAMEO Community Involvement Program especially in helping address the SEAMEO 7 Priorities and the Post-2015 Sustainable Development Agenda. It envisions a village that is Sustainable, Technology-equipped, Ability-rich, and Responsible (abbreviated as STAR) towards fending for the needs of its constituents and in the process contributing to national development goals. The target village is Cihideung Ilir located in Ciampea sub-district, Bogor.

Specifically, SEAMEO RECFON intends to improve health and nutrition-related practices and condition of underfive year old children as well as school children (from all levels) by empowering community health workers and primary/secondary school teachers. In order to design programs and activities relevant to the condition and needs of the community, a needs assessment survey was carried out in December 2015 by the 6 Centres. The findings are used to develop planning for activities for the period of 2016-2018.

Aside from nutrition and health related activities conducted for improved child nutrition through capacity building of community health volunteers (Posyandu Cadres) in STAR village, in this document SEAMEO RECFON reports its focused activities in 2016-2017 on health and nutrition promotion for primary school children and adolescents by empowering the teachers and other education personnel through series of Training of Trainers using specially developed interactive modules and lesson plans. Technical assistance through whatsapp group and monitoring visits is expected to enhance the school commitment to adopt the nutrition lesson plans provided in the modules. In 2018, nutrition campaign and competition among school teachers/students is to be implemented.
Part of SEAMEO College program on distinct and unique regional platform of education, a collaboration of three SEAMEO Centres in Indonesia, i.e. SEAMEO BIOTROP, SEAMEO RECFON, and SEAMEO SEAMOLEC is initiated to provide access to education through school and community-based gardening and food production in order to contribute and overcome the complex and inter-related problem of poverty, malnutrition and illiteracy starting.

In 2016, the three SEAMEO Centres create an integrated strategy in selected pilot schools and communities in Indonesia. The expertise in food and nutrition brings SEAMEO RECFON to specifically aim to expose teachers and school children to nutrition information, trigger teachers to create interactive nutrition education activities for school children, encourage teachers to perform online monitoring of some nutrition related practices of the school children, as well as assess nutritional knowledge and practices of school children of some selected schools. The school gardening activities, led by SEAMEO BIOTROP is used as media for delivering nutrition messages to school children.

Using the online system developed by SEAMEO SEAMOLEC, SEAMEO RECFON initiates a teacher-led online monitoring to measure some nutritional practices of the students, and disseminate the nutrition messages as well as some ideas for the delivery methods to the teachers. The monitoring is aimed to assess the health and nutrition related practices of the students and scheduled for every semester (twice per year). Questions addressed include among others about practices of breakfast, snacking, and diversity of foods consumed, as well as hand washing. All schools participating in School Garden training batch 1 (from kindergarten, primary, until secondary schools) are invited to join the online monitoring activities. Representative teachers and school principals are sent the link of the monitoring survey questionnaire and given some time to fill in and submit the questionnaire to the administrator of the survey during the semester. So far, around 115 of students have submitted the completed questionnaire directly to the administrator, and four teachers from primary and secondary schools submitted their recap based on the practices reported by their students. This effort is still ongoing.

To date, the project has reached 2 batches of school garden training alumni of teachers from kindergarten, elementary, junior and senior high schools from various parts of Indonesia. A whatsapp group covering all alumni and SEAMEO team is initiated by SEAMEO BIOTROP to maintain communication and technical assistance both on the school garden maintenance as well as the nutrition aspect about the garden.

From the discussion raised in the whatsapp group, SEAMEO RECFON sees the potential of establishing collaboration with the teachers to develop lesson plans for using the school garden for nutrition education at all education levels. Twelve teachers from elementary, junior and high school levels have signed up for their participation in the lesson plan book project. At least 37 lesson plans have been discussed and confirmed for their suitability to be included in the lesson plan book. The book is scheduled for printing in March 2018.
Local specific food-based recommendations for school children

SEAMEO RECFON actively contributes in capacity building as well as provision of technical assistance to academe and program implementors in compiling data about dietary intake and the use of Optifood software to formulate food-based recommendations which are locally specific. The processes include provision of training and technical assistance for program implementor at regional/provincial/district level, together with the academe and other stakeholders at the respective level to produce the local specific food-based recommendations (LSFBR). The next step includes Trial of Improved Practices (TIPs) based on the food recommendations. Nutrition education and promotion that include messages based on LSFBR is then to be executed using means of fun learning. In the final stage, the academe and the local partners, with a coaching from SEAMEO RECFON, conduct an evaluation of the local-specific nutrition recommendation/messages to the improvement of nutrient intake as well as nutritional status of the school children.

