NUTRITION GOES TO SCHOOL (NGTS)

Gizi Untuk Prestasi
The Philosophy of the NGTS Logo

The symbol of man in the center of the logo represents SEAMEO RECFON’s vision in developing excellence human resources. It is also expected to be the output of NGTS program which is developing AWESOME (Active, Well nourished, and Smart or ME) future generation.

The triangle symbol, each corner represent three components in the DEPPIS (DEmand, supply, and Policy) framework, which also in harmony with UKS (Usaha Kesehatan Sekolah) logo, the "Trias UKS" (health education, health service, and healthy school environment).

The black outer circle represents the fourth component, Information System, which is functionate to monitor both execution and result of NGTS activities.

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http://ngts.seameo-recfon.org
Why is NGTS Program important? // Mengapa Program Gizi Untuk Prestasi Penting?

The “first 1000 days of life” approach has been adopted to provide solution for nutritional problems. The persistent problem of stunting among under-five children as well as the emerging over nutrition problems among school children, adolescents and adults suggest that the approach which focuses on the nutrition intervention from womb until the child reaches the age of 2 years (1000 days) 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 (Figure 1). 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 vulnerable to nutritional problems such as stunting, underweight, anemia, as well as overweight and obesity.

Studies have 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 that are of poor nutritional quality due to its high sugar, salt, and fat content. Similar findings are also found in other countries in the Southeast Asian region.

School has been regarded as an effective setting for character development and education, which has orientation to good nutritional practices. The good habit at early age is expected to continue until adulthood. School-based nutrition program is also expected to contribute to solving the nutrition problems found in the community, as students may act as agents of change at home and in their surrounding community.

The leadership role of the Minister of Education and Culture Republic of Indonesia as the current SEAMEO Council President 2017-2019 lays a significant milestone for the direction of the Nutrition Goes to School (NGTS) program in Indonesia as well as in the Southeast Asian (SEA) region.

menemukan bahwa siswa Indonesia cenderung tidak sarapan, tidak membawa bekal dari rumah, jarang mengkonsumsi buah dan sayur, serta sering mengkonsumsi minuman manis dan makanan olahan yang kurang bergizi karena mengandung gula, garam dan lemak yang berlebihan. Praktik serupa juga ditemukan pada siswa di negara lainnya di Kawasan Asia Tenggara.

Sekolah dipandang sebagai media yang efektif untuk mengembangkan pendidikan karakter yang berorientasi pada praktek gizi yang baik. Kebiasaan baik yang ditanamkan sejak awal diharapkan akan terus berlanjut hingga dewasa. Program gizi berbasis sekolah diharapkan membantu penyelesaian masalah gizi di masyarakat, karena siswa juga berperan menjadi agen perubahan di rumah dan di lingkungan masyarakat.

Peran Menteri Pendidikan dan Kebudayaan Republik Indonesia yang menjadi sebagai SEAMEO Council President untuk periode tahun 2017-2019 meminta adanya arahan program Gizi untuk Prestasi baik di Indonesia, maupun di kawasan Asia Tenggara.

“School has been regarded as an effective setting for character development and education, which has orientation to good nutritional practices.”
What is NGTS Program? // Apa itu Program NGTS?

Objectives

The DEPPIS framework (Figure 2) conveys that NGTS program aims to achieve our objectives: AWESOME (Active, WELL-nourished, and Smart Of ME) school children through approaches and processes as described below.

Kerangka kerja yang tertera pada Figure 2 menunjukkan bahwa tujuan program Gizi untuk Prestasi adalah tercapainya siswa yang AWESOME atau ‘KEREN’, yang diacungi sebagai siswa yang aktif memiliki status gizi yang baik, serta kemampuan kognitif yang baik.

