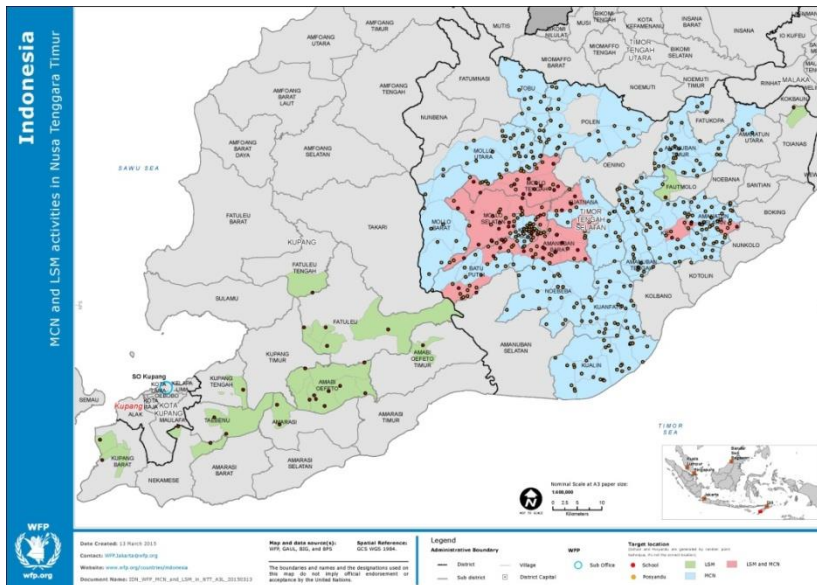
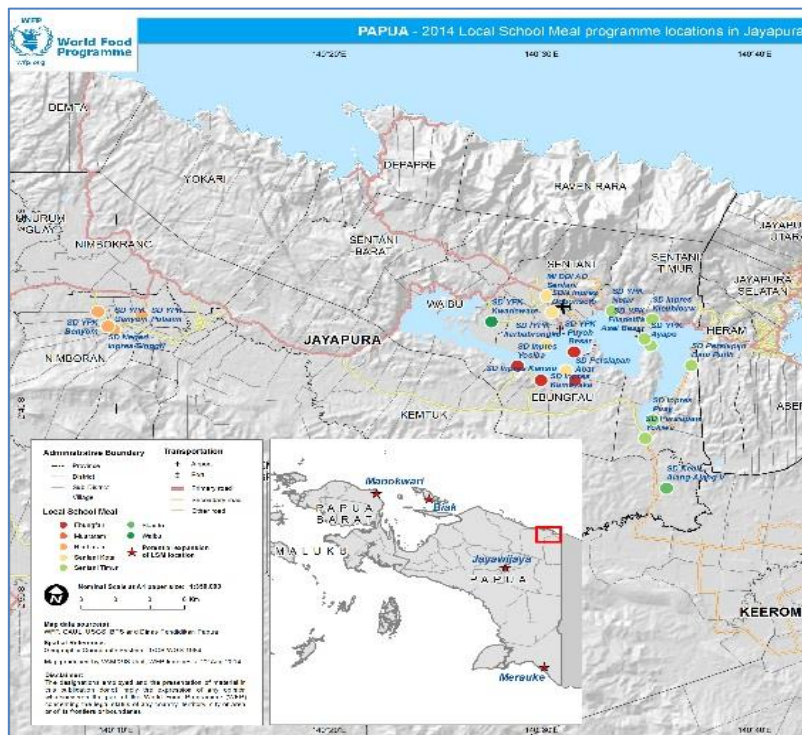


**Annex 1 . Map of study site**  
**Map of LFBSM area in NTT Province**



**Map of Jayapura District, Papua Province**



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**Annex 2 . Guidelines for survey and data management**

<b>EVALUATION STUDY OF WFP’S LOCAL BASED SCHOOL MEALS PROGRAMME IN NTT AND PAPUA PROVINCES, INDONESIA</b>
<b>Guidelines for Survey &amp; Data management</b>

<b>I. GENERAL GUIDELINE</b>
-----------------------------

1. Coordinate with Region Education office contact person to have information about:
  - a. Contact person at school
  - b. The status of school listings
  - c. Base camp
  - d. Other necessary information
2. Carry out sampling for the school children prior to the visit. And inform selected children lists so that the school can invite parents to come to school.
3. Inform the team about the daily schedule
4. Assign task to every enumerator
  - a. Preparing questionnaires (number of pages and number of questionnaires required)
  - b. Calibration of weighing scale and make record
  - c. Calibration of HemoCue and make record.
  - d. Calibration of malaria rapid test and make record
  - e. Preparing souvenirs for respondents
  - f. Keeping the completed questionnaires
  - g. Other tasks: food, room cleanliness, etc.
5. Before leaving for the field, make sure that all equipments, forms, souvenirs, and others are complete, functional and in enough quantity.
6. Make contact with local or school’s contact person, make a good rapport with them.
7. Check the completeness of respondents’ lists
8. Arrange enumerators during data collection
9. Supervise the work of enumerator (interview, anthropometric measurements, hemoglobin and malaria measurements)
10. Carry out re-interview and re-measurement for anthropometry
11. Check the quality of interview/questionnaire.
12. Check the quality of anthropometric measurements.
13. Check the quality of hemoglobin measurement.
14. Before leaving the schools, check to each enumerator
  - a. For interview: number of the school children and parents
  - b. For anthropometry: number of children measured
  - c. For hemoglobin: number of children measured
  - d. For malaria: number of children measuredAnd verify whether all the numbers have been matched.
15. Discuss with enumerator for the results of the daily visit
16. Submit the checked questionnaires to data management team

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- 17. Pay the honorarium of the enumerators
- 18. Keep all receipts of expenses. Make a simple book keeping of the expenses.

**I.A. Guidelines for Arranging Quantitative Team**

- 1. There are the main types of data to be collected.
  - a. Household data through interview → parents shall be interviewed.
  - b. School children data through interview → school children.
  - c. Anthropometric data through measurement using weighing scale and measuring board → school children.
  - d. Hemoglobin data through measurement using HemoCue → school children.
  - e. Malaria data through measurement using rapid test kit → school children.
- 2. Approximately, interview will take place for 30 minutes for school children and parents.
- 3. Anthropometric, hemoglobin, and malaria measurements will be conducted in schools. Select an area where it has enough space and light.
  - a. For anthropometric measurement: look for area with very flat surface which is appropriate to put weighing scale and measuring board.
  - b. For hemoglobin and malaria measurements: Look for area with enough light, table (at least 1x1 meter), and 2 chairs (one for the measurer and one for the subject)
- 4. Assign enumerators for interview and deploy them into different schools and respondents.
- 5. Make appointment with selected students who their parents were selected to be interviewed.

**I.A.1. Guideline to supervise the interview**

- 1. Check the name, age, and sex of the children.
- 2. Make note which part of the questionnaires where the enumerators find difficulties and pay attention to it
- 3. Make note which are 'easy' questions. Check whether these 'easy' questions are filled in correctly
- 4. Pay attention which enumerator who are slow and help them to find what are their difficulties
- 5. Pay attention which enumerator who are fast and check whether the questionnaires have been filled truthfully and completely.
- 6. Check completeness of the questionnaire.
- 7. Check correctness of the questionnaire (look at the questions with 'skip' notation).

**I.A.2. Guideline to do re-interview**

- 1. Re-interview has to be done for 1 respondent in each school, in every sub-district
- 2. The re-interview shall be done by the field supervisor
- 3. At least two sections of the questionnaires should be re-interviewed (no need to do it for the whole questionnaire). However do different part everyday.
- 4. Take the respondents who will be re-interviewed randomly.

**I.A.3. Guideline to supervise the anthropometric measurements**

- 1. Make sure that the weighing scale and measuring board are placed in a flat surface
- 2. Check that the anthropometrics weigh and measured the height of children correctly

## Evaluation Study of Local Based School Meals Program

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3. Observe the results of the anthropometry.
4. Measure 1-2 respondents and compare with the results of the enumerator. If there is a big discrepancy, retrain the enumerators. If does not improve, replace with someone else.

### I.A.4. Guideline to do anthropometry re-measurements

1. In every district, re-interview has to be done for 2 respondents in each school from 25 schools (10% of the subjects).
2. The re-measurement shall be done by the field supervisor and shall be done in the same site.
3. Take the respondents who will be re-measured randomly

### I.A.5. Guideline to supervise the hemoglobin measurement

1. Look for table with two chairs.
2. Put the HemoCue and the equipments on the table.
3. Check that the enumerator fit on gloves during the measurement.
4. Observe the results of the hemoglobin measurement.
5. Check for duplicate measurement for the discrepancies.
6. Observe the range of hemoglobin measurement.
7. Check whether there are many anaemic children (<11.0 g/dL) and women (<12 g/dL) and above (>14 g/dL) observe the enumerator and the equipment.
8. Observe the staffs those in charge to conduct the measurement and check if the procedures have been correct as well as completeness of the equipment used.

## I.B. Guidelines for Quantitative Method

### I.B.1. Selection of Respondents Students

1. Select school randomly from list of WFP LFBSM area and non WFP-LFBSM area.
  - In WFP LFBSM area, the composition of selected schools is 17 schools in TTS district and 8 schools in Kupang district
  - In non WFP LFBSM area, we will do random selection of 25 schools after we have list of schools and we select those schools based on defined criteria
  - Availability list of students at grade 4<sup>th</sup> and 5<sup>th</sup> in selected schools, we will have the list from selected schools. We will select 15 students in each school
2. For an example, number of student in grade 4<sup>th</sup> is 30, and grade 5<sup>th</sup> is 20 then allocation of sample in grade 4<sup>th</sup> is  $30/(30+20) \times 15$  student=9 students; and grade 5<sup>th</sup> is  $20/(30+20) \times 15$  student=6 students
3. We will do systematic sampling to select 9 students in grade 4<sup>th</sup>, and 6 students in grade 5<sup>th</sup>
4. The equal number of male and female students are taken into consideration in the sample selection
5. We will calculate the interval of sampling. In grade 4<sup>th</sup>, the interval is  $30 \text{ students} / 9 \text{ students} = 3-4$  and in grade 5<sup>th</sup>, the interval is  $20 \text{ students} / 6 \text{ students} = 3-4$ . For both grades, an example we select the interval is 3
6. Randomly select an integer between 1 to 3. An example we imagine that we chose 2

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7. Now to select the sample, start with the 2nd student in the list and take every 3rd student. An example list of students in grade 4<sup>th</sup> is showed on table. You would be sampling units 2,5,8,11 and so on to 30 and you would wind up with 9 students in your sample (2,5,8,11,14,17,20,23,26)

<b>Name of student in grade 4<sup>th</sup></b>	<b>Selected respondent of student (X)</b>
Student1	
Student2	X
Student3	
Student4	
Student5	X
Student6	
Student7	
Student8	X
Student9	
Student10	
Student11	X
Student12	
Student13	
Student14	X
Student15	
Student16	
Student17	X
Student18	
Student19	
Student20	X
Student21	
Student22	
Student23	X
Student24	
Student25	
Student26	X
Student27	
Student28	
Student29	
Student30	

The procedure to select respondent of student in grade 5<sup>th</sup> and non WFP LFBSM area follows above procedure.

## Evaluation Study of Local Based School Meals Program

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### I.B.2. Selection of Respondents Parents

1. Number of parents will be interviewed is 8 person in each school (50% out of selected student in each schools -  $50\% \times 15 \text{ students} = 8$ ). If we use aboved example, number of parents will be interviewed is in grade 4<sup>th</sup> , 50% out of 9 students= 5 parents and grade 5<sup>th</sup> is 3 parents.
2. We will do systematic sampling to select 5 parents in grade 4<sup>th</sup> and 3 parents in grade 5<sup>th</sup>
3. We will calculate the interval of sampling. In grade 4<sup>th</sup> , the interval is  $9/5 = 1-2$  and in grade 5<sup>th</sup> , the interval is  $6/3 = 2$ . For both grade, an example we select the interval is 2
4. Randomly select an integer between 1 to 2. An example we imagine that we chose 2
5. Now to select the sample, start with the 2nd student in the list and take every 2nd student. An example list of students in grade 4<sup>th</sup> is showed on table. You would be sampling units 2,4, and so on to 9 and you would wind up with 5 students who their parents will be interviewed (2,4,6,8,1).

Name of student in grade 4 <sup>th</sup>	Selected respondent of student (X)	Selected student in orderly	Selected respondent of parents (Y)
Student1			
Student2	X	1	Y
Student3			
Student4			
Student5	X	2	Y
Student6			
Student7			
Student8	X	3	
Student9			
Student10			
Student11	X	4	Y
Student12			
Student13			
Student14	X	5	
Student15			
Student16			
Student17	X	6	Y
Student18			
Student19			
Student20	X	7	
Student21			
Student22			
Student23	X	8	Y
Student24			
Student25			
Student26	X	9	

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Student27			
Student28			
Student29			
Student30			

The procedure to select respondent of parents in grade 5<sup>th</sup> and non WFP LFBSM area follows above procedure.

