

Concept Note

Regional Training of Trainers on Integrating Nutrition in Primary Curriculum

I. Background

The lack of focus on nutrition of school children has been recognized as a major gap in a comprehensive and life cycle understanding of intergenerational cycle of malnutrition. In many countries in Asia and the Pacific, there is a dearth of information on the nutritional status of school children, an often neglected group. However, with the countries' commitments to achieve Millennium Development Goal (MDG) on universal education and now Sustainable Development Goal (SDG) 4 (quality education) as well as the introduction of school feeding programs, there has been an increasing focus on this age group. This effort was further reinforced with promotion of school garden linked nutrition education by the Food and Agriculture Organization of the United Nations (FAO-UN). Increasingly, evidences that demonstrate that school feeding can improve education performance indicators particularly of girls at the same time contribute to nutrition improvement of school children in general are being generated. There is a growing body of evidence showing the positive links between increased enrolment, lower dropout rates and improved nutrition with school feeding. Yet there is still concern on how to make this development initiative more sustainable and comprehensive. A comprehensive and sustainable approach should include sustained provision of locally produced, diverse and nutritious foods for school meal preparation coupled with a strong component of appropriate behaviour change communication strategies. In this regard, community/home food production linked to school garden as well as school garden-based learning for proper nutrition is now viewed as a viable, sustainable and replicable option. This represents a paradigm shift in institutional frameworks with increased community engagement in school activities but also explores changing the architecture of primary education to one that is promotive of acquiring proper nutrition behaviour. Healthy school feeding and nutrition sensitive school gardens can be used as platforms for learning at the same time lead to acquisition of lifelong skills that will prepare them to become more responsible and knowledgeable caregivers in the future.

It is also worth mentioning that within the ASEAN, there is an integration process taking place where different educational levels are being revisited, improved where nutrition integration is seen as also important.

This Regional Training of Trainers (rToT) is therefore planned to develop regional capacity in general and national capacity in particular on how to integrate nutrition and related key concepts on nutrition. Moreover, the ToT will promote the use of school garden based learning toward a more sustainable strategy for promoting and acquiring lifelong skills and positive nutrition behaviours that translate to improved food and nutrition security. Using 2 to 3 subjects that could serve as test cases/demonstration models, technical as well as practical aspects of the process for integrating nutrition will be shared and discussed. This is intended to serve as a template for similar

initiatives within the education sector like integration of nutrition in secondary and tertiary education. To support this initiative will be the development of appropriate innovative and creative teaching materials /aids to reinforce the teaching-learning process. Hence, this ToT will also include as one of its objectives the development of user-friendly and appropriate teaching/learning materials Recognizing that this work will involve many stakeholders and with education personnel intended participants in this activity, the proposed rToT is designed to be a capacity-building initiative built on an inclusive and participatory process where key stakeholders engaged in similar endeavours are involved.

What is the context of integration? Integration in this context refers to an act of bringing together small components (subjects) into a single system (*a particular grade curriculum*) that functions as one (*specific knowledge domain + nutrition education*). It aims to bring the learning of technical concepts by using examples/exercises/pictorials that subliminally promote acquisition of nutrition knowledge and practices to a more comprehensive understanding of both learning systems. At the end, it is expected that there would be a seamless integration of learning knowledge domains as specified in the school curricula and proper nutrition thus providing a valuable rubric for primary school education.

Several steps had been undertaken leading to this activity:

- A. Identification and review of subjects which offer opportunities for incorporating nutrition
- B. Integration of key nutrition concepts and nutrition learning objectives in the identified subjects
- C. Development of supplementary teaching materials to facilitate the teaching of nutrition enriched subjects
- D. Pre-testing, revision and finalization of the training design and materials of school teachers
- E. Training of Teacher Trainers for application in –country

This activity has been identified as one of the imperatives for achieving the objectives of the regional TCP (TCP/RAS/3509) entitled Regional Initiative for Zero Hunger Challenge: Promoting an Integrated Home Garden and School Garden Approach for food and nutrition security in selected Asian countries with specific contribution to SO1.

II. Objectives

At the end of the ToT, the participants should be able to:

1. Arrive at a consensus among participants on a set of minimum knowledge, attitudes and skills to be acquired by primary school children;
2. Gain an appreciation for the need to integrate school garden based linked nutrition education;
3. Take stock of on-going initiatives on curriculum enhancement in the priority countries for RI-ZHC;

4. Identify inroads toward developing nutrition sensitive basic education curriculum; and
5. Recommend creative and innovative strategies for integrating nutrition in basic education school curriculum using school gardens as platform learning

III. Expected Outputs

- Stock-taking on on-going initiatives on curriculum enhancement
- Potential primary school subjects for incorporation of nutrition identified
- Entry points for integrating nutrition and other relevant messages
- Appropriate teaching/learning aids identified for future development

IV. Proposed Data and venue
August 30- Sep 2, 2016, AMARI Hotel

V. Prospective participants
Total number: 20-25 persons

VI. Organizers
Nutrition Team, FAO-RAP
APRACA

VII. Estimated budget
USD 40,000 (to be charged against TCP/RAS/3509)

VIII. Suggested agenda

Day	Time	Activity/Topics
1	TBD	Arrival and billeting of participants and speakers
2	0830-0900	Registration
	0900-0945	Opening ceremonies <ul style="list-style-type: none"> ➤ Welcome remarks ➤ Introduction of participants and guests ➤ Message Overview of the Training
	0945-1000	Group photo
	1000-1030	Health break
	1030-1100	<ul style="list-style-type: none"> ➤ Pre-test ➤ Leveling of expectations ➤ House rules
	1100-1200	An overview of School gardens as a platform for learning and examples from the Region
	1200-1330	Lunch break
	1330-1500	Presentation of Experiences on Integrating Nutrition in

		School Curriculum: (30 mins each) Lao PDR Cambodia Q and A
	1500-1520	Health Break
	1520-1700	Workshop 1. Integration of Nutrition Considerations in School Curriculum <ul style="list-style-type: none"> ➤ Part A. Subject identification by country ➤ Part B. Critiquing of outline for possible integration and review of existing materials/exercises
Day 3	08:00-08:30	Synthesis
	08:30-10:00	Workshop continued Part C. Identification of creative and innovative strategies for teaching nutrition and promoting SGs
	1200-1330	Lunch break
	1330-1500	Group presentations by country (20 mins per groups) and Q and A
	1500-1520	Health break
	1520-1630	Innovate, Create, Educate (ICE) Write-shop Session – Designing instructional materials
Day 4	0830-0900	Day 3 synthesis/Team building exercise
	0900-1000	How to be an effective teacher
	1000-1030	Nutrition Break
	1030-1100	Workshop : Preparing for Role playing
	1100-1200	Teaching Demo (10 mins per pax)
	1200-1300	Lunch
	1300-1430	Continue Teaching Demo
	1430-1530	Workshop : Designing a re-echo plan for training of school teachers
	1530-1630	Presentation of Re-echo plans
	1630	Closing ceremonies <ul style="list-style-type: none"> ➤ Post- test and Evaluation ➤ Participants' impressions ➤ Awarding of certificates of attendance and group photos ➤ Closing remarks
		Departure of Participants