Processes

In order to make DEPPIS approach work, series of processes are to be in place by means of:

1. Experiential-based module and Lesson Plan development
   Pengembangan modul pembeberapaan serta rencana ajar yang berbasis pengajaran nyata para guru dan tenaga pendidikan
2. Series of training and capacity building to school community
   Pelatihan dan pengembangan kapisitas komunitas sekolah (kepala sekolah, guru, pengelola kantin sekolah, orangtua, siswa)
3. Consultative meeting for strengthening of the partnership
   Perlakuan konsultatif untuk memperkuat kermitraan

Approaches

To achieve the aims of the program, we applies DEPPIS conceptual framework (Figure 2) with four main approaches:

1. DEmand
   Creating the school children’s demand for choosing healthier foods [by providing training and capacity building to staff from Nutrition Academy, universities, and health workers as 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)

4. Information System
   Establishing functioning information system (by enhancing partnership on communication and monitoring/evaluation that are technology-based)
To appraise the achievements of the NGTS program’s outcome called “AWESOME” children, there are three main components need to be achieved through the following indicators:

**Active**
- Students perform any forms of physical activities (e.g., daily chores, sports, dance, etc) within 5 days in a week for at least 30 minutes per day as recommended by MoH RI (2014).
- Siswa melakukan aktivitas fisik berupa aktivitas fisik sehari-hari seperti berjalan kaki, naik turun tangga, mencuci di, kegiatan olahraga seperti bermain bola basket, berenang, dll, serta kegiatan olah fisik rekreasi seperti senam, menari, paco-poco, dll setidaknya 5 hari dalam seminggu selama minimal 30 menit per hari.

**Well-nourished**
- Students have BMI that fall in the normal range as indicated in the growth curve published by WHO (2006).
- Siswa mempunyai Indeks Massa Tubuh (IMT) yang berada pada kisaran normal pada kurva standar pertumbuhan.

**Smart Of ME (Cognitive)**
- Students have reduced number of absence due to sickness; academic performance at school level improved.
- Siswa mengalami turunnya angka kehadiran di kelas karena sakit, dan diharapkan selanjutnya sekolah mempunyai indeks performa akademik yang meningkat.

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 for scaling up in the SEA region, in Indonesia we agree to focus the NGTS program in our four main locus. The NGTS program has been also initiated to kick off in the Philippines. We are currently in the preparatory stage to expand the NGTS program to Brunei and Malaysia (Figure 3).

SEAMEO RECFON Berkomitmen untuk berkontribusi pada peningkatan gizi anak usia sekolah baik di tingkat nasional maupun regional. Namun, untuk mendapatkan pembelajaran dan wawasan yang menyeluruh untuk upaya ekolokasi di kawasan SEA, di Indonesia kegiatan NGTS difokuskan pada empat lokus utama. Program NGTS di kawasan Asia Tenggara telah dilaksanakan di Filipina. Dalam waktu dekat, program NGTS juga akan dilaksanakan di Brunei dan Malaysia (Figure 3).

**Figure 3. Location Focus of NGTS**
Experiential-based Module and Lesson Plan 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 RECON (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.

For that reason, SEAMEO RECON committed to invest relevant resources to the development of the module. Series of Focus Group Discussion and consultative meeting with teachers, principles, other education staff, and stakeholders from Ministry of Health as well as Ministry of Education and Culture had been done and will continue to be done to support the module development (Figure 4).

Best practice and challenges faced by teachers when delivering nutrition-and-health related topic has been documented as lesson-learnt to develop the module with complete yet simple content. The module is also equipped with examples of Lesson Plan which can provide some illustrations for teachers on how to deliver nutrition-and-health related topic to student in interesting and simple way, nevertheless put the limited resources issue into consideration. These Lesson Plan is expected to support teachers develop their own Lesson Plan, considering most teachers are creative. In the making process of the module development, some selected school teachers involved in the writing up of the module especially on Lesson Plan part.

Until today, SEAMEO RECON has published five Modules and Lesson Plans (Figure 5): Nutrition and Health for Elementary School; Nutrition and Health for Adolescent, Balance Nutrition Guideline for active, healthy, smart, and creative adolescent (Remaja ASIK: Aktif, Sehat, pintar, Kreatif) for High School, Healthy Canteen Module and nutrition education Lesson Plan through school garden. 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 lesson plans are piloted in primary and secondary schools at SEAMEO STAR Village i.e. Cihdeung Ilir village, Bogor, West Java. Furthermore, Remaja ASIK module contains the balance nutrition guideline based on nutrient-dense local food potential for female adolescents in Malang District, so as every single region can have their own specific balance nutrition guideline.