**I.B.3. Guideline to handle qualitative data**

1. Check the function of recorder power previous day prior to interview
2. Check quality of recorder daily by test several words
3. Stop recording after interviewer close the communication and ready to leave the venue
4. Check the recording result before leaving the venue
5. Check total number of interview/discussion and copy them to computer and specific flash disc daily
6. If internet available, send the record daily using google drive to qualitative consultant with cc to PI and co-PI
7. Give the record to appointed transcribers

**II. GUIDELINES TO USE RANDOM TABLE NUMBER TO SELECT SCHOOL CHILDREN RANDOMLY**

This is random table numbers

	0	1	2	3	4	5	6	7	8	9
0	59894	12161	60017	54948	45889	84002	53390	00386	09974	42942
1	36638	57682	82157	75236	15013	04478	24344	20134	03219	16422
2	18134	34678	81756	91082	64920	84396	86973	41828	01084	54335
3	08971	20750	47001	25140	82781	21128	91527	54397	37148	83053
4	77858	82288	15606	69731	64180	06684	59604	83386	85501	59111
5	28155	21474	24559	42851	68312	78638	07337	36209	88222	36321
6	64244	55237	79445	67676	38589	21596	69454	33332	62103	71010
7	84527	81383	39580	97882	34713	07567	62000	54562	99003	47527
8	60637	95417	01655	24389	47676	10846	51697	41868	89061	92304
9	67185	14448	65666	15129	98140	11435	56872	61624	75319	86429
10	84867	34444	48296	30314	46645	97312	00382	31990	19571	87550
11	67726	35108	02092	28688	69855	67782	80856	44613	81416	25652
12	22590	53549	53132	13576	89810	38804	12742	63263	07314	77356
13	98256	69696	37975	65444	91969	15821	18313	52475	57442	40871
14	96887	07346	22199	05775	38284	56418	68081	88167	57441	72314

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There are 2 ways to use above table.

- a. To choose some numbers of sample, **SIMPLE RANDOM SAMPLING** could be applied
- b. Arrange list of groups and give number started from 1. For instance there are 5 samples.
- c. Choose the first number from the random table by closing the eyes and appointing a pencil on the paper. I.e. your pencil appoints number 6 (row 8 column 4).
- d. Move your pencil to the direction you prefer (could be to the right, to the left, up or down). For example, we move to the right – the next number are: 1 0 8 4 6 5 1 6 9 7
- e. Number that will be inserted: 6 (first number) 1 0 8 4 6 5 1 6 9 7
- f. Choose number as it is listed (remember that you have number list from 1 to 5).
- g. Group that included in the sampling are: number 1, 4, dan 5.
- h. If you have list with 2 numbers (for instance you have 12 samples then your number list should be 1 to 12).
- i. You have to make number as combination of 2 numbers - from above example:  
**61 08 46 51 69 74 18 68 89 06 19 23 04**
- j. Sample numbers those included in the sampling are: 08, 06 dan 04.
- k. If you have the long sampling list (I.e. choose samples from students' list provided by school) → you could conduct

### **MULTILEVEL RANDOM SAMPLING**

- l. Arrange sample list and place numbers started from 1. For instance there are 200 students → as you will have student's list from 1 to 200..
- m. For example you need to choose 15 students
- n. Divide 200: 15 = 13,33 → summed up to 13.
- o. Select first number from the random table by closing eyes and appointing a pencil on paper. If your pencil gets number 4 (row 5 column 3), you have to get 1 number between 1 and 13. 4 is one number between 1 and 13.
- p. Samples those will be used are: 4; 4 +13 = 17, 17 +13 = 30; 30 +13 = 43, 43 +13 = 56; 56 +13 = 69 .. until reach 15 students.
- q. Therefore your samples will be: **4, 17, 30, 43, 56, 69, 82, 95, 108, 121, 134, 147, 160, 173, 186.**



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**Annex 3. Structured Questionnaire**  
**Structured Questionnaire for Parents**

EVALUATION STUDY OF WFP'S LOCAL BASED SCHOOL MEALS PROGRAMME IN NTT AND PAPUA PROVINCES, INDONESIA										
CONFIDENTIAL			QUANTITATIVE QUESTIONNAIRE Section: SDA, SR, PKG, SKG, KKG, PPM, MO, KRT				Respondent: <b>PARENTS</b>			
Date of interview: ...../...../.....(dd/mm/yy)					Day:		FILLED BY SUPERVISOR			
.....					.....					
Time start: .....					Time finish:		No. Questionnaire <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
.....					.....					
Enumerator_Code [ ][ ]					Supervisor's Code [ ][ ]					
01. Desti	09. Ros	17. Sarah	25. Addy	01. IRMA	04. ANI					
02. Elvin	10. Lodi	18. Yani	26. Mempi	02. IMELDA	05. METI					
03. Mentari	11. Joice	19. Erik	27. Kris	03. EMAN						
04. Chika	12. Nanda	20. Celsi	28. Jeff	Note:						
05. Anita	13. Ance	21. Astri	29. Abel							
06. Eni	14. Sinta	22. Frengki	30. Ardi							
07. Shefry	15. Uni	23. Bela								
08. Rhisa	16. Regina	24. Nikdon								
District					Supervisor's Signature					
District_Code [ ][ ]										
1. Kupang 2. Timor Tengah Selatan					FILLED BY DATA PUNCHER					
School's Name					Date of entry: ...../...../2016					
School_Code [ ][ ]					Name of Data Puncher .....					
01. SDN Tubunaus	15. SD GMIT Oelbubuk	29. SD GMIT Tetaf	43. SDI Oelmasi	Note:						
02. SDI Tubuhue	16. SDN Oelbubuk	30. SDI Tuku	44. SDN Oelkuku							
03. SDI Liman	17. SD Kat. Yas. Kualeu	31. SDN Supul	45. SDG Camplong 1							
04. SDI Oenali	18. SD Satkeo	32. SDN Unibanam	46. SDN Hautob							

## Evaluation Study of Local Based School Meals Program

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05. SDI Neonmat	19. SD GMIT Noelaku	33. SDI Lakat	47. SDI Enokaka	<b>Data Puncher's Signature</b>
06. SDI Nulle	20. SDN Oeekam	34. SDI Supulmio	48. SDN Tailtob	
07. SD GMIT Nifukani	21. SD Anauban	35. SDI Raknamo	49. SDN Nekon	
08. SDI Oefatu	22. SDN Tuakole	36. SDI Fatukanutu	50. SDN Fatuoni	
09. SDI Tnh. Merah	23. SDI Oebobo	37. SDN Toobatan	51. SD Yaswari Benlutu	
10. SDI Kilobesa	24. SDI Tepas	38. SDG Kairane	52. SDG Benlutu	<b>Parent's Name :</b>
11. SDI Nenonaheun	25. SD GMIT Tepas	39. SDN Karisin	53. SDI Boentuka	<b>Student's Name/ Class :</b>
12. SDN Oebeko	26. SDI Taetimu	40. SDN Besleu	54. SDN Enoana	<b>Enumerator's Signature</b>
13. SDN Penmina	27. SDK Yaswari Boentuka	41. SDI Camplong 2	55. SDN Tuasene	
14. SDN Enobesa	28. SDN Hane	42. SDI Lili		

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**INFORMED CONSENT**

**PARENTS OF STUDENT**

Hello Mr/Mrs [MENTION THE NAME OF THE RESPONDENT], my name is [MENTION NAME OF THE INTERVIEWER] and I am working for SEAMEO RECFON, University of Indonesia. Currently our team is conducting Survey about Evaluation of Local Based School Meals Program in several Elementary Schools in District TTS and Kupang. I will so much hoping your participation in this survey. I will ask to you about all the thing in regard to the program implementation. This information will help to improve the quality of program that has been conducted as well as to consider about the matters related with that program continuation. The survey usually takes between 30 minutes to complete. Whatever information you provide will be kept confidential and will not be shown to other persons.

Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?

May I begin the interview now?

- a. Yes → → ASK RESPONDENT TO SIGN THE CONSENT
- b. No → → END AND FIND OTHER RESPONDENT

**READING TEST**

**(ASK THE RESPONDENT TO READ THE SENTENCE BELOW)**

**“I AGREE TO BE INTERVIEWED”**

*I, (full name) ... .., stated that I am willing to participate in this study and I have received explanation about this study.*

....., 2016

(.....)

Evaluation Study of Local Based School Meals Program

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**SOSIODEMOGRAPHY AND SOSIOECONOMY**

NO	NAME	SEX		RELATIO NSHIP TO HOUSEH OLD HEAD	AGE		EDUCATION			REGULAR INCOME			AVERAGE MONTHLY INCOME IN THE LEAST ONE YEAR				
		Is [NAME] male (M) or female (F)?			What is the relationsh ip of [NAME] to the head of househol d? <sup>1</sup> (See codes bellow)	How old is [NAME]? in YEAR (For househol d member above 5 years)	How old is [NAME]? in MONTH (For househol d member below 5 years)	Has [NAME] ever been to school?	What is the highest level of school [NAME] has attended <sup>2</sup> ) (See codes bellow)	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	Does [NAME] have regular income in the least one year?	
[memno]	[memname]	[memsex]		[memrel]	[memage]		[memschool]		[memeduc]	[memincom]			[memregincom]			[memirregincom]	
(01)	(02)	(03)		(04)	(05a)	(05b)	(06)		(07)	(08)			(09a)			(09b)	
		M	F		YEAR	MONTH	YES	NO		YES	NO	NA					
01		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					
02		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					
03		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					
04		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					
05		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					
06		1	2	<input type="text"/>	<input type="text"/>	<input type="text"/>	1	0	<input type="text"/>	1	0	66					

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**SOSIODEMOGRAPHY AND SOSIOECONOMY**

NO	NAME	SEX	RELATIO NSHIP TO HOUSEH OLD HEAD	AGE		EDUCATION			REGULAR INCOME	AVERAGE MONTHLY INCOME IN THE LEAST ONE YEAR	
				How old is [NAME]? in YEAR (For househol d member above 5 years)	How old is [NAME]? in MONTH (For househol d member below 5 years)	Has [NAME] ever been to school?	What is the highest level of school [NAME] has attended <sup>2</sup> ) (See codes bellow)	Does [NAME] have regular income in the least one year?		Regular income (Rp) [if no 8 is 66, then 66	Irregular income
[memn o]	[memname]	[memse x]	[memre]	[memage]		[memsch ool]	[memedu c]	[memincom]	[memreginco m]	[memirreginco m]	
(01)	(02)	(03)	(04)	(05a)	(05b)	(06)	(07)	(08)	(09a)	(09b)	
07		1   2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	1   0	<input type="text"/> <input type="text"/>	1   0   66			
08		1   2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	1   0	<input type="text"/> <input type="text"/>	1   0   66			
09		1   2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	1   0	<input type="text"/> <input type="text"/>	1   0   66			
10		1   2	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/>	1   0	<input type="text"/> <input type="text"/>	1   0   66			

Evaluation Study of Local Based School Meals Program

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<p><b>1) CODE FOR COLUMN (04): RELATIONSHIP TO HOUSEHOLD HEAD</b></p> <p>01 HOUSEHOLD HEAD 02 WIFE OR HUSBAND 03 CHILD 04 SON OR DAUGHTER IN LAW 05 GRANDCHILD 06 PARENT 07 PARENTS IN LAW</p>	<p>08 BROTHER OR SISTER 09 OTHER RELATIVE 10 ADOPTED CHILD 11 STEP CHILD 12 NOT RELATED 66 NOT APPLICABLE 77 OTHERS 88 DON'T KNOW 99 NO ANSWER</p>	<p><b>2) CODE FOR COLUMN (07): EDUCATIONAL LEVEL</b></p> <p>01 NO SCHOOL 02 NOT COMPLETE PRIMARY 03 PRIMARY SCHOOL 04 NOT COMPLETE JUNIOR 05 JUNIOR HIGH SCHOOL 06 NOT COMPLETE SENIOR 07 SENIOR HIGH SCHOOL 08 NOT COMPLETE AC/UNIV 09 ACADEMY/UNIVERSITY 77 OTHERS (SPECIFY) 88 DO NOT KNOW 99 NO ANSWER</p>
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Evaluation Study of Local Based School Meals Program

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SECTIONSDA. SOCIO DEMOGRAPHY AND ECONOMIC			
1.	What is the type of your family  <i>(If there are other family members such as grandmother, aunt etc - please choose 2)</i>	1 Nuclear family 2 Extended family	<b>SDA01</b> [    ]
2.	What is the main occupation of head of household?	1. Agricultural wage labor 2. Farmer who sells cash crops/vegetables 3. Sale of animal or animal products 4. Non-agricultural wage labor 5. Government employee 6. Self employed 77. Other, specify .....	<b>SDA02</b> [    ]
	<b>If the response for no.2 is 77, please mention.....</b>	.....	<b>SDA02_OT</b>
3.	What is the other occupation of your household head?	1. Agricultural wage labor 2. Farmer who sells cash crops/vegetables 3. Sale of animal or animal products 4. Non-agricultural wage labor 5. Government employee 6. Self employed 77. Other, specify .....	<b>SDA03</b> [    ]
	<b>If the response for no.3 is 77, please mention.....</b>	.....	<b>SDA03_OT</b>
4	Type of household's income regularity (in the last 3 months) <i>(refer to the answer of .... and probe: does the household have monthly regular income from the source mentioned? If yes, is it the same amount/similar every month?)</i>	1. Regular income with the same/almost similar amount every month 2. Regular income, with different amount every month 3. Have no regular income	<b>SDA04</b> [    ]
5	What is the ownership status of this dwelling unit?	1. Own 2. Contract/ rent (pay) 3. Free (non-family) 4. Official 5. Parent's/ family's/ relative's (non-resident) 6. Shared accommodation 77. Others, specify..... 88. Do not know	<b>SDA05</b> [    ]
	<b>If the response for no.5 is 77, please mention.....</b>	.....	<b>SDA05-OT</b>