The current project initiative targets high school adolescent students in Malang under close coordination with Poltekkes Malang, District Education Office and District Health Office of Malang, East Java. The product of this project is a concept called Remaja ASIK - Aktif, Sehat, pintar, Kreatif. Remaja ASIK in English means “cool” teens and ASIK stands for active, healthy, smart and creative.

Remaja ASIK project aims to reduce anemia prevalence among adolescent by developing and promoting local specific food-based recommendation for optimal diet. Series of activities have been done under this project, such as (1) capacity building to local academe and local program implementor in developing the local specific FBR, (2) evaluation of local specific FBR in order to reduce the anemia prevalence among adolescent girls, (3) creative and interactive nutrition education at school for adolescent girls, (4) ambassador competition for Active-Healthy-Smart-Creative Adolescent (Duta Remaja ASIK). Remaja ASIK will be scaled up to the next second batch of schools in Malang District, while enhancing the first batch of schools to strengthen other components within DEPPIS in the NGTS program (ie. healthy canteen, school garden, school policies, etc).

CERIA project

In 2015 Nutrition Department Faculty of Medicine Universitas Indonesia, in collaboration with SEAMEO RECFON and Local government (Senen Sub-district office, Senen Education Office, Senen Public Health Centre) with support from Direktorat Riset and Pengabdian Masyarakat (DRPM) Universitas Indonesia and Ministry of Research, Technology, and Higher Education initiates a revitalization project on preschool and kindergarten School Health Program (UKS) activities.

The project involved person in-charge for UKS program from the Primary Health Centre, teachers, school principals, parents, and school children. The main tools are a module called Module CERIA – the acronym of “CErdas BeRgiziL dan Aktif” (Smart, Have good nutrition, and Active) and its supporting teaching aids such as 3-D food pyramid and TV look-alike flipchart. The module covers 4 main principles of Balance Nutrition, i.e. consumption of variety of foods, personal hygiene and environment sanitation, physical activity, and body weight monitoring. The module was developed through series of discussion involving teachers, academes, and visual designers. The module is targeted to be used by the teachers to deliver balance nutrition messages through fun learning activities such as story telling, singing, role playing, creating yells, and performing games.

In 2017, the collaboration resumes. The teaching aids for the preschoolers and kindergarten students are expanded to series of comic books that contain not only nutrition aspect but also character building education using local-context storyline.
Sustainable Evidence-Informed Actions for Change (SEACChange)

SEACChange is a forum initiated by World Vision International (WVI), Global Alliance for Improved Nutrition (GAIN), and Royal DSM through seminar-workshop series starting in 2013 to share experiences and lessons learned from different parts of the world for improving child and maternal nutrition. SEACChange Indonesia Working Group focuses on investing the nutrition solution for adolescent school girls as the most vulnerable yet neglected target group. The project's theme is 'Improving Maternal and Child Nutrition through Investment to the Adolescent School Girls'. The program is designed to be carried out through a public-private partnership focusing on demand creation (through evidence-based, well targeted multiple innovations of intra and extra curriculum behavior change communications - BCC) and ensuring supply (through improved food access via established school gardens and available fortified food products from industrial partners at the school canteens and markets). At this stage, SEACChange Indonesia Working Group partners are (in alphabetical order) Aisyiyah/Muhammadiyah, DSM, GIZ, GAIN Indonesia, Indofood, IPB, and Savica, including SEAMEO RECFON as the focal point.

A formative study in a pilot school in Depok West Java where anemia among adolescent girls is still prevalent has been conducted in 2015. Follow-up activities for BCC planning, feasibility study for school gardening and canteen improvement with additional fortified products, as well as implementation of the whole project are still to be carried out. Nevertheless, challenges occurred during the process of implementation that include lack of commitment and time availability of partners to produce a sound project proposal for seeking next funding. The project is currently inactive. However, the project is now redirected to be part of NGTS program focusing on adolescents.

Healthy School Canteen

A clean and healthy environment with adequate facilities will affect the safety of food consumed by the people including in the school areas. SEAMEO RECFON in collaboration with Senen Sub-district Health Centre (Puskesmas), Senen Sub-district Office, and National Food and Drugs Control Agency (BPOM) aim to contribute to the development of healthy school canteen in some selected schools in Senen Sub-District, one of the Centre's areas for community development programs. The objectives of this project are to improve teachers' knowledge and commitment, as well as to train school principals, teachers, health officers, and primary education personnel to be able to actively participate as food safety facilitators in their respective school area.