Since 2016, SEAMEO RECON has been involved in collaboration training with SEAMEO BIOTROP, engaging school teachers developing school garden (Figure 6). As follow up, teachers were asked to conduct nutrition education session using the school garden. A total of 12 teachers from 10 various cities in Java and Sumatera who had obtained the school gardening training were invited to write their experience and idea in the Lesson Plan module. Currently, there are 37 Lesson Plan for school garden on the finalization stage before being published.

All SEAMEO RECON’s modules can be downloaded through this link: http://ngts.seameo-recon.org/. SEAMEO RECON will monitor the use of the downloaded module three month after downloading.

Nutrition and Health for Elementary School Module as well as Nutrition and health for Adolescent module were launched at the 5th SEAMEO RECON 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 also envisioned to serve as the basis for the syllabus of open distant learning (ODL) for school teachers to reach wider beneficiaries (Figure 7).
mempertimbangkan sumber daya yang relevan untuk pengembangan modul tersebut. Rangkaian diskusi kelompok terarah (focus group discussion) dan pertemuan konsultatif dengan para guru, kepala sekolah, tenaga kependidikan lainnya, dan pemangku kepentingan terkait dari Kementerian Kesehatan dan Kementerian Pendidikan dan Kebudayaan telah dilakukan dan akan terus dilakukan untuk mendukung pengembangan modul pengajaran (Figure 4).

Praktik terbaik dan tantangan yang dialami oleh guru saat menyampaikan topik terkait gizi dan kesehatan telah didokumentasikan sebagai pelajaran untuk membuat modul dengan isi yang lengkap namun disampaikan secara sederhana dan juga dilengkapi dengan beberapa contoh Rencana Ajar yang dapat dijadikan gambaran oleh guru tentang cara penyampaian topik gizi dan kesehatan pada siswa melalui kegiatan yang menarik, sederhana dan

Sejak tahun 2016, SEAMEO RECFON terlibat dalam pelatihan kolaborasi dengan SEAMEO BIOTROP untuk mengajak guru sekolah mengembangkan kebijakan sekolah (Figure 6). Tindak lanjut dari kegiatan tersebut adalah guru diminta melakukan kegiatan edukasi gizi menggunakan media kebun sekolah. Sebanyak 12 guru dari 10 kota di Jawa dan Sumatra yang sebelumnya pemah mendapat pelatihan mengembangkan kebun sekolah diajak untuk menulis dan penelitian mengenai gizi. Beberapa topik yang diajarkan pada pelatihan ini adalah tentang harta bumi yang ada di sekolah, yaitu pertanian, kebun, dan hutan.


Modul Gizi dan Kesehatan Anak Usia Sekolah Dasar termasuk pada Gizi dan Kesehatan Remaja tersebut telah diluncurkan pada Seminar Diseminasi Resi 5 SEAMEO RECFON pada tanggal 9 Agustus 2017 yang diselenggarakan oleh Direktorat Pendidikan Dasar dan Pendidikan Menengah Kementerian Pendidikan dan Kebudayaan Republik Indonesia (Figure 7). Untuk menjawab penerima manfaat yang lebih luas, modul tersebut juga akan diadakan dalam modul online training).
Training and Capacity Building // Pelatihan dan Peningkatan Kapasitas

Training for School Teachers and Principals

Face-to-face Training of Trainers (ToT)

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 are 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, where the SEAMEO STAR Village program was also conducted (Figure 8).

As additional information, SEAMEO STAR Village was a collaborative program between six SEAMEO Centers in Indonesia, launched by Anies Baswedan, the current Minister of Education at that time, on 7th October 2015, as part of SEAMEO’s golden anniversary celebration. SEAMEO STAR Village aimed to build a sustainable community empowerment model which can support the achievement of SEAMEO Community Involvement Program, especially on achieving SEAMEO 7 Priorities and Post-2015 Sustainable Development Agenda. This project aspires on creating Sustainable village, Technology-equipped, Ability-rich, and Responsible, in fulfilling community needs as well as contribute to the national development goals.