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6	Do you have this items in your household? <b>(1 if YES and 0 if NO)</b>  <b>(CAN BE MORE THAN 1)</b>	1. Private residence 2. Car 3. Motorcycle 4. TV 5. Refrigerator 6 Gold/ jewelry 7. Bank account 8. Rented house 9. Private farm land 10. Cattles 77. Others,.....	<b>SDA06</b> [ ]06_01 [ ]06_02 [ ]06_03 [ ]06_04 [ ]06_05 [ ]06_06 [ ]06_07 [ ]06_08 [ ]06_09 [ ]06_10
	<b>If the response for no.6 is 77,</b> please mention.....	.....	<b>SDA06_OT</b>
7	Who has mobile phone in your family?	1. Father 2. Mother 3. The Child 4. None of the family have mobile phone → <b>SKIP TO SECTIONSR</b> 77. Others, .....(mention)	<b>SDA07</b> [ ]
	<b>If the response for no.7 is 77,</b> please mention.....	.....	<b>SDA07_OT</b>
8	What kind of mobile phone do you have?	1. Blackberry 2. Android,.....(mention the brand) 3. Not android (only for phone and sms) 66. NA, (if do not have mobile phone) 99. No answer	<b>SDA08</b> [ ]
9.	For the purpose of the study follow up, do you mind to inform us [your/name] mobile phone?	(name and mobile phone number) 1. .... 2. .... 3. Do not want to give the mobile phone	<b>SDA09</b> [ ]

<b>SECTIONSR. SANITATION OF THE HOUSE</b>			
1.	<b>House observation:</b> Lighting	1 Electric lamp 2 None electric 3 None electric, have "Sehen" lamp	<b>ISR01</b> [ ]
2.	<b>House observation:</b> Type of floor in most of the house	1 Permanent: Cement, ceramic, tile 2 Semi- permanent: wood, bamboo 3 Non- permanent : soil	<b>ISR02</b> [ ]
3.	<b>House observation:</b> Type of wall inmost of the house	1 Permanent (brick, cement) 2 Semi permanent: half cement/brick-half wood/bamboo etc 3 Non permanent: wood, bamboo etc	<b>ISR03</b> [ ]



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4.	<b>House observation:</b> Type of roof in most of the house	1 Dried leaves/hay (ijuk/daun lontar) Corrugated iron/galvanized sheet 2 iron/asbestos 3 Roof tile/cement 4 Bamboo 5 Others, specify.....	<b>ISR04</b> [ ]
5.	<b>Observation:</b> ventilation	1 Open-close windows 2 No windows, air only from	<b>ISR05</b> [ ]
6.	What is the source of drinking water for the household at <b>rainy season?</b> <b>(If not sure, do observation)</b>	1 Piped water 2 Protected dug well (close) 3 Unprotected dug well (open) 4 Borehole 5 Tankered or trucked water (free) 6 Protected spring 7 Unprotected spring 8 Rain water collection Surface water from 9 river/pond/dam/lake 10 Vendor 77 Other, specify.....	<b>ISR06</b> [ ]
7.	What is the source of drinking water for the household at <b>dry season?</b> <b>(If not sure, do observation)</b>	1 Piped water 2 Protected dug well (close) 3 Unprotected dug well (open) 4 Borehole 5 Tankered or trucked water (free) 6 Protected spring 7 Unprotected spring 8 Rain water collection Surface water from 9 river/pond/dam/lake 10 Vendor 77 Other, specify.....	<b>ISR07</b> [ ]
8.	<b>Observation</b> What kinds of toilet facility do members of your household use?	1 Private facility with septic tank 2 Private facility with no septic tank 3 Shared facility with septic tank 4 Shared facility with no septic tank 5 Public facility with septic tank 6 Public facility with no septic tank 7 River/ gutter 8 Field/ forest 77 Other: .....	<b>ISR08</b> [ ]
9.	How far is the latrine/septic tank with the source of clean water (in metres)  <b>(If not sure, please observe)</b>	..... meter  66. NOT RELEVANT	<b>ISR10</b> [ ]

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SECTIONPKG. KNOWLEDGE ON HEALTH, HYGIENE AND NUTRITION						
READ OUT THE FOLLOWING STATEMENTS						
1	Eating nutritious food could lead us smart	1. True	2. False	88. Do not know	99. No answer	<b>PKG01</b> [   ]
2	Nutrient in food consists of carbohydrate, fat, protein, minerals, vitamins and water	1. True	2. False	88. Do not know	99. No answer	<b>PKG02</b> [   ]
3	Each food have the same nutrient content	1. True	2. False	88. Do not know	99. No answer	<b>PKG03</b> [   ]
4	Anemic is caused by lack consumption of iron-rich food	1. True	2. False	88. Do not know	99. No answer	<b>PKG04</b> [   ]
5	If a child is anemic, she/he will have difficulty in concentration during the class	1. True	2. False	88. Do not know	99. No answer	<b>PKG05</b> [   ]
6	Drinking water is important for our body, someone with water deficiency would got faint	1. True	2. False	88. Do not know	99. No answer	<b>PKG06</b> [   ]
7	The safety of clean water is the same with potable water	1. True	2. False	88. Do not know	99. No answer	<b>PKG07</b> [   ]
8	Fruits and vegetables should be washed before eaten and cooked.	1. True	2. False	88. Do not know	99. No answer	<b>PKG08</b> [   ]
9	Raw and cooked food should be put separately in order to prevent contamination	1. True	2. False	88. Do not know	99. No answer	<b>PKG09</b> [   ]
10	For safety, food should be well done cooked to kill germs	1. True	2. False	88. Do not know	99. No answer	<b>PKG10</b> [   ]
11	Undernourished child will be shorter (than other children on the same age)	1. True	2. False	88. Do not know	99. No answer	<b>PKG11</b> [   ]
12	Which one is meal with nutrition balanced?  <b>(APPOINT THE SHOW CARDS)</b>	1. Rice + fish + vegetable 2. Rice + egg 3. Tempe + fish + egg 88. Do not know				<b>PKG12</b> [   ]
13	Meal which is the most important to keep us active all the day is ....	1. Breakfast 2. Lunch 3. Dinner 88. do not know				<b>PKG13</b> [   ]
14	When is the correct time of washing hands to prevent contamination? <b>(SINGLE ANSWER, READ OUT)</b>	1. Before eating 2. After eating 3. Before sleeping 88. Do not know				<b>PKG14</b> [   ]

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<b>SECTIONSKG. ATTITUDE ON HEALTH, HYGIENE AND NUTRITION (Use the Emoticon Show Card )</b>			
1.	In my opinion, eating breakfast every day is important for the health of my family health	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG01</b> [ ]
2	In my opinion, breakfast is important to increase children’s concentration in school	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG02</b> [ ]
3	In my opinion, consume varied and balanced foods is important to prevent disease	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG03</b> [ ]
4	In my opinion, regularly brushing tooth at least 2 times a day is important to maintain health	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG04</b> [ ]
5	In my opinion, washing hand with soap before eating is important to prevent diarrhea	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG05</b> [ ]
6	In my opinion, meals prepared at home is more safe than street food	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG06</b> [ ]
<b>SUB.SECTIONSKG-1- SCHOOL MEAL ( ONLY FOR INTERVENTION SCHOOLS, GIVE CODE 66 IF NOT RELEVANT)</b>			
7	In my opinion, schools meal is important to prevent sleepy of my children in class	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG07</b> [ ]
8	In my opinion, school meals added with VITas (or multi micronutrient powder) feel tasty	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG08</b> [ ]
9	In my opinion, school meals added with VITas (or multi micronutrient powder) make children smart and increase concentration	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG09</b> [ ]

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10	In my opinion, school meals important for nutritional status and growth of school children	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG10</b> [ ]
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**SECTION KKG. PRACTICES ON HEALTH, HYGIENE AND NUTRITION**

**SUB-SECTION KKG-1-HEALTH AND HYGIENE**

1.	When do you wash your hands? (1 if YES and 0 if NO)  (DO NOT READ THE RESPONSE, ANSWER CAN BE MORE THAN 1)	1. Before eating 2. After eating 3. After defecating 4. After taking out the garbage 5. After touching dirt 6. Never 77. Others, .....	<b>KKG01</b> [ ]01_01 [ ]01_02 [ ]01_03 [ ]01_04 [ ]01_05 [ ]01_06 [ ]01_77
	Others, .....	.....	<b>KKG01_OT</b>
2.	Is soap available in the hand washing area?	1. Available 0. Not available	<b>KKG02</b> [ ]
3.	When do you wash your hands with soap?	1. Twice 2. Once 3. Sometime twice, once or not take a bath 77. Other,.....	<b>KKG03</b> [ ]
	Others, .....	.....	<b>KKG03_OT</b>
4.	How many time you brush your teeth?	1. Twice 2. Once 3. Sometime twice, once or not take a bath 66. Not relevant 77. Other,.....	<b>KKG04</b> [ ]
	Others, .....	.....	<b>KKG04_OT</b>
5.	How many time you take a bath?	1. Twice 2. Once 3. Sometime twice, once or not take a bath 66. Not relevant 77. Other,.....	<b>KKG05</b> [ ]
	Others, .....	.....	<b>KKG05_OT</b>
6.	<b>Observation:</b> Respondent's nail finger	1. Long , dirty 2. Long, clean 3. Short , dirty 4. Short, clean 77. others,.....	<b>KKG06</b> [ ]
	Others, .....	.....	<b>KKG06_OT</b>

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7.	<b>Observation:</b> Respondent's hair	1. Dirty and greasy 2. Clean 77. Others,.....	<b>KKG07</b> [ ]
	Others ,.....	.....	<b>KKG07_OT</b>

**SUB.SECTION KKG-2- DIETARY & NUTRITION RELATED PRACTICES**

8.	Is your family having breakfast?	1. Yes 0. No → <b>SKIP TO Q NO. 11 66 TO Q NO 9 &amp; 10</b>	<b>KKG08</b> [ ]
9.	<u>In a week</u> , who take breakfast everyday? <b>(BISA LEBIH DARI 1)</b>	1. Father 2. Mother 3. Child 4. None 77. Others,.....	<b>KKG09</b> [ ]09_01 [ ]09_02 [ ]09_03 [ ]09_04 [ ]09_77
10.	<u>In a week</u> , how many days your family having breakfast?	..... days	<b>KKG10</b> [ ]
11.	<u>In a week</u> , how many days ( in a week) the family member eat 3 times a day?	..... days	<b>KKG11</b> [ ]
12.	<u>In a week</u> , how many days (in a week) family eat 2 times a day?	..... days	<b>KKG12</b> [ ]
13.	<u>In a week</u> , how many days your family consuming corn?	..... days	<b>KKG13</b> [ ]
14.	<b>(1 if YES and 0 if NOT)</b> My family lunch most of the time is  <b>(DO NOT READ THE RESPONSE, ANSWER CAN BE MORE THAN 1)</b>	1. Rice 2. Bose/corn 3. Roots 4. Luan banana 5. Rice with vegetables 6. Bose with vegetables 7. Roots with vegetables 8. Rice with fish 9. Bose/corn with fish 10. Roots Ubi with fish 11. Rice with tempe/tofu 12. Bose/corn with tempe/tofu 13. Roots with tempe/tofu 14. Rice with fish and vegetables 15. Rice with tempe/tofu and vegetables 16. Bose/corn with fish and vegetables 17. Bose/corn with tempe/tofu and vegetables	<b>KKG14</b> [ ]14_01 [ ]14_02 [ ]14_03 [ ]14_04 [ ]14_05 [ ]14_06 [ ]14_07 [ ]14_08 [ ]14_09 [ ]14_10 [ ]14_11 [ ]14_12 [ ]14_13 [ ]14_14 [ ]14_15 [ ]14_16 [ ]14_17 [ ]14_18 [ ]14_19 [ ]14_77