Series of activities include:

- Training on healthy school canteen environment for elementary school teachers and principals in Senen sub-district, 2014
- Situational analysis on 'best practices' in school canteen of some primary schools in Senen sub-district, 2015
- Training on food safety facilitator for elementary school in Senen sub-district, 2015
- Workshop on capacity building for canteen staffs and food handlers in order to provide safe, healthy, and nutritious food in school, 2016
- Workshop on healthy school canteen and its certification mechanism, 2017

The goal of this project aspire the establishment of certified healthy school canteen that can serve as a reference for other schools in Senen Sub-District. In addition, the project also envisions a certification model for street food vendors who are known to have contributed to the school children's daily snack and meal consumption.
Program Gizi Anak Sekolah (ProGAS)

Ministry of Education and Culture RI initiates a project called Program Gizi Anak Sekolah (ProGAS – in English nutrition program for school children). The project aims to improve school attendance and performance through provision of local based school feeding for elementary school children in 2 provinces (East Nusa Tenggara and Banten). This target expands in 2017 to be 100,000 elementary school children in 5 provinces (East Nusa Tenggara, Maluku, West Papua, Papua and Banten) and will expand to 11 provinces in 2018.

Nutrition Competition

Nutrition education is effective when employed using fun learning methods. Students of secondary schools certainly have different ways of learning as they are more mature and in transition into adulthood as compared to primary school students. In line with these facts, SEAMEO RECFON has used nutrition competition as a means for nutrition education. Our experiences in the past include nutrition competition among senior high school students for healthy breakfast using school magazine and balanced diet using Japanese comic as the media.

In 2017, SEAMEO RECFON holds an event called “Youth Creation” using cinematography for capturing understanding about health and nutrition among senior high school students in Indonesia.

The theme of the event is “Healthy and nutritious school: Time for us to involve”. The aims include:

- Increase awareness of students and teachers about the importance of nutrition and health for school-aged adolescents
- Provide a forum for school community to disseminate information about nutrition and health through interesting activities
- Encourage the school community to be critical on nutrition and health information disseminated to the community

Entries consist of 30 teams with 30 videos (consist of 23 Senior High Schools from 12 Provinces in Indonesia). Uploaded videos in Youtube reached 35,577 views (per September 2017). The event resulted in seven video winners including the most favorite video. In 2018, the nutrition competition will cover participants from the SEA countries.

As a unit under the coordination of the Ministry, SEAMEO RECFON contributes in various components of the project such as 1) module development for nutrition and character building education, 2) designing and executing the monitoring and evaluation of the project, and 3) enhancing the nutrition education component using the module and lesson plans developed earlier.

Nutrition education is carried out in 3 possible ways such as during the ‘breakfast time’ (15-30 minutes), by integrating it with relevant subjects, or by inserting the messages through extracurricula (boyscout, sports, art, others). The character building education is applied through teamwork when they prepare their breakfast and clean their own breakfast utensils.
School Based Nutrition Promotion (SBNP) Working Group

Several studies showed that school is the ideal media to promote nutrition education. There have been so many efforts put for school-based nutrition program in order to improve nutritional status among school-aged children as well as to improve school performance of the children. However, the implementation of the program is still done independently across the institutions or nations. There has not been such a forum to harmonize all of the efforts done by several institutions or countries. Therefore, SEAMEO RECFON as the Regional Centre for Food and Nutrition initiates a Workshop on Advancing the School-Based Nutrition Promotion Program in Southeast Asia on 8 August 2017 attended by representatives from 10 countries in the SEA Region. The workshop aims to gather information on existing of school-based nutrition promotion program in Southeast Asia and to establish the working group on School-Based Nutrition Promotion (SBNP) Program so that all of the effort done can be shared and harmonized.

At the end of the workshop, SBNP Southeast Asia working group is formed with the goal for the integration of school-based nutrition promotion (SBNP) to school system/activities. The tasks of the working group are:
- to compile best practices and evidences of impact of nutrition promotion at school
- to compile existing promotion materials used in nutrition promotion activities
- to advocate integration of nutrition promotion to school activities

The proposed roadmap:

<table>
<thead>
<tr>
<th>No.</th>
<th>PROPOSED OUTPUT INDICATOR</th>
<th>PROPOSED TIMELINE</th>
<th>PROPOSED ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Mapping of research/community development/other activities related to nutrition promotion at school in SEA (target, strategies/approach, impact, lessons learned)</td>
<td>2017-2018</td>
<td>• Identify the actor (ministry/NGO/others who have SBNP) via sending letter, online survey (matrix form), workshop (f2f/online) • Regular update meeting (online/offline) • Develop nutrition education portal</td>
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<td>1.2</td>
<td>Impact of SBNP through school system assessed through an Effectiveness Study in pilot schools (in Indonesia and SEA)</td>
<td>2019</td>
<td>• Collaboration with high learning institution, seeking funding/grant for research activities • Review the documents/study report • Conduct study in pilot schools which have integrated nutrition promotion in school system</td>
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<td>2.1</td>
<td>Compilation of available IEC materials (soft files, printed materials) for sharing (including PIC to be contacted)</td>
<td>2017-2018</td>
<td>• Participants of workshop are asked to bring along the promotion materials • Online materials sharing • Identification of common message and keywords in nutrition promotion in SEA • Identification the local context in developing the messages • Send hyperlink for IEC materials • Develop database and platforms to compile the materials • Develop nutrition education portal</td>
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<tr>
<td>2.2</td>
<td>Guidance of resources sharing</td>
<td>2018</td>
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<td>2.3</td>
<td>Generic nutrition promotion materials (Bahasa Indonesia and English)</td>
<td>2018</td>
<td>• Identified the target audience and testing the materials first • Need to come up with icon; all country-based and local context adaptive • Develop guidance</td>
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<td>3.1</td>
<td>Action plan to integrate nutrition promotion with school curriculum (including PIC in each country)</td>
<td>2018</td>
<td>• Meeting/dialogue with parents, teacher association • Meeting/dialogue with authority institution (MOE, MOH, consultation with experts) • Provide suggestion/advice to the existing nutrition education program • President to launch Nutrition promotion/education in curriculum</td>
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<td>3.2</td>
<td>Policy paper for advocacy</td>
<td>2019</td>
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<td>3.3</td>
<td>Series of meeting for advocacy</td>
<td>2019-2020</td>
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<td>3.4</td>
<td>Nutrition promotion has been integrated with school system</td>
<td>2020</td>
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<td>3.5</td>
<td>Publication in international review journal</td>
<td>2021</td>
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8. Program Coverage

Up until September 2017, the NGTS program has reached 262 schools, 959 teachers and school principals at all levels, 60 other beneficiaries (other professionals from various fields such as nutrition, health, agriculture, psychology, etc) in as many as 17 provinces throughout Indonesia.

9. Some Research Supporting the NGTS Program

Two major research themes that support NGTS program are 1) assessment of diet quality of school children to improved cognitive performance, 2) development of school based nutrition education model.

<table>
<thead>
<tr>
<th>THEME</th>
<th>RESEARCH TOPIC</th>
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<tbody>
<tr>
<td>Assessment of diet quality of school children to improved cognitive performance</td>
<td>Genetic variation, dietary intake, nutritional status and school environment as determinant factors for cognitive function among primary school children in Kupang, East Nusa Tenggara</td>
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<tr>
<td>Secondary school</td>
<td>Diet quality and overnutrition among adolescent girls in Jakarta</td>
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<td>Dietary diversity among adolescent girls in Jakarta</td>
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<td>Development of school based nutrition education model</td>
<td>Implementation of nutrition education using Nutrition and Health Module for primary schools in Ciampea, Bogor</td>
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<td>Empowerment of school health cadre as snack food inspectors among school children in Deli Serdang, North Sumatera Utara</td>
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<td>Development of drama play and story telling as media for nutrition education about balanced diet among primary school children</td>
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<td>Development of &quot;raised -bed&quot; pool as media for promoting fish consumption among primary school children</td>
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<tr>
<td>Primary school</td>
<td>Model of recommendation for fruit and vegetable intake among adolescent girls in Indonesia</td>
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<td>Formative study for development of technology -based nutrition education on iron consumption among adolescent girls of SMP Muhammadiyah in Depok</td>
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<td>Model of nutrition education using “social cognitive” theory for improving eating behavior and sedentary physical activity among obese adolescents in Makassar, South Sulawesi</td>
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<td></td>
<td>Local based food dietary guidelines using linear programming for reducing anemia among adolescent girls</td>
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<td></td>
<td>Implementation of nutrition education using Nutrition and Health Module for secondary schools in Ciampea, Bogor</td>
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<td></td>
<td>Model of nutrition education on healthy breakfast for senior high school students in Makassar, South Sulawesi</td>
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</table>
10. Partners and Collaborators

The NGTS program is implemented in collaboration with partners from across sectors such as Ministry of Health, Local Health Offices and Public Health Centres; Ministry of Education and Culture and Local Education Offices; National Food and Drug Agency, Food Security Council, local governments (at the province and district levels), NGOs as well as private sector.