In this program, SEAMEO RECFON specifically role on upgrading nutrition practice among elementary and secondary school students through teachers empowerment, as well as the nutrition practice among under-five children’s caregiver through Posyandu cadres empowerment.

This training uses nutrition and health module which developed by SEAMEO RECFON as the main reference. During this training, besides emphasizing updates in nutrition, teachers also be given idea to design nutrition education session at school. Teachers and school principles were motivated to modify their existing Lesson Plan, based on learning objectives and resource availability at school. Along with that, they also got motivational session by a psychologist in which they could raise their antisissim and willing to actively take action to a better nutrition education at school.

These series of activities was part of intervention study on nutrition education to teachers, to escalate student’s nutritional status. The result of the study shows enhancement in student’s nutritional knowledge, as well as nutritional practice such as the habit of bringing lunch from home with more nutritious menu choices. As for learning to be taken, i.e. (1) The primary key to support nutrition education at school is the highly motivated teachers and school principles; (2) The effort to maintain good communication and sharing knowledge through Whatsapp group and school visitation was important to maintain the running of the program; (3) training which suits the needs of the teachers is necessary.

It was planned in 2018 to conduct face-to-face training for elementary school teachers in an evaluation study of Nutrition Program for School Children in East Lombok, NTT (Figure 9).

Figure 8. SEAMEO STAR Village - Nutrition Education

SEAMEO STAR Village bertujuan untuk membangun sebuah model pemberdayaan masyarakat berkelanjutan yang dapat mendukung pencapaian SEAMEO Community Involvement Program khususnya dalam mencapai SEAMEO 7 Priorities dan Post-2015 Sustainable Development Agenda. Proyek ini bercita-cita membentuk sebuah desa yang berkelanjutan (Sustainable), dilengkapi teknologi (Technology-equipped), kaya akan kemampuan (Ability-rich), dan bertanggung jawab (Responsible) - disingkat dalam bahasa Inggris sebagai STAR - dalam memenuhi kebutuhan masyarakatnya sendiri serta berkontribusi terhadap tujuan pembangunan nasional.

Pada kegiatan ini, SEAMEO RECFON secara khusus berperan dalam meningkatkan praktik gizi siswa sekolah dasar dan menengah melalui pemberdayaan para guru, serta praktik gizi pengasuh balita melalui pemberdayaan kader Posyandu.

Pelatihan ini menggunakan modul gizi dan kesehatan yang dikembangkan oleh SEAMEO RECFON sebagai sumber bahan tujuan utama. Pada pelatihan ini, selain ditekankan tentang pemanfaatan aturan gizi terkini, para guru juga diberikan ide untuk merencanakan sesi perkenalan gizi di sekolah. Para guru dan kepala sekolah juga didorong untuk memodifikasi rencana ajar yang ada, sesuai dengan tujuan pembelajaran dan keterdesideran siswa dalam mengatasi masalah

Sebagai informasi, SEAMEO STAR Village merupakan kegiatan kerjasama antara 6 SEAMEO Centre di Indonesia yang diluncurkan oleh Dr. Anies Baswedan, Menteri Pendidikan Indonesia saat itu, pada tanggal 7 Oktober 2015 sebagai bagian dari rangkaian perayaan SEAMEO’s Golden Anniversary.
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, in 2017, collaborating with SEAMEO RECFON, the first time ever SEAMEO RECFON launches the online training on nutrition and health.

In 2017, as the first batch, 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.

Main platform is used for the training is Massive Open Online Course (MOOC), coordinated by SEAMEO SEAMOLEC (Figure 10). Moreover, communication through WhatsApp group and Webex application also has been done to encourage dynamic discussions between participants as well as to provide information regarding to the training materials and assignments. For this project, SEAMEO RECFON had collaborated with nutrition academy (i.e. Politeknik Kemenkes Jakarta II). Around 20 of its alumni were recruited as moderators for facilitating the online training, especially in WhatsApp group.

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 second batch’s online training is targeted to cover teachers in Sumatera, Bali and Nusa Tenggara. The number of participants presented on this batch was 924 teachers from 196 schools from 14 provinces in Sumatera, Bali, and Nusa Tenggara Island. Furthermore, an online training for vocational school (SNK) has been initiated in 2018, targeting vocational school’s teachers in Java Island and vocational school’s teachers who are the participant of the 2018 School of Entrepreneur Creation Program.