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		18. Roots Ubi with fish and vegetables 19. Roots with tempe/tofu and vegetables 77. Others.....	
	<b>If the response for no.14 is 77, please mention.....</b>	.....	<b>KKG14_OT</b>
15.	Why that food is prohibited for your child?	1. Yes, ..... 0. No → <b>SKIP TO SECTIONPVT</b> 88. No answer → <b>SKIP TO SECTIONPVT</b>	<b>KKG15</b> [ ]
16.	<b>If YES, please specify the food ?</b>	.....	<b>KKG16</b> [ ]
17.	Why is the food prohibited to be provided to the child?	1. Tradition 2. Not good for child health 3. Prohibited by other family members 66. Not Relevant 77. Others,.....	<b>KKG17</b> [ ]
	<b>If the response for no.6 is 17, please mention.....</b>	.....	<b>KKG17_OT</b>

<b>SECTIONPVT. KNOWLEDGE ON VITAS</b>			
<i>(PLEASE SHOW: Poster/Flipchart VITAS TO THE RESPONDENT)</i>			
1.	Do you know about VITAS which added to meals prepared at school?	1. Yes 0. No → <b>END INTERVIEW IN THIS SECTION</b>  <i>(Give code 66. Not relevant for the the rest questions in this section)</i>	<b>PVT01</b> [ ]
2.	What VITas is?	1. Biscuit for school children 2. Food supplement 3. Powder with vitamin and minerals 66. Not relevant 77. Others,.... 88. Do not know 99. No answer	<b>PVT02</b> [ ]
	<b>If the response for no.2 is 77, please mention.....</b>	.....	<b>PVT02_OT</b>
3	Where do you get the information about VITAS?  <b>(RESPONSE CAN BE MORE THAN 1, DO NOT READ THE OPTIONS)</b>	1. Teacher/head master 2. Friends 3. Cadre of posyandu 3. Health officer 4. Head of Village 5. Poster	<b>PVT03</b> [ ]

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		6. Flipchart 7. Brochure/flyer 66. Not relevant 77. Others.....	
	If the response for no.3 is 77, please mention.....	.....	PVT03_OT
4.	Which media deliver the message do you like the most?	1. Poster 2. Flipchart 3. Brochure/flyer 77. Others,..... 66. Not relevant 88. Don't know 99. No answer	PVT04 [ ]
	If the response for no.4 is 77, please mention.....	.....	PVT04_OT
5.	Main beneficiary of VITAS is.....	1. All elementary students 2. Elementary students, grade 5-6 only 3. Children under five 66. Not relevant 77. Others,..... 88. Don't know 99. No answer	PVT05 [ ]
	If the response for no.5 is 77, please mention.....	.....	PVT05_OT
6.	What is the benefit of VITAS? 1. <i>increase quality and concentration of studying</i> 2. <i>increase immunity</i> 3. <i>increase appetite</i> 4. <i>help in decreasing anemia because of iron deficiency, iodine deficiency and other vitamin and mineral deficiency</i>	Write down total number of benefit mentioned ..... . 66. Not relevant 88. Don't know 99. No answer	PVT06 [ ]

SECTION PPM. KNOWLEDGE ON THE LFBSM PROGRAMME			
1	Do you know about LFBSM program in your child's school?	1. Yes 0. No → <b>END INTERVIEW IN THIS SECTION</b>  <b>(Give code 66. Not relevant for the the rest questions in this section)</b>	PPM01 [ ]
2	Please mention objective of the program <b>(DO NOT READ)</b> • <i>Increasing number participation and school attendance of students</i>	If parents answer at least 1 correct answer, consider as know objective of the programme  1. Know programme objective	PPM02 [ ]

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	<ul style="list-style-type: none"> <li>Increasing concentration ability of students</li> <li>Increasing nutritional status, health and hygiene practice of students</li> <li>Increasing income of farmer through school supply to the school</li> </ul>	<p>0. Do not know programme objective 66. Not relevant</p>	
3	<p>What are activities of this program? <b>(DO NOT READ)</b></p> <ul style="list-style-type: none"> <li>Give meals to the students at school time, 3 times a week</li> <li>Added with MNP/Vitas</li> <li>Cooking local food for the students</li> <li>Buy local ingredient coming from farmer around the school</li> <li>Hand washing activity before eating</li> </ul>	<p>If parents answer at least 1 correct answer, consider as know objective of the programme</p> <p>1. Know programme objective 0. Do not know programme objective 66. Not relevant</p>	<p><b>PPM03</b> [ ]</p>
4	Do you think LFBSM is important?	<p>1. Yes 0. No 66. Not relevant 88. Do not know</p>	<p><b>PPM04</b> [ ]</p>
5.	Do you know who is preparing the meal at school?	<p>1. Parents 2. Teacher 3. School committee 66. Not relevant 77. Others,..... 88. Do not know</p>	<p><b>PPM05</b> [ ]</p>
	<b>If the response for no.5 is 77, please mention.....</b>	.....	<p><b>PPM05</b> _OT</p>
6.	Did you ever prepare/make foods at home which similar with school meals ?	<p>1 Yes 2 No → <b>SKIP TO PPM08</b> 66. Not relevant</p>	<p><b>PPM06</b> [ ]</p>
7.	If yes, what kind of food you prepare?	<p>1. Salty recipe 2. Sweet recipe 3. Salty and sweet recipes 66. Not relevant 77. Others, .....</p>	<p><b>PPM07</b> [ ]</p>
	<b>If the response for no.7 is 77, please mention.....</b>	.....	<p><b>PPM07</b> _OT</p>
8.	Did you ever contributed food for school meals ?	<p>1. Yes 0. No → <b>SKIP TO SECTIONMO</b></p>	<p><b>PPM08</b> [ ]</p>
9.	What did you contribute to the school?	<p>1 Vegetables 2 Corn 3 Green bean 4 Sugar 5. Money 66. Not relevant 77. Others, .....</p>	<p><b>PPM09</b> [ ]</p>



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	If the response for no.9 is 77, please mention.....	.....	PPM09 _OT
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**SECTIONMO. MORBIDITY AND DEWORMING OF CHILDREN**

1	Did your child suffer from diarrhea in the last 2 weeks? <i>(EXPLAIN: The definition for diarrhea is three or more runny stools per day)</i>	1 Yes 0 No 88 Do not know	<b>MO01</b> [ ]
2	Did your child have cough in the last two weeks?	1 Yes 0 No 88 Do not know	<b>MO02</b> [ ]
3	Did your child have fever in the last two weeks?	1 Yes 0 No 88 Do not know	<b>MO03</b> [ ]
4	Did your child have runing nose in the last two weeks?	1 Yes 0 No 88 Do not know	<b>MO04</b> [ ]
5	Did your child experience high fever and shivering ( malaria symptom) in last two weeks?	1 Yes 0 No 88 Do not know	<b>MO06</b> [ ]
6	Did your child received deworming medicine in the past 6 months?	1 Yes 0 No → <b>SKIP TO SECTIONKRT</b> 88 DNK → <b>SKIP TO SECTIONKRT</b>	<b>MO07</b> [ ]
7	If yes, where did the child receive deworming medicine?	1 School 2 Health center 77 Others..... 66 Not relevant 88 Do not know	<b>MO08</b> [ ]

**SECTIONKRT. HOUSEHOLD FOOD CONSUMPTION SCORE**

**TANYAKAN:**

*I would like to ask you about all the different foods that your household members have eaten in the **last 7 days**. Could you please tell me **how many days** in the past week your household has eaten the following foods?*

*(for each food, ask what the primary source of each food item eaten that week was, as well as the second main source of food, if any)*

	Type of food	Days eaten in past week (0-7 days) <b>KRT01</b>	Sources of food For household		Food source codes 1 = Own production (plant, cattle/poultry) 2 = Hunting, fishing
			Primary <b>KRT02</b>	Secondary <b>KRT03</b>	
1	Corn rice and corn	[ ]	[ ]	[ ]	
2	Rice	[ ]	[ ]	[ ]	

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3	Cassava/Sweet Potato	[ ]	[ ]	[ ]	3 = Collect from forest/plantation 4 = borrowed 5 = buy from the markets 6 = received as salary/working fee 7 = barter food with other things 8 = received as gifts 9 = received as aids (NGO, foundation) 10 = government rice programme (raskin/pkh) 11 = other, specify: .....
4	Plantain (Pisang luan)	[ ]	[ ]	[ ]	
5	Bread, biscuit	[ ]	[ ]	[ ]	
6	Tubers (potato, taro etc)	[ ]	[ ]	[ ]	
7	Fish and other seafood	[ ]	[ ]	[ ]	
8	Noodle, rice noodle	[ ]	[ ]	[ ]	
9	Meat and organs	[ ]	[ ]	[ ]	
10	Groundnuts and pulses (including Tofu and Tempe)	[ ]	[ ]	[ ]	
11	Eggs	[ ]	[ ]	[ ]	
12	Milk and dairy products	[ ]	[ ]	[ ]	
13	Sugar, honey, jam	[ ]	[ ]	[ ]	
14	Vegetable oil and fats	[ ]	[ ]	[ ]	
15	Condiments (spices and sauces, herbs)	[ ]	[ ]	[ ]	
16	Vegetables (cassava/papaya leaves)	[ ]	[ ]	[ ]	
17	Fruits	[ ]	[ ]	[ ]	

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Structured Questionnaire for Students

EVALUATION STUDY OF WFP'S LOCAL BASED SCHOOL MEALS PROGRAMME IN NTT AND PAPUA PROVINCES, INDONESIA										
CONFIDENTIAL				QUANTITATIVE QUESTIONNAIRE				Respondent: STUDENT		
				Section: MO, PPM, VTS, KKL, PKG, SKG, KKG, DDS						
Date of interview: ...../...../.....(dd/mm/yy)						Day:		FILLED BY SUPERVISOR		
.....										
Time start: .....						Time finish: .....		No. Questionnaire <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		
Enumerator_Code [ ][ ]						Supervisor's Code [ ][ ]				
01. Desti	09. Ros	17. Sarah	25. Addy	01. IRMA	04. ANI					
02. Elvin	10. Lodi	18. Yani	26. Mempi	02. IMELDA	05. METI					
03. Mentari	11. Joice	19. Erik	27. Kris	03. EMAN						
04. Chika	12. Nanda	20. Celsi	28. Jeff	Note:						
05. Anita	13. Ance	21. Astri	29. Abel							
06. Eni	14. Sinta	22. Frengki	30. Ardi							
07. Shefry	15. Uni	23. Bela								
08. Rhisa	16.Regina	24. Nikdon								
District				District_Code [ ][ ]						
2. Kupang				2. Timor Tengah Selatan						
hool's Name				School_Code [ ][ ]						
				Date of entry: ...../...../2016						
01. SDN Tubunaus	15. SD GMIT Oelbubuk	29. SD GMIT Tetaf	43. SDI Oelmasi	Nama Petugas Data Entry .....						
02. SDI Tubuhue	16. SDN Oelbubuk	30. SDI Tuku	44. SDN Oelkuku							
03. SDI Liman	17. SD Kat. Yas. Kualeu	31. SDN Supul	45. SDG Camplong 1	Note:						
04. SDI Oenali	18. SD Satkeo	32. SDN Unibanam	46. SDN Hautob							
05. SDI Neonmat	19. SD GMIT Noelaku	33. SDI Lakat	47. SDI Enokaka							

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06. SDI Nulle	20. SDN Oelekam	34. SDI Supulmio	48. SDN Tailtob	<b>Data Puncher's Signature</b>
07. SD GMIT Nifukani	21. SD Anauban	35. SDI Raknamo	49. SDN Nekon	
08. SDI Oefatu	22. SDN Tuakole	36. SDI Fatukanutu	50. SDN Fatuoni	
09. SDI Tnh. Merah	23. SDI Oebobo	37. SDN Toobatan	51. SD Yaswari Benlutu	
10. SDI Kilobesa	24. SDI Tepas	38. SDG Kairane	52. SDG Benlutu	<b>Student's Name :</b>
11. SDI Nenonaheun	25. SD GMIT Tepas	39. SDN Karisin	53. SDI Boentuka	<b>Class/ Level :</b>
12. SDN Oebeko	26. SDI Taetimu	40. SDN Besleu	54. SDN Enoana	<b>Enumerator's Signature</b>
13. SDN Penmina	27. SDK Yaswari Boentuka	41. SDI Camplong 2	55. SDN Tuasene	
14. SDN Enobesa	28. SDN Hane	42. SDI Lili		

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**INFORMED CONSENT**

**PARENTS OF STUDENT**

Hello Brother/Sister [MENTION THE NAME OF THE RESPONDENT], my name is [MENTION NAME OF THE INTERVIEWER] and I am working for SEAMEO RECFON, University of Indonesia. Currently our team is conducting Survey about Evaluation of Local Based School Meals Program in several Elementary Schools in District TTS and Kupang. I will so much hoping your participation in this survey. I will ask to you about all the thing in regard to the program implementation. The survey usually takes between 45 minutes to complete. Whatever information you provide will be kept confidential and will not be shown to other persons.

Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?

May I begin the interview now?

- a. Yes → → ASK RESPONDENT TO SIGN THE CONSENT
- b. No → → END AND FIND OTHER RESPONDENT

**READING TEST**

**(ASK THE RESPONDENT TO READ THE SENTENCE BELOW)**

**“I AGREE TO BE INTERVIEWED”**

*I, (full name) ... .., stated that I am willing to participate in this study and I have received explanation about this study.*

....., 2016

(.....)