Some schools in which the teachers performed good participation and achievement will be visited and assisted to continue their nutrition promotion activity at the schools, and further will be piloted as an example for other schools in the area. The technical assistance will be provided by SEAMEO RECFON, in collaboration with local partners.

Dengan kemajuan teknologi komunikasi, guru harus dibekali pengembangan keterampilan menggunakan berbagai bentuk mode pembelajaran. Pelatihan dalam jaringan (online training) juga memberi kesempatan yang lebih luas untuk meningkatkan kesempatan belajar dan saling berbagi tanpa batas ruang dan waktu. Demi tujuan ini, untuk pertama kalinya SEAMEO RECFON meluncurkan pelatihan daring tentang gizi dan kesehatan di tahun 2017, bekerjasama dengan SEAMEO SEAMOLEC.

Pada tahun 2017, sebagai angkatan pertama, pelatihan daring secara khusus ditargetkan untuk guru SD dan SMP dari sekolah rujukan Kementerian Pendidikan dan Kebudayaan wilayah Pulau Jawa. Sebanyak 118 sekolah dasar (sekitar 700 guru) dan 118 sekolah menengah pertama (sekitar 350 guru) diundang...
School Garden for nutrition, literacy, and entrepreneurship // Kebun Gizi Sekolah

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.

The three SEAMEO Centres, under the coordination of SEAMEO BIOTROP, create an integrated strategy in selected pilot schools and communities in Indonesia. In line with its expertise in food and nutrition, SEAMEO RECFON specifically involved in utilizing school gardens to increase student practice, not only to ensure the availability of fruit and vegetable in at school but also to use the school garden as nutrition education media (Figure 11). Starting in 2016, SEAMEO RECFON provided information to school about the importance of nutrition for school children, triggered teachers to create interactive nutrition education activities for school children, and encouraged teachers to perform online monitoring of some nutrition related practices of the school children.

The online monitoring is aimed to assess the health and nutrition related practices of the students and scheduled for every semester (twice a 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 principles 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.
SEAMEO RECFON actively contributes in the formulation of food-based recommendations for school children, which are locally specific. The basis of the activity were capacity building and provision of technical assistance to academe and program implementers in Southeast Asia Region, as well as in province and district level in Indonesia, in compiling data about dietary intake and the use of Optifood software to formulate the recommendation. This program focused on the area where nutritional message with local content as part of its nutrition promotion activity. 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 Health Politechnic of 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 (Figure 12). This project aimed to decrease the prevalence of anemia among adolescent by developing and promoting local-specific food-based nutrition recommendation for optimum diet. The series of activities had been done under this project, i.e. (1) capacity building to local academe and local program implementer in developing the local specific FBR, (2) evaluation of local specific food-based recommendation 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).

As continuity to this project, the target of school in the next batch of Remaja ASIK will be expanded to other schools in Malang District, while enhancing the first batch of schools to strengthen other components within DEPPIS framework in the NGTS program (ie. healthy canteen, school garden, information system). The second batch of Remaja ASIK will be packaged in a form of action research, where there will be pre- and post-test measurement during the study so that its success can be evaluated.
Healthy School Canteen // Kantin Sehat Sekolah

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 SEAMEO RECFON’s coverage area 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
- Workshop on of healthy school canteen model guideline development and arrangement, 2018
- Healthy canteen socialization for vocational school (SMK) through Webinar, 2018

In 2018, SEAMEO RECFON together with the partners i.e. school principals, teachers, health officers is publishing a practical guide book on healthy school canteen model development which includes those particular topics (1) an overview of school canteen situation in Indonesia, (2) concept and step-by-step on developing healthy school canteen, (3) the role of school canteen on shaping a healthy eating environment at school, (4) ideas to use school canteen as a tool for character and nutrition education, and (5) set of best practices from various schools related to healthy canteen implementation.

The goal of this project is to aspire the establishment of certified healthy school canteen that can serve as a reference for other schools. 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.

Saat Ini, target proyek inisiatif ini adalah siswa SMA di Malang, di bawah koordinasi yang erat dengan Poltekkes Malang, Dinas Kesehatan Kabupaten Malang dan Dinas Pendidikan Kabupaten Malang. Hasil dari proyek ini adalah konsep yang disebut dengan Remaja ASIK - Aktif, Sehat, pintar, Kreatif (Figure 12). Kegiatan Remaja ASIK bertujuan untuk mengurangi prevalensi anemia pada remaja dengan mengembangkan dan memperkuat program pangan gizi berbasis pangan lokal untuk diet yang optimal. Rangkaian kegiatan yang telah dilakukan di bawah kegiatan ini, diantaranya (1) pembangunan kapasitas untuk akademisi dan pelaksanaan program dalam pengembangan panduan gizi berbasis pangan lokal, (2) evaluasi panduan gizi berbasis pangan lokal untuk mengurangi prevalensi anemia pada remaja putri, (3) pendidikan gizi yang kreatif dan interaktif di sekolah untuk remaja putri, (4) formasi Duta Remaja ASIK.

Sebagai kelanjutan dari proyek ini, target sekolah pada batch kedua proyek Remaja ASIK akan diperluas ke sekolah-sekolah lainnya di Kabupaten Malang, sedangkan sekolah-sekolah yang sudah mendapatkan program Remaja ASIK sebelumnya akan diperkuat pelaksanaan NGTS nya dengan komponen lain dalam DEPPIS program NGTS, seperti kantin sehat, kebun gizi sekolah, dan sistem informasi, Proyek Remaja ASIK batch kedua ini akan dikemas dalam bentuk action research dimana akan dilaksanakan pengukuran diawal dan diakhiri studi sehingga proyek ini dapat dielevaluasi keberhasilannya.
Lingkungan yang bersih dan sehat dilengkapi dengan fasilitas yang memadai akan berdampak pada amanah makanan yang dikonsumsi oleh masyarakat, termasuk oleh warga sekolah. SEAMEO RECFON bekerjasama dengan Puskesmas Kecamatan Senen, Kantor Kecamatan Senen dan Badan Pengawasan Obat dan Makanan (BPOM) memprakarsai sebuah upaya pengembangan kantin sehat di sekolah-sekolah terpilih di wilayah Kecamatan Senen yang merupakan salah satu daerah binasa SEAMEO RECFON. Tujuan kegiatan ini adalah untuk meningkatkan pengetahuan dan komitmen guru serta mendukung akses pelatihan bagi guru, kepala sekolah, tenaga kesehatan, dan tenaga pendidikan dasar untuk menjadi fasilitator keamanan pangan di sekolah masing-masing.

**Rangkaian kegiatan proyek ini, meliputi:**

- Pelatihan tentang lingkungan kantin sehat bagi guru sekolah dasar dan kepala sekolah di Kecamatan Senen, 2014
- Analisis situasi tentang praktik terbaik kantin sekolah pada beberapa sekolah dasar di Kecamatan Senen, 2015
- Pelatihan fasilitator keamanan pangan untuk sekolah dasar di Kecamatan Senen, 2015
- Lokakarya pengembangan kapasitas untuk staf kantin dan penjaja makanan untuk menyediakan makanan yang aman, sehat, dan bergizi di sekolah, 2016
- Lokakarya kantin sehat dan mekanisme sertifikasinya, 2017
- Lokakarya penyusunan panduan pengembangan model kantin sehat sekolah, 2018
- Sosialisasi kantin sehat pada webinar SMK, 2018

Pada tahun 2018, SEAMEO RECFON bersama dengan para mitra kepala sekolah, guru, dan petugas kesehatan sedang menyusun buku panduan pengembangan model kantin sehat dimana didalamnya akan terdapat (1) gambaran situasi berbagai kantin sekolah di Indonesia, (2) konsep dan tahapan dalam pengembangan kantin sehat di sekolah, (3) peran kantin sekolah dalam mewujudkan lingkungan makanan sehat di sekolah, (4) ide-ide dalam menggunakan kantin sekolah sebagai media edukasi karakter dan gizi, serta (5) kumpulan praktik baik dari sekolah-sekolah terkait pelaksanaan kantin sehat di sekolah.
Program Gizi Anak Sekolah (ProGAS)