## Evaluation Study of Local Based School Meals Program

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SECTION MO. MORBIDITY AND DEWORMING OF CHILDREN				
1	Did your child suffer from diarrhea in the last 2 weeks? <i>(EXPLAIN: The definition for diarrhea is three or more runny stools per day)</i>	1 0 88	Yes No Do not know	<b>MO01</b> [ ]
2	Did your child have cough in the last two weeks?	1 0 88	Yes No Do not know	<b>MO02</b> [ ]
3	Did your child have fever in the last two weeks?	1 0 88	Yes No Do not know	<b>MO03</b> [ ]
4	Did your child have runing nose in the last two weeks?	1 0 88	Yes No Do not know	<b>MO04</b> [ ]
5	Did your child experience high fever and shivering (malaria symptom) in last two weeks?	1 0 88	Yes No Do not know	<b>MO05</b> [ ]
6	Did your child receive deworming medicine in the past 6 months (Sept 2015 - Feb 2016)?	1 0 88	Yes No Do not know	<b>MO06</b> [ ]
7	If Yes, where did the child receive deworming medicine?	1 2 77 66 88	School Health center Others..... Not relevant Do not know	<b>MO07</b> [ ]
	If the response for no.7 is 77, please mention.....	.....		<b>MO07_OT</b>

SECTIONPPM. KNOWLEDGE AND IMPLEMENTATION ABOUT SCHOOL MEALS PROGRAM				
1	Do you know about School Meal program in your child's school? <i>(EXPLAIN: ON THE NEXT QUESTIONS, SCHOOL MEALS PROGRAM FOR CHILD WILL BE CALLED AS 'LFBSM PROGRAM')</i>	1. 0	Yes --> <b>SKIP TO SECTIONPPM03</b> No	<b>PPM01</b> [ ]
2	Do you know about LFBSM program? <b>(SHOW THE LFBSM FLYER)</b>	1. 0.  66. 99.	Yes, ..... No → <b>SKIP TO SECTIONPVT</b>  Not relevant No answer	<b>PPM02</b> [ ]
3	From whom do you know the information of the program?	1. 2.	Teacher/headmaster School committee	<b>PPM03</b> [ ]

## Evaluation Study of Local Based School Meals Program

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		3. Head of local government (head of village/sub district) 4. Parents 5. friends 66. Not relevant 77. Others .....	
	If the response for no.3 is 77, please mention.....	.....	PPM03_OT
4	Please mention objective of the program <b>(DO NOT READ)</b> <ul style="list-style-type: none"> <li>Increasing number participation and school attendance of students</li> <li>Increasing concentration ability of students</li> <li>Increasing nutritional status, health and hygiene practice of students</li> <li>Increasing income of farmer through school supply to the school</li> </ul>	If student answer at least 1 correct answer, consider as know activities of the program  1. Know programme activities 0. Do not know programme activities 66. Not relevant	PPM04 [ ]
5	What are activities of this programme? <b>(DO NOT READ)</b> <ul style="list-style-type: none"> <li>Give meals to the students at school time, 3 times a week</li> <li>Added with MNP/Vitas</li> <li>Cooking local food for the students</li> <li>Buy food coming from farmer around the school</li> <li>Hand washing activity before eating</li> </ul>	If student answer at least 1 correct answer, consider as know activities of the program  1. Know programme activities 0. Do not know programme activities 66. Not relevant	PPM05 [ ]
6	Before consume, how the meals were served when received by students?	1. In the plastic glass provided by WFP 2. In glass/bowl with cover 66. Not relevant 77. Others..... 88. Do not know 99. No answer	PPM06 [ ]
	If the response for no.6 is 77, please mention.....	.....	
7.	How many times do you receive the meals in a week?	1. 1 time a week 2. 2 times a week 3. 3 times a week 66. Not relevant 77. Others..... 88. Do not know 99. No answer	PPM07 [ ]
	If the response for no.7 is 77, please mention.....	.....	PPM07_OT

## Evaluation Study of Local Based School Meals Program

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8.	Among the meals cooked in the school, which one do you like the most?	1. The sweet one 2. The salty one 3. I like the sweet and salty 4. I don't like all food 66. Not relevant 99. No answer	<b>PPM08</b> [ ]
9	Do you usually finish the meals?	1. Yes, ..... 2. No 66. Not relevant 99. No answer	<b>PPM09</b> [ ]
10	How do you think with the amount (portion) of meals?	1. Enough 2. Too little 3. Too much 66. Not relevant 88. Do not know 99. No answer	<b>PPM10</b> [ ]
11	How do you think with the variety of the meals?	1. Enough 2. Lack of variety 66. Not relevant 88. Do not know 99. No answer	<b>PPM11</b> [ ]
12	Before consume, how is usually the temperature of the meals?	1. Cold 2. Warm ( can be eaten) 3. Hot ( should wait some minutes) 88. Don't know 99. No answer	<b>PPM012</b>
13	Recently, how frequent are the school meals provided to students in a week?	1. Once time a week 2 Two times a week 3. Three times a week 88. Don't know 99. No answer	<b>PPM13</b> [ ]
14	When usually the meals distributed to students ?	1. Before school starts in the morning 2. At first hour after school start –in the morning 3. During the first break 77. Others,..... 88. Don't know 99. No answer	<b>PPM14</b> [ ]
	<b>If the response for no.14 is 77, please mention.....</b>	.....	<b>PPM14_O T</b>
15	Who are responsible people in distributing the meals to students in class?	1. Respected teacher 2. Cooking group member 66. Not relevant 77. Others,..... 88. Do not know	<b>PPM15</b> [ ]



## Evaluation Study of Local Based School Meals Program

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		99. No answer	
	<b>If the response for no.15 is 77, please mention.....</b>	.....	<b>PPM15_OT</b>
16	Is there responsible person who motivating students to finish the food in each class?	1. Yes, there is 2. No, there isn't → <b>SKIP TO SECTIONPVT</b> 66. Not relevant	<b>PPM16</b> [ ]
17	<b>If YES, who is motivating students to finish the food in each class?</b>	1. Respected teacher 2. Parent of school children 3. School committee 4. Head masters 66. Not relevant 77. Others,..... 88. Do not know 99. No answer	<b>PPM17</b> [ ]
	<b>If the response for no.17 is 77, please mention.....</b>	.....	<b>PPM17_OT</b> [ ]

<b>SEKSIPVTS. KNOWLEDGE ABOUT VITAS</b>			
<b>(SHOW: Poster/Flipchart VITAS TO THE RESPONDENT)</b>			
3.	Do you know about VITas which added to meals prepared at schools ?	1. Yes 0. No → <b>END INTERVIEW IN THIS SECTION</b>  <b>(Give code 66. Not relevant for the the rest questions in this section)</b>	<b>PVT01</b> [ ]
4.	What VITas is ?	1. Biscuit for school children 2. Fortified Food 3. Powder supplement with vitamin and minerals 66. Not relevant 77. Others..... 88. Do not know 99. No answer	<b>PVT02</b> [ ]
	<b>If the response for no.3 is 77, please mention.....</b>	.....	<b>PVT02_OT</b>
3	Where do you get the information VITas from?  <b>(RESPONSE CAN BE MORE THAN 1, DO NOT READ THE OPTIONS)</b>	1. Teacher/head master 2. Friends 3. Cadre of posyandu 3. Health officer 4. Head of Village	<b>PVT03</b> [ ]

## Evaluation Study of Local Based School Meals Program

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		5. Poster 6. Flipchart 7. Brochure/flyer 66. Not relevant 77. Others.....	
5.	Which media deliver the message do you like the most?	1. Poster 2. Flipchart 3. Brochure/flyer 77. Others,..... 66. Not relevant 88. Don't know 99. No answer	<b>PVT04</b> [ ]
	<b>If the response for no.3 is 77,</b> please mention.....	.....	<b>PVT04_OT</b>
6.	Main beneficiary of VITAS is.....	1. All elementary students 2. Elementary students, grade 5-6 only 3. Children under five 66. Not relevant 77. Others,..... 88. Don't know 99. No answer	<b>PVT05</b> [ ]
	<b>If the response for no.4 is 77,</b> please mention.....	.....	<b>PVT05_OT</b>
7.	What is the benefit of VITAS? 1. <i>increase quality and concentration of studying</i> 2. <i>increase immunity</i> 3. <i>increase appetite</i> 4. <i>help in decreasing anemia because of iron deficiency, iodine deficiency and other vitamin and mineral deficiency</i>	Write down total number of benefit mentioned .....  66. Not relevant 88. Don't know 99. No answer	<b>PVT06</b> [ ]

### SECTIONKKL. CONCENTRATION ABILITY AND HUNGRY EXPERIENCE

1.	Do you usually feel hungry during school hours ?	1. Yes 0. No 88. Do not know 99. No answer <b>If codes are 0,88, and 99 SKIP TO KKL03</b>	<b>KKL01</b> [ ]
2.	<b>If yes,</b> do you feel hungry in class during school meals days distribution?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL02</b> [ ]

## Evaluation Study of Local Based School Meals Program

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3.	Do you usually feel sleepy in the class?	1. Yes 0. No 88. Do not know 99. No answer <b>If codes are 0,88, and 99 SKIP TO KKL05</b>	<b>KKL03</b> [ ]
4.	<b>If yes</b> , do you usually feel sleepy in the class during school feeding days?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL04</b> [ ]
5.	Do you usually like to ask question to your teacher?	1. Yes 0. No 88. Do not know 99. No answer <b>If codes are 0,88, and 99 SKIP TO KKL07</b>	<b>KKL05</b> [ ]
6.	<b>If no</b> , Do you usually like to ask question to your teacher during school feeding days?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL06</b> [ ]
7.	Do you like to answer question from your teacher?  <b>(ASK THE REASON)</b>	1. Yes 0. No 88. Do not know 99. No answer <b>If codes are 1,88, and 99 SKIP TO KKL09</b>	<b>KKL07</b> [ ]
8.	<b>If no</b> , Do you usually like to answer question from your teacher during school feeding days?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL08</b> [ ]
9.	Do you usually enjoy learning and willing to stay at school?	1. Yes 0. No 88. Do not know 99. No answer <b>If codes are 1,88, and 99 SKIP TO KKL11</b>	<b>KKL09</b> [ ]
10.	<b>If no</b> , do you enjoy learning and willing to stay at school during school feeding days ?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL10</b> [ ]

## Evaluation Study of Local Based School Meals Program

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11.	Is the environment of class (temperature) reducing your learning capability?	1. Yes 0. No 66. Not relevant (no LFBSM program) 88. Do not know 99. No answer	<b>KKL11</b> [ ]
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<b>SECTIONPKG. KNOWLEDGE ON BASIC HEALTH, HYGIENE AND NUTRITION</b>						
<b>READ OUT THE FOLLOWING STATEMENTS</b>						
1	Eating nutritious food could lead us smart	1. True	2. False	88. Do not know	99. No answer	<b>PKG01</b> [ ]
2	Green and colorful fruits and leafy vegetables are rich with vitamin A and Iron	1. True	2. False	88. Do not know	99. No answer	<b>PKG02</b> [ ]
3	Each food has the same nutrient content	1. True	2. False	88. Do not know	99. No answer	<b>PKG03</b> [ ]
4	Anemic is caused by lack consumption of iron-rich food	1. True	2. False	88. Do not know	99. No answer	<b>PKG04</b> [ ]
5	If a child is anemic, she/he will have difficulty in concentration during the class	1. True	2. False	88. Do not know	99. No answer	<b>PKG05</b> [ ]
6	Drinking water is important for our body, someone with water deficiency would got faint	1. True	2. False	88. Do not know	99. No answer	<b>PKG06</b> [ ]
7	The safety of clean water is the same with potable water	1. True	2. False	88. Do not know	99. No answer	<b>PKG07</b> [ ]
8	Fruits and vegetables should be washed before eaten and cooked.	1. True	2. False	88. Do not know	99. No answer	<b>PKG08</b> [ ]
9	Raw and cooked food should be put separately in order to prevent contamination	1. True	2. False	88. Do not know	99. No answer	<b>PKG09</b> [ ]
10	For safety, food should be cooked thoroughly to eliminate bacteria	1. True	2. False	88. Do not know	99. No answer	<b>PKG10</b> [ ]

## Evaluation Study of Local Based School Meals Program

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11	Undernourished child will be shorter (compared to other children at the same age)	1. True	2. False	88. Do not know	99. No answer	<b>PKG11</b> [ ]
12	Which one is meal with nutrition balanced?  <b>(SHOW THE PICTURE OF FOOD COMBINATIONS)</b>	4. Rice + fish + green leaves 5. Rice + egg 6. Tempe+fish+egg 88. Do not know  99. No answer				<b>PKG12</b> [ ]
12	The most important meal time to keep us active all the day is ....	4. Breakfast 5. Lunch 6. Dinner 88. do not know 99. No answer				<b>PKG12</b> [ ]
14	When is the correct time of washing hands to prevent contamination?  <b>(READ OUT)</b>	4. Before eating 5. After eating 6. Before defecation 89. Do not know 99. No answer				<b>PKG14</b> [ ]