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 (2016-2018), 2) designing and executing the monitoring and evaluation of the project (2017, 2018), and 3) enhancing the nutrition education component using the module and lesson plans developed earlier (2018).
SEAMEO RECFON realizes that students have many creative ideas, which can be channeled to food and nutrition related activities i.e. competition. Nutrition competition is expected to be a media where student can find nutrition and health related information especially related with competition theme, contribute their creative idea, as well as develop teamwork and leadership skills. Learning-through-competition activity is also expected to encourage school community to think more critical in regards to nutrition and health information spread in the community. 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”. 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 with the theme “Youth Creations to Accelerate Zero Hunger”. The participants, both teachers and students, were asked to contribute their creative idea in the form of product or innovative activity in food and nutrition in order to achieve SDGs 2030 “Zero Hunger” challenge.

SEAMEO RECFON menyadari bahwa siswa mempunyai banyak ide kreatif, yang bisa disalurkan ke kegiatan terkait pangan dan gizi dalam bentuk kompetisi. Kompetisi ini diharapkan dapat menjadi media dimana siswa secara mandiri mencari informasi pangan dan gizi terkait tema kompetisi, menuangkan ide kreatifnya, serta mengasah kemampuan bekerja sama serta kepemimpinan. Media belajar melalui kompetisi diharapkan juga dapat mendorong komunitas sekolah untuk kritis terhadap informasi gizi dan kesehatan yang diserahkan ke masyarakat. Sebelumnya, SEAMEO RECFON telah mengadakan kompetisi gizi antar siswa SMA tentang saran sehat dengan media majalah dinding (madin), dan diet seimbang dengan media kartun manga.

School-Based Nutrition Promotion (SBNP) Working Group

There have been so many efforts done by academic institutions and other organizations to develop school-based nutrition programs 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, without proper documentation on the implementation, successfuless, and lesson-learnt of the program. Whereas, the well-documented fact is necessary as the basis for further advocacy in order to integrate nutrition promotion activity to daily school activity.

Therefore, SEAMEO RECFON as a Regional Center for Food and Nutrition initiated Southeast Asia School-based Nutrition Promotion Working Group (SEA SBNP-WG). 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

As an initial stage, SEAMEO RECFON conducted a “Workshop on Advancing the School-Based Nutrition Promotion Program in Southeast Asia” on 8th 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 discuss a roadmap draft of the Working Group for the next five years period. Some of the main activities mentioned in the draft were: (1) Mapping of research/community development/other activities related to nutrition promotion at school in SEA (target, strategies/approach, impact, lessons learned), (2) Measuring impact of SBNP through school system assessed through an Effectiveness Study in pilot schools (in Indonesia and SEA), (3) Compiled of available IEC materials and coordinated the use of all materials for sharing, (4) Developed policy paper for advocacy, followed by series of meeting for advocacy,

In August 2018, the SBNP Workshop for Indonesian scope will be conducted, with main purpose to finalize the roadmap draft, member of Working Group, and the Compilation of School-Based Nutrition Promotion Activities in Indonesia Book (Figure 13).

Banyak upaya yang telah dilakukan oleh berbagai institusi akademik dan organisasi lainnya terkait program gizi berbasis sekolah dalam rangka meningkatkan status gizi anak sekolah serta meningkatkan prestasi siswa di sekolah. Namun, pelaksanaan program tersebut masih dilakukan secara sendiri-sendiri dan informasi tentang pelaksanaan, keberhasilan dan pembelajaran kegiatan tersebut masih belum terdokumentasi dengan baik. Pada tahap awal terdokumentasi dengan baik merupakan hal yang sangat diperlukan untuk melakukan upaya advokasi guna terwujudnya integrasi kegiatan promosi gizi ke dalam aktivitas sekolah.