<b>SECTIONSKG. ATTITUDE ON HEALTH, HYGIENE AND NUTRITION</b> (Use the Emoticon Show Card )				
<b>(PREPARE EMOTICON PICTURE THEN READ OUT THE STATEMENTS BELOW. ASK THE CHILD TO GIVE OPINION REGARDING THOSE STATEMENTS BY APPOINTING THE AVAILABLE PICTURES SHOWN)</b>				
1	In my opinion, breakfast is important to increase children's concentration in school	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree		<b>SKG01</b> [ ]
2	In my opinion, consume varied, nutritious and balanced foods is important to prevent disease	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree		<b>SKG02</b> [ ]
3	In my opinion, regularly brushing tooth at least 2 times a day is important to maintain health	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree		<b>SKG03</b> [ ]
4	In my opinion, washing hand with soap before eating is important to prevent diarrhea	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree		<b>SKG04</b> [ ]

## Evaluation Study of Local Based School Meals Program

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5	In my opinion, meals prepared at home is more safe than street food	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG05</b> [ ]
<b>SUB.SECTIONS KG-1- SCHOOL MEAL</b> <b>( ONLY FOR INTERVENTION SCHOOLS, GIVE CODE 66 IF NOT RELEVANT)</b>			
6	In my opinion, schools meal is important to prevent sleepy of my children in class	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree 66. Not relevant	<b>SKG06</b> [ ]
7	In my opinion, school meals added with VITas (or multi micronutrient powder) feel tasty	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree 66. Not relevant	<b>SKG07</b> [ ]
8	In my opinion, school meals added with VITas (or multi micronutrient powder) make children smart	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree 66. Not relevant	<b>SKG08</b> [ ]
9	In my opinion, school meals important for growth and development of school children	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree 66. Not relevant	<b>SKG09</b> [ ]

<b>SECTION KKG. PRACTICES ON HEALTH, HYGIENE AND NUTRITION</b>			
1	Do you usually eat breakfast?	1. Yes 2. Sometimes 3. No, <b>SKIP TO KKG03</b>	<b>KKG01</b> [ ]
2	<b>If YES and SOMETIMES</b> , in a week, how frequent do you usually have breakfast ?	..... day in a week (1-7 day)	<b>KKG02</b> [ ]
3	How frequent <b>usually</b> you have meals ? Usually, I eat ....times a day	1. 3 times a day (breakfast, lunch, dinner) 2. 2 times a day (breakfast and lunch) 3. 2 times a day (breakfast and dinner)	<b>KKG03</b> [ ]

Evaluation Study of Local Based School Meals Program

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		4. 2 times a day (lunch and dinner) 5. 2 times a day (combination no 2 and 3) 6. 2 times a day (combination no 2 and 4) 7. 2 times a day (combination no 3 and 4) 8. 1 time a day 77. Others, .....	
	If the response for no.3 is 77, please mention.....	.....	KKG03_OT
4	Do you <b>usually</b> bring food from home?	1. Yes 0. No 88. Do Not Know 99. No answer	<b>KKG04</b> [    ]
5	If you bring food, the food at lunch <b>usually</b> :	1. Rice 2. Bose/ corn 3. Roots ( ubi) 4. Pisang Luan 5. Rice with vegetables 6. Bose/ corn with vegetables 7. Roots with vegetables 8. Rice with fish 9. Bose/ corn with fish 10. Roots with fish 11. Rice with tempe/tofu 12. Bose/ corn with tempe/tofu 13. Rice with fish and vegetables 14. Rice with tempe/tofu and vegetables 15. Bose with fish and vegetables 16. Bose with tempe/tofu and vegetables 17. Roots Ubi with fish and vegetables 18. Roots with tempe/tofu and vegetables 19. Fied noodle with egg 20. Bread 66. Not relevant (do not bring food) 77. Others.....	<b>KKG05</b> [    ]
	If the response for no.5 is 77, please mention.....	.....	KKG05_OT

## Evaluation Study of Local Based School Meals Program

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6	Do you usually buy food at school?	1. Yes 0. No 88. Do not know 99. No answer <b>If answer coded by 0, 88, and 99 SKIP TO KKG08</b>	<b>KKG06</b>
7	<b>If YES, you often eat?</b>  <b>(TYPE OF FOODS AND BEVERAGES BOUGHT FROM THE SELLER)</b>	1. Tiktak/chiki 2. Ice (a.k.a es lilin) 3. Candies/ chocolate 4. Fruits 66. Not relevant 77. Others,.....	<b>KKG07</b>
	<b>If the response for no.7 is 77, please mention.....</b>	.....	<b>KKG07_OT</b>
8	If you don't bring food from home, where do you usually buy food at school?	1. School canteen 2. Catering 3. Vendors surrounding school/ not canteen 66. Not relevant 77. Others,.....	<b>KKG08</b> [ ]
	<b>If the response for no.8 is 77, please mention.....</b>	.....	<b>KKG08_OT</b>
09	When do you usually wash your hands?	1. Before eating 2. After eating 3. After using toilet 4. After taking garbage/ thrash 5. After defecation 6. Never wash the hands 77. Others, .....	<b>KKG09</b> [ ]01_01 [ ]01_02 [ ]01_03 [ ]01_04 [ ]01_05 [ ]01_06 [ ]01_77
	<b>If the response for no.9 is 77, please mention.....</b>	.....	<b>KKG09_OT</b>
10	<b>If YES, is there any soap in hand washing area?</b>  <b>(OBSERVE if needed)</b>	1 Yes, there is 0. No, there isn't 66. Not relevant	<b>KKG10</b> [ ]
11	How many time do you usually brush your teeth in a day?	1. Twice 2. Once 3. Not at all 77. Others,.....	<b>KKG11</b> [ ]
	<b>If the response for no.11 is 77, please mention.....</b>	.....	<b>KKG11_OT</b>



**Evaluation Study of Local Based School Meals Program**

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12	How many times do you usually take a bath (with soap) in a day?	1. Twice 2. Once 3. Not at all 77. Others,.....	<b>KKG12</b> [    ]
	<b>If the response for no.12 is 77, please mention.....</b>	.....	<b>KKG12_OT</b>
13	<b>Observation:</b>  Hand nails of students	1. Long , dirty 2. Long, clean 3. Short , dirty 4. Short, clean 77. Others,.....	<b>KKG13</b> [    ]
	<b>If the response for no.13 is 77, please mention.....</b>	.....	<b>KKG13_OT</b>
14	<b>Observation:</b>  Hair condition of students	1. Dirty and greasy 2. Clean 77. Others,.....	<b>KKG14</b> [    ]
	<b>If the response for no.14 is 77, please mention.....</b>	.....	<b>KKG14_OT</b>

**Evaluation Study of Local Based School Meals Program**

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**WRITE DOWN THE FOOD CONSUMED BY CHILD IN THE LAST 24 HOURS ON THIS SHEET TO HELP TO  
FILL SECTIONDDS**

<b>Meal Time</b>	<b>Menu</b>	<b>Processing Technique</b>
Morning		
Morning Snack		
Noon		
Afternoon/Evening		
Before Sleep		

## Evaluation Study of Local Based School Meals Program

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### Dietary Diversification Score ( DDS)

Ask students to explain foods consumed by them in the last 24 hours, from morning to the end of the day, afterwards categorize the foods as the table bellow.

No	Food Groups	Coding Categories		
		Yes	No	
1	Porridge, bread, rice, noodles, or other foods made from grains (incl. corn rice, rice noodles, noodles, corn porridge or <i>jagung bose</i> , <i>biscuit</i> )	1	0	<b>DDS01</b> [        ]
2	Pumpkin, carrots, squash, or sweet potatoes that are yellow or orange inside	1	0	<b>DDS02</b> [        ]
3	White potatoes, white yams, manioc, cassava, or any other foods made from roots	1	0	<b>DDS03</b> [        ]
4	Any dark green leafy vegetables (e.g. plantain, cassava leaves, spinach etc)	1	0	<b>DDS04</b> [        ]
5	Ripe mangoes, ripe papayas, or ( <b>insert other local vitamin A-rich fruits</b> ) (e.g. jack fruit)	1	0	<b>DDS05</b> [        ]
6	Any other fruits or vegetables	1	0	<b>DDS06</b> [        ]
7	Liver, kidney, heart, or other organ meats	1	0	<b>DDS07</b> [        ]
8	Any meat, such as beef, pork, lamb, goat, chicken, or duck	1	0	<b>DDS08</b> [        ]
9	Eggs	1	0	<b>DDS09</b> [        ]
10	Fresh or dried fish, shellfish, or seafood	1	0	<b>DDS10</b> [        ]
11	Any foods made from beans, peas, lentils, nuts, or seeds (including tofu and tempeh)	1	0	<b>DDS11</b> [        ]
12	Cheese, yogurt, or other milk products	1	0	<b>DDS12</b> [        ]
13	Any oil, fats, or butter, or foods made with any of these	1	0	<b>DDS13</b> [        ]
14	Any sugary foods such as chocolates, sweets, candies, pastries, cakes, or biscuits	1	0	<b>DDS14</b> [        ]
15	Condiments for flavor, such as chilies, spices, herbs, or fish powder ( <i>sambal luat</i> )	1	0	<b>DDS15</b> [        ]
16	Grubs, snails, or insects	1	0	<b>DDS16</b>

## Evaluation Study of Local Based School Meals Program

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				[      ]
17	Foods made with coconut oil, red palm nut, or red palm nut pulp sauce	1	0	<b>DDS17</b> [      ]

### ANTHROPOMETRIC AND BLOOD MEASUREMENT OF STUDENTS

Date of measurement (dd/mm/yy)

Date of birth (dd/mm/yy)

District : \_\_\_\_\_

School's ID :

Student's ID :

Student's Name: \_\_\_\_\_

Gender : (1) L/ (2) P

Weight 1 (kg)	Weight 2 (kg)	Height 1 (cm)	Height 2 (cm)	Hb (ml/g)	Malaria (Y/N)	Body Temp. (°C)

### SECONDARY DATA SHEET FOR INDIVIDUAL STUDENTS

ITEMS		SOURCES
<b>School Attendance/ Participation</b>		
Total of school days (deducted with national holiday)	..... days	Head master/ School record
Number of days which students not participate ( <b>illness, permit, absent</b> ) in school last month	..... days	School record
Number of days which students not participate in school <b>due to illness</b> last month	..... days	School record
Other reasons ( <b>permit +absent</b> )	..... days	

**Evaluation Study of Local Based School Meals Program**

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## Evaluation Study of Local Based School Meals Program

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### Structured questionnaires for cooking group members

EVALUATION STUDY OF WFP'S LOCAL BASED SCHOOL MEALS PROGRAMME IN NTT AND PAPUA PROVINCES, INDONESIA				
<b>CONFIDENTIAL</b>		<b>QUANTITATIVE QUESTIONNAIRE</b> Section: IM, VTS, SKG		<i>Respondent:</i> <b>COOKING GROUP'S MEMBER/ TEACHER</b>
Date of interview: ...../...../.....(dd/mm/yy) Day: .....				<b>FILLED BY SUPERVISOR</b>
Time start: ..... Time finish: .....				No. Questionnaire <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Enumerator_Code [ ][ ]				Supervisor's Code [ ][ ]
01. Desti	09. Ros	17. Sarah	25. Addy	01. IRMA 04. ANI
02. Elvin	10. Lodi	18. Yani	26. Mempri	02. IMELDA 05. METI
03. Mentari	11. Joice	19. Erik	27. Kris	03. EMAN
04. Chika	12. Nanda	20. Celsi	28. Jeff	<u>Note:</u>
05. Anita	13. Ance	21. Astri	29. Abel	
06. Eni	14. Sinta	22. Frengki	30. Ardi	
07. Shefry	15. Uni	23. Bela		
08. Rhisa	16. Regina	24. Nikdon		<b>Supervisor's Signature</b>
<b>District</b> District_Code [ ][ ]				
3. Kupang 2. Timor Tengah Selatan				<b>FILLED BY DATA PUNCHER</b>
<b>School's Name</b> School_Code [ ][ ]				Date of entry: ...../...../2016
01. SDN Tubunaus	15. SD GMIT Oelbubuk	29. SD GMIT Tetaf	43. SDI Oelmasi	Name of Data Puncher .....
02. SDI Tubuhue	16. SDN Oelbubuk	30. SDI Tuku	44. SDN Oelkuku	
03. SDI Liman	17. SD Kat. Yas. Kualeu	31. SDN Supul	45. SDG Camplong 1	<u>Note:</u>
04. SDI Oenali	18. SD Satkeo	32. SDN Unibanam	46. SDN Hautob	
05. SDI Neonmat	19. SD GMIT Noelaku	33. SDI Lakat	47. SDI Enokaka	
06. SDI Nulle	20. SDN Oelekam	34. SDI Supulmio	48. SDN Tailtob	<b>Data Puncher's Signature</b>

## Evaluation Study of Local Based School Meals Program

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07. SD GMIT Nifukani	21. SD Anauban	35. SDI Raknamo	49. SDN Nekon	
08. SDI Oefatu	22. SDN Tuakole	36. SDI Fatukanutu	50. SDN Fatuoni	
09. SDI Tnh. Merah	23. SDI Oebobo	37. SDN Toobatan	51. SD Yaswari Benlutu	
10. SDI Kilobesa	24. SDI Tepas	38. SDG Kairane	52. SDG Benlutu	<b>Name of Responsible Person :</b>
11. SDI Nenonaheun	25. SD GMIT Tepas	39. SDN Karisin	53. SDI Boentuka	<b>Position in Cooking Group :</b>
12. SDN Oebeko	26. SDI Taetimu	40. SDN Besleu	54. SDN Enoana	<b>Enumerator's Signature</b>
13. SDN Penmina	27. SDK Yaswari Boentuka	41. SDI Camplong 2	55. SDN Tuasene	
14. SDN Enobesa	28. SDN Hane	42. SDI Lili		

**Evaluation Study of Local Based School Meals Program**

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**INFORMED CONSENT**

**COOKING GROUP’S MEMBER/ TEACHER IN CHARGE FOR PROGRAM**

Hello Mr/Mrs [MENTION THE NAME OF THE RESPONDENT], my name is [MENTION NAME OF THE INTERVIEWER] and I am working for SEAMEO RECFON. Currently our team is conducting Survey about Evaluation of Local Based School Meals Program in several Elementary Schools in District TTS and Kupang. I will so much hoping your participation in this survey. I will ask to you about all the thing in regard to the program implementation. This information will help to improve the quality of program that has been conducted as well as to consider about the matters related with that program continuation. The survey usually takes between 30 minutes to complete. Whatever information you provide will be kept confidential and will not be shown to other persons.

Participation in this survey is voluntary and you can choose not to answer any individual question or all of the questions. However, we hope that you will participate in this survey since your views are important.

At this time, do you want to ask me anything about the survey?

May I begin the interview now?

a. Yes → → ASK RESPONDENT TO SIGN THE CONSENT

b. No → → END AND FIND OTHER RESPONDENT

**READING TEST**

**(ASK THE RESPONDENT TO READ THE SENTENCE BELLOW)**

**“I AGREE TO BE INTERVIEWED”**

*I, (full name) ... .., stated that I am willing to participate in this study and I have received explanation about this study.*

....., 2016

(.....)



## Evaluation Study of Local Based School Meals Program

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SECTION IM. IMPLEMENTATION THE LFBSM PROGRAMME			
1.	Is there any, feeding program in this school ?	1. Yes 2. No → <b>SKIP TO SECTIONVTS</b>	<b>IM01</b> [   ]
SUB.SECTIONIM -1- Preparation of School Meals			
2.	Is there any cooking group?	1. Yes 2. No → <b>SKIP TO SUB.SECTIONIM -2</b>	<b>IM02</b> [   ]
3.	<b>If no. 2 is YES</b> , how many people is the cooking group member?	..... person	<b>IM03</b> [   ]
4.	Who are the member of cooking group? ( can be more than 1 answer)	1. Teachers 2. Parent of school children 3. School committee 66. Not relevant 77 Others..... 88. Do Not Know 99. No Answer	<b>IM04</b> [   ]
	<b>If the response for no.4 is 77</b> , please mention.....	.....	<b>IM04_OT</b>
5.	When usually the meals cooking process is completely done ?	At ..... AM	<b>IM05</b> [   ]
6.	When usually the meals are distributed to students?	At ..... AM	<b>IM06</b> [   ]
7.	How long the holding time of cooked meals ? ( time duration between completing cooking with meals distribution to students)	..... minutes	<b>IM07</b> [   ]
SUB.SECTIONIM -2- Distribution of School Meals			
8.	Before consume, how the meals served when they were received by students?	1. In plastic glass provided by WFP 2. in glass/bowl with cover 66. Not relevant 77 Others..... 88. Do Not Know 99. No Answer	<b>IM08</b> [   ]
	<b>If the response for no.8 is 77</b> , please mention.....	.....	<b>IM08_OT</b>
9.	Usually, how frequent is the school meal provided to students?	1. Once time a week 2 Two times a week 3. Three times a week 88. Do Not Know 99. No Answer 66. Not relevant	<b>IM09</b> [   ]
10.	How many times meals provided to students in <u>one last month</u> ?(On last period of program)	..... Times	<b>IM10</b> [   ]
11.	How much portion are usually the meals served?	1. A half glass ( 110 gr) 2. one full glass ( 220 gr)	<b>IM11</b> [   ]

## Evaluation Study of Local Based School Meals Program

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		3. one and a half glass (330 gr) 88. Do Not Know 99. No Answer 66. Not relevant	
12.	When the meals usually distributed to students?	1. Before school starts in the morning 2. At first hour after school start in the morning 3. During the first break 66. Not relevant	<b>IM12</b> [    ]
13.	Who are responsible in distributing the meals to students in class?	1. Respected teacher 2. Cooking group member 3. Head master 66. Not relevant 77 Others..... 88. Do Not Know 99. No Answer	<b>IM13</b> [    ]
	<b>If the response for no.13 is 77, please mention.....</b>	.....	<b>IM13_OT</b>
14.	Is there anyone who motivating students to finish the food in each class?	1. Yes 2. No → <b>SKIP TO IM16</b> 66. Not relevant	<b>IM14</b> [    ]
15.	<b>If yes, who is motivating students to finish the food in each class?</b>	1. Respected teachers 2. Parent of school children 3. School committee 4. Head masters 66. Not relevant 77 Others..... 88. Do Not Know 99. No Answer	<b>IM15</b> [    ]
	<b>If the response for no.15 is 77, please mention.....</b>	.....	<b>IM15_OT</b>
16.	When do you usually wash your hands?	1. Before preparing meals 2. After use the toilet 3. Before eat 77. Others.....	<b>IM16</b> [    ]
	<b>If the response for no.16 is 77, please mention.....</b>	.....	<b>IM16_OT</b>
17.	Have you ever heard about UKS (School Health Unit)?	1. Yes 0. No 99. No Answer 66. Not Relevant	<b>IM17</b> [    ]
18.	Have you ever heard about 'Little Doctor's Program'?	1. Yes 0. No 99. No Answer 66. Not Relevant	<b>IM18</b> [    ]
<b>SUB.SECTIONIM -3- Monitoring</b>			

## Evaluation Study of Local Based School Meals Program

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19.	Can you show the cooking process monitoring form?	1. Yes 0. No → <b>SKIP TO SUB.SECTIONIM -4</b> 66. Not relevant	<b>IM19</b> [   ]
20.	<b>If no. 19 is YES</b> , is the form updated from the latest month?  <b>(OBSERVE the date of the form)</b>	1. Yes 0. No 66. Not relevant	<b>IM20</b> [   ]
21.	Is it signed and acknowledged by head master or responsible teacher? <b>(OBSERVE the the form showed)</b>	1. Yes 0. No 66. Not relevant	<b>IM21</b> [   ]
<b>SUBSECTIONIM -4- Health and Nutrition Education</b>			
22.	Have you ever received training about food, health, and nutrition?	1. Yes 0. No	<b>IM22</b> [   ]
23.	Have you ever received EIC materials? (flipchart, poster, etc.)	1. Yes 0. No → <b>SKIP TO SECTIONVTS</b> , give code 66 (not relevant) for the rest of the question in this section	<b>IM23</b> [   ]
24.	<b>If no. 23 is YES</b> , who did provide those EIC equipments?	1. Health center staff 2. Teacher 66. Not relevant 77. Others.....	<b>IM23</b> [   ]
	<b>If the response for no.24 is 77</b> , please mention.....	.....	<b>IM24_OT</b>
25.	Did you use EIC materials at school?	1. Yes 0 No → <b>SKIP TO SECTIONVTS</b> , give code 66 (not relevant) for the rest of the question in this section 66. Not relevant	<b>IM25</b> [   ]
26.	<b>If No. 26 is YES</b> , when did you use it?	1. During class session 2. During children consumed meals 3 During pramuka session 66. Not relevant 77. Others.....	<b>IM26</b> [   ]
	<b>If the response for no.26 is 77</b> , please mention.....	.....	<b>IM26_OT</b>
27.	If yes, how long you deliver the EIC materials?	.....minutes  66. Not relevant	<b>IM28</b> [   ]

## Evaluation Study of Local Based School Meals Program

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SECTION VTS. KNOWLEDGE ABOUT VITAS			
<i>Show the poster ( PICTURE OF THE POSTER) before ask the following questions</i>			
1.	Do you know about VITAS which is added in school meals?	1. Yes → <b>SKIP TO NO. 3</b> 0. No	<b>VTS01</b> [   ]
2.	Do you know the program in this flyer? <b>(SHOW THE FLYER)</b>	1. Yes (VITAS Program) 0. No → <b>End interview and say thank you. Give CODE 66 (Not Relevant) for the rest of the questions</b>	<b>VTS02</b> [   ]
3.	Where do you get the information VITAS from?  <b>(Response can be more than 1, do not read the options)</b>	1. Teacher/head master 2. Friends 3. Cadre of posyandu 4. Health officer 5. Head of Village 6. TV 7. Newspaper 8. Radio 9. Poster 10. Flipchart 11. Brochure/flyer 77. Others.....	<b>VTS03</b> [   ]
	<b>If the response for no.3 is 77, please mention.....</b>	.....	<b>VTS03_OT</b>
4.	Which media do you like the most?  <b>(Do not read the answer's options)</b>	1. Poster 2. Flipchart 3. Brosur/flyer 77. Others.....	<b>VTS04</b> [   ]
	<b>If the response for no.4 is 77, please mention.....</b>	.....	<b>VTS04_OT</b>
5.	What VITas is ?	1. Biscuit for school children 2. Food supplement 3. Powder with vitamin and minerals 88. Do Not Know	<b>VTS05</b> [   ]
6.	Main beneficiary of VITAS	1. All elementary students who eat LFBSM meal 2. Elementary students, grade 5-6 3. Children under five 77. Other,.....	<b>VTS06</b> [   ]
	<b>If the response for no.6 is 77, please mention.....</b>	.....	<b>VTS06_OT</b>

## Evaluation Study of Local Based School Meals Program

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7.	<p>What is the benefit of VITAS?</p> <ol style="list-style-type: none"> <li>1. <i>increase quality and concentration of studying</i></li> <li>2. <i>increase immunity</i></li> <li>3. <i>increase appetite</i></li> <li>4. <i>help in decreasing anemia because of iron deficiency, iodine deficiency and other vitamin and mineral deficiency</i></li> </ol>	<p>Right down number of benefit that mentioned:</p> <p>.....</p> <ol style="list-style-type: none"> <li>1. Mention 1 benefit correctly</li> <li>2. Mention 2 benefits correctly</li> <li>3. Mention 3 benefits correctly</li> <li>4. Mention 4 benefits correctly</li> <li>88. Don't know</li> </ol>	<p><b>VTS07</b> [ ]</p>
8.	<p>In a week, how frequent VITAS could be add to meal could be given?</p>	<ol style="list-style-type: none"> <li>1. 1 time a week</li> <li>2. 2 times a week</li> <li>3. 3 times a week</li> <li>77. Other,.....</li> </ol>	<p><b>VTS08</b> [ ]</p>
	<p><b>If the response for no.8 is 77, please mention.....</b></p>	<p>.....</p>	<p><b>VTS08_OT</b></p>
9.	<p>How much the dosage of VITAS should be added in school meals?</p>	<ol style="list-style-type: none"> <li>1. One sachet for 20 portions</li> <li>77. Others,.....</li> <li>88. Do Not Know</li> </ol>	<p><b>VTS09</b> [ ]</p>
	<p><b>If the response for no.9 is 77, please mention.....</b></p>	<p>.....</p>	<p><b>VTS09_OT</b></p>
10.	<p>How to add VITAS in the LFBSM meal?</p> <ol style="list-style-type: none"> <li>1. <i>Pour directly to the meals/food</i></li> <li>2. <i>Do not pour into hot food</i></li> <li>3. <i>Blended with water is not suggested</i></li> <li>4. <i>Do not pour VITAS into food in the cooking processed</i></li> </ol>	<p>Write down number of items mentioned:</p> <p>.....</p>	<p><b>VTS10</b> [ ]</p>

### SECTION SKG. ATTITUDE ON HEALTH, NUTRITION, VITAS (Use EMOTICON SHOW CARDS)

1	<p>In my opinion, eating breakfast everyday is important for the health of my family health</p>	<ol style="list-style-type: none"> <li>1. Very much agree</li> <li>2. Very agree</li> <li>3. Neutral</li> <li>4. Very disagree</li> <li>5. Very much disagree</li> </ol>	<p><b>SKG01</b> [ ]</p>
2	<p>In my opinion, breakfast is important to increase children's concentration in school</p>	<ol style="list-style-type: none"> <li>1. Very much agree</li> <li>2. Very agree</li> <li>3. Neutral</li> <li>4. Very disagree</li> <li>5. Very much disagree</li> </ol>	<p><b>SKG02</b> [ ]</p>
3	<p>In my opinion, consume varied and balanced foods is important to prevent disease</p>	<ol style="list-style-type: none"> <li>1. Very much agree</li> <li>2. Very agree</li> <li>3. Neutral</li> <li>4. Very disagree</li> <li>5. Very much disagree</li> </ol>	<p><b>SKG03</b> [ ]</p>

## Evaluation Study of Local Based School Meals Program

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4	In my opinion, regularly brushing tooth at least 2 times a day is important to maintain health	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG04</b> [ ]
5	In my opinion, washing hand with soap before eating is important to prevent diarrhea	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG05</b> [ ]
6	In my opinion, meals prepared at home is more safe than street food	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG06</b> [ ]
<b>SUB.SECTIONS KG-1- SCHOOL MEALS ( ONLY FOR INTERVENTION SCHOOLS, GIVE CODE 66 IF NOT RELEVANT)</b>			
7	In my opinion, schools meal is important to prevent sleepy of my children in class	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG07</b> [ ]
8	In my opinion, school meals added with VITas (or multi micronutrient powder) feel tasty	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG08</b> [ ]
9	In my opinion, school meals added with VITas (or multi micronutrient powder) make children smart and increase concentration	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG09</b> [ ]
10	In my opinion, school meals important for nutritional status and growth of school children	1. Very much agree 2. Very agree 3. Neutral 4. Very disagree 5. Very much disagree	<b>SKG10</b> [ ]

## Evaluation Study of Local Based School Meals Program

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### Annex 4. Structured guideline for school observation

EVALUATION STUDY OF WFP'S LOCAL BASED SCHOOL MEALS PROGRAMME IN NTT AND PAPUA PROVINCES, INDONESIA	
<b>GUIDELINE FOR SCHOOL OBSERVATION</b>	
<b>Notes :</b>	This instrument will guide the observer to identify the school facility related to health, hygiene and nutrition practices as well as LFBSM programme.