Karenanya, SEAMEO RECFON sebagai Pusat Regional untuk Pangan dan Gizi mempersiapkan pendirian Southeast Asia School-based Nutrition Promotion Working Group (SEA SBNP-WG) atau Kelompok Kerja Promosi Gizi Berbasis Sekolah - seAsia Tenggara. Kelompok Kerja ini bertujuan untuk:
- mengkompilasi praktik terbaik, baik dimpaksan kebijakan, serta pembelajaran kegiatan promosi gizi di sekolah,
- mengkompilasi materi/media promosi gizi yang sudah dipergunakan pada kegiatan promosi gizi di sekolah,
- melakukan upaya advokasi untuk mengintegrasikan kegiatan promosi gizi ke dalam kegiatan sekolah.

Sebagai inisiasi awal, SEAMEO RECFON menyelenggarakan sebuah lokakarya bertajuk “Workshop on Advancing the School-Based Nutrition Promotion Program in Southeast Asia” pada 8 Agustus 2017 yang dihadiri oleh perwakilan dari 10 negara di Asia Tenggara. Lokakarya ini bertujuan mengumpulkan informasi awal tentang program promosi gizi berbasis sekolah yang ada di Asia Tenggara serta mendiskusikan draft peta jalan Kelompok Kerja ini untuk periode lima tahun. Beberapa kegiatan utama yang dicantumkan di dalam draft peta jalan tersebut adalah:

1. Mencocokan kegiatan penelitian/pengembangan masyarakat, kegiatan lain terkait promosi gizi di sekolah di Asia Tenggara (target, strategi/pendekatan, dampak, pembelajaran),
2. Mengukur dampak pelaksanaan SBNP yang terintegrasi ke dalam sistem sekolah melalui studi efektivitas di Indonesia dan Asia Tenggara,
3. Membentuk media/medium for promotion yang ada, dan mengkoordinasi penggunaan media/medium tersebut oleh pihak lain sesuai aturan yang disajeluk.
4. Pemahaman Rencana Aksi serta nosakan pelaksana untuk advokasi, dilanjutkan dengan serangkaian pertemuan advokasi
5. Membuat rencana untuk publikasi di international peer-reviewed journal. Di bulan Agustus 2018, akan diselenggarakan SBNP Workshop untuk scope Indonesia, dengan tujuan utama untuk menyusun draft final peta jalan, anggota kelompok keja serta Buku Komplias Kejataan Promosi Gizi Berbasis Sekolah di Indonesia (Figure 13).

Program Coverage

Up until February 2018, the NGTS program has reached 819 schools, 1978 teachers and school principals at all levels, 1499 students, and 110 other beneficiaries (other professionals from various fields such as nutrition, health, agriculture, psychology, etc.) in 18 provinces throughout Indonesia.

<table>
<thead>
<tr>
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<td>Senior High School</td>
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</table>
In strengthening NGTS Program in our locus area, Jakarta, Malang, Sambas, and Bogor, SEAMEO REFCON establish special collaboration with higher education institution in each area by signing an agreement note to ensure NGTS Program become part of community-service or academic research program.

In addition to the partnership with the four main locus, NGTS also collaborates with cross-sectoral partners, which also serve as the pillar in the program implementation. Some institutions had been formalized with cross-sectoral partners from central and regional government institutions, NGOs, academic institutions, as well as private sector. Collaboration in the form of joint research, capacity building for teachers, and other activities has made NGTS Program become a mutual work and achievement.

Dalam memperkuat program Gizi untuk prestasi di wilayah lokus utama, SEAMEO menjalin kerjasama khusus dengan institusi pendidikan tinggi di masing-masing wilayah dengan menandatangani kesepakatan untuk menjadikan NGTS-Gizi untuk prestasi sebagai dasar program pengabdian masyarakat maupun riset-akademik. Hingga saat ini institusi mitra di wilayah empat lokus utama.

Selain itu kerjasama program Gizi untuk prestasi dikar empat lokus utama dengan bekerjasama dengan mitra lintas sektor, juga menjadi pilar dalam implementasi program. Beberapa telah terformalisasi dengan inisiatif lintas sektor dari institusi pemerintah baik pusat maupun daerah, LSM, institusi pendidikan, maupun sektor swasta. Kerjasama dalam bentuk studi, peningkatan kapasitas para guru, pengabdian masyarakat dan kegiatan lain menjadikan program Gizi untuk prestasi menjadi kontribusi dan pencapaian bersama.