<b>INFORMASI UMUM</b>				
Name of observer :				
Date :				
Name of school :				
Start of observation:				am/pm
End of observation.				am/pm
<b>A. Kitchen (preparation area for LFBSM):</b>				
Cooking and serving utensils		Availability (I)		Condition (II)
Building	A011		A012	
Glass/Cup	A021		A022	
Plate/ Spoon	A031		A032	
Cooking pan	A041		A042	
Wood stove	A051		A052	
Table	A061		A062	
Waste bin	A071		A072	
Knife	A081		A082	
Mung bean storage (plastic bin)	A091		A092	
Apron	A101		A102	
Hair cover	A111		A112	
<b>(I). Availability :</b>				
1. Available				
0. Not available (available but number is not enough)				
<b>(II). Kondisi :</b>				
1. Well maintained and clean				

## Evaluation Study of Local Based School Meals Program

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0. Not well maintained (dusty, mouldy, stained, rusty)

NA : Not applicable, if no availability

### B. Water for Food Preparation : Sources, Container, Availability and Quality

#### B001. Source (\*)

1. Improved water supply ( protected well water, protected spring water)

2. Un-improved and unprotected water supply

77. Other, .....

66 : Not applicable, if not available

\*If water from a stream or river is used, describe the area and the other uses of the source. Ask the person in charge as many as possible concerning quality water supplies.

#### B002. Water container/storage

1. Well maintained (shiny and clean)

0. Not well maintained (dirty and dusty)

77. Other,.....

66 . Not applicable, if not available

#### B003. Current water quality

1. Clean and acceptable

2. Turbid and bad odor, not appropriate to be used

77. Other,.....

66 . Not applicable, if not available

#### B004. Water availability

1. Available most of the year ( more than 6 months)

2. Available only certain period of year (3-5 months)

3. Rarely available ( less 2 months

66. Not applicable, if not available

### C. Toilet and hand washing facilities

Facility		Availability (I)		Condition (II)
<b>Toilet</b>				
Toilet room with function water closed	<b>C011</b>	*	<b>C012</b>	
Soap in toilet	<b>C021</b>	**	<b>C022</b>	
Water in toilet	<b>C031</b>		<b>C032</b>	
<b>Hand washing</b>				
Water	<b>C041</b>		<b>C042</b>	
Soap	<b>C051</b>		<b>C052</b>	
Hand drier facilities (towel, air drier)	<b>C061</b>		<b>C062</b>	
Jerigen	<b>C071</b>		<b>C072</b>	
<b>Dental care equipment</b>				



## Evaluation Study of Local Based School Meals Program

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Tooth brush	<b>C081</b>		<b>C082</b>	
Tooth paste	<b>C091</b>		<b>C092</b>	

**(I) Availability :**

1. Not available
2. Available but number is not enough
3. Available and number is enough

\*proportion 1 room for 25 students

\*\* soap available in each room

**(II). Condition :**

1. Clean, function and well maintained
  2. Unclean
  3. Not function/maintained
- 66 .Not applicable, if not available

### D. School canteen

Facility		Availability (I)		Condition (II)
Building	<b>D011</b>		<b>D012</b>	
Floor	<b>D021</b>		<b>D022</b>	

**(I) Availability :**

1. Available
0. Not available

**(II) Condition :**

1. Clean and well maintained
  2. Unclean
  3. Not function/maintained
- NA : Not applicable, if not available

### E. Safety of food sold in school canteen

(Circle the option, if the following issues are found in school , **option can be more than one**)

**E001.** Illegal chemical identified in food (Borax, Formalin–tahu, ikan, cilok,bakso pentolan)

**If suspected, please mention....**

Food Item	Suspected illegal chemical

**Evaluation Study of Local Based School Meals Program**

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**E002.** Illegal chemical identified in beverages (Rhodamine B, Methanyl Yellow)

**If suspected**, please mention....

Food Item	Suspected illegal chemical

**E003.** Food additives more than acceptable level identified (e.g. Benzoid acid in Soy souce)

**If suspected**, please mention....

Food Item	Suspected food additive

**E004.** Process/package food without IRT or MD registration number identified

**If suspected**, please mention....

Food item

**E005.** Forbidden artificial sweeteners identified in beverages for children (saccharine, cyclamate, aspartame)

**If suspected**, please mention....

Food Item	Suspected artificial sweetener

**NA** - Not applicable, if vendors not available

**F. Safety of food sold surrounding the school (street/ mobile vendors)**

(Circle the option, if the following issues are found in school , **option can be more than one**)

**F001.** Illegal chemical identified in food (Borax, Formalin–tahu, ikan, cilok,bakso pentolan)

**If suspected**, please mention....

Food Item	Suspected illegal chemical

**F002.** Illegal chemical identified in beverages (Rhodamine B, Methanyl Yellow)

**If suspected**, please mention....

Food Item	Suspected illegal chemical

**Evaluation Study of Local Based School Meals Program**

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**F003.** Food additives more than acceptable level identified (e.g. Benzoid acid in Soy souce)  
**If suspected, please mention....**

Food Item	Suspected food additive

**F004.** Process/packaged food without IRT or MD registration number identified  
**If suspected, please mention....**

Food item

**F005.** Forbidden artificial sweeteners identified in beverages for children (saccharine, cyclamate, aspartame)

**If suspected, please mention....**

Food Item	Suspected artificial sweetener

**FNA. NA** - Not applicable, if vendors not available

**G. Health, Hygiene and Nutrition Education, Information and Communication materials**

Facility		Availability (I)		If Yes, topic of EIC materials (II)
Poster	<b>G011</b>		<b>G012</b>	
Flipchart	<b>G021</b>		<b>G022</b>	
Games	<b>G031</b>		<b>G032</b>	
Brochure	<b>G041</b>		<b>G042</b>	
.....	<b>G04-OT</b>			

**Availability (I)**

- 1. Yes
- 0. No

**Topic of EIC materials (II) (CAN BE MOTE THAN 1)**

- 1. Varied, nutritious, balanced and safe food
- 2. Washing hands
- 3. Varied and nutritious food
- 4. Healthy and hygiene behavior

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- 5. VITas
- 77. Others,.....

**H. School Garden and School**

Facility		Availability (I)
Garden plot	<b>H001</b>	
Plants	<b>H002</b>	
Gardening tools	<b>H003</b>	
Garbage bin	<b>H004</b>	

**Availability (I)**

- 1. Yes
- 0. No

**I. School's Koperasi**

Facility		Availability (I)
Building	<b>J001</b>	
Koperasi's Personnel	<b>j002</b>	

**Availability (I)**

- 1. Yes
- 0. No

## **Annex 5. Procedures of quantitative measurements**

### **Anthropometry measurement**

**Body weight** of students was measured by using SECA. The weighing scale was put in flat surface. Students were asked not to wear any slipper, hat, or anything heavy that can interfere the weight, and should wear clothing as light as possible. The students were asked to stand in the middle of scale, feet should be inside of the rubber mat, and also head straight with eyes looking straight forward, hold until the result stable (Gibson, 2005). The measurements were taken twice every subject with the nearest 0.1 kg and maximum weight difference is 0.1 kg. Third measurement would be done if the difference between measurements were more than 0.2 kg. The closest gap between measurements was chosen and averaged as the end result.

**Body height** of students were measured by using stadiometer with 1 mm precision. The length was applied for students with stand position. Stadiometers should be placed on a vertical flat wall surface. The students should be ensured not to use any shoes, hat or other head accessories. One measurer and an assistant were required to correct the child's position. Measurements were read twice with the nearest 0.1 cm (Gibson, 2005), including 0.2 cm maximum difference between measurements. Third measurement would be done if the difference between measurements was more than 0.2 cm. The closest gap between measurements was chosen as the first and second measurements.

### **Hemoglobin level**

**Hemoglobin level** of students were analysed using HemoCue\*, Angelholm, Sweden. The HemoCue\* instruments were calibrated daily prior to data collection using external standard (HemoTrol\*) with low concentrations to check the reliability of the equipment in addition to the calibration cuvette provided by the manufacturer. A drop of blood from finger prick was taken by trained nutritionist using a disposable and sterile lancet.

### **Malaria assessment**

The study used malaria Pf/Pv Ag rapid test which was a lateral flow chromatographic immunoassay to detect and differentiate the *Plasmodium falciparum* (Pf) and *vivax* (Pv) antigen in human blood specimen. The result of measurement using this instrument to sub sample (25) registered patients in General Hospital of Soe (RSUD Soe) found that 2 people of them were positively infected by *Plasmodium falciparum* (Pf) and *P. vivax* (Pv).

The test performed used the whole blood through finger tip puncture. The test device, specimen, buffer, and/or controls was put to room temperature (15-37°C) prior to testing on a clean and level surface during preparation. The cleaned and disinfected finger of student was massaged

without touching the puncture site by rubbing down the hand towards the fingertip of the middle or ring finger. The finger skin was punctured with a sterile lancet and then gently rub the hand from wrist to palm to finger in order to form a rounded drop of blood over the puncture site. The finger tip Whole Blood specimen was added to the test device by using a sucking bulb. The sucking bulb was lightly squeezed and then gently sucked the blood until filled to the first mark (approximately 5 micro litres). Then the bulb was squeezed to dispense the whole blood to the specimen well (small round well) of the test device. About 5 drops of buffer was added and then start the timer. The reaction worked for 15 minutes and then the result was read. It was not allow interpreting the result after 20 minutes. **Clear positive results were read before 15 minutes.** Result of the device could be interpreted as :Positive, if C band is present and T1 and/or T2 bands was developed; Negative, if only C band was present, the absence of any burgundy colour in T1 and/or T2 indicates that no antiplasmodium antigens were detected; Invalid , If no C band was developed. The assay was invalid regardless of any burgundy colour in T bands as indicated. The assay then should be repeated with new device.

### **Secondary Data**

Secondary data analysis was done to obtain information on school enrollment, attendance, drop-out and retention or repeat the class rates. The data were obtained from respective schools, Education offices of TTS and Kupang Districts, WFP and websites of Ministry Education and Statistic Office. Records on students attendance of November 2015 when meals were still provided were collected from most (30) of the schools of the study. Concentration abilities of students during provision of school meals were obtained by analyzing WFP Monitoring record of certain period.

### **Quantitative Data management**

There were some efforts to manage the data quality as the following:

- Educational background of enumerator and supervisor were carefully selected by principle and co-principles investigators.
- The accuracy and consistency of data recording were done in the field by the supervisors.
- Guideline of data collection and data entry were developed in order to ensure the same procedure implemented by the enumerators.
- Training to the enumerators as well as field supervisors was done in order to ensure good understanding of the questions as well as effective interview technique. A 5 day training on dietary assessment was given by principle investigator. It was done in order to obtain reliable information of dietary intake in the past.

- Anthropometry measurement training was conducted for all enumerators to obtain standardized and qualified measurement procedure and to prevent systematic error. Calculation of intra- and inter-observer reliability was done to select enumerators who had high precision and accuracy measurement abilities, with at least intra-observer 1.5% and inter-observer 2.0% values (Gibson, 2005).
- Calibration of weighing scale was to be done the night prior to the measurement day, by using a 5 kg-stable weight measurement. Body height measurements were taken twice with maximum difference 0.2 cm. Measurement results were checked by using WHO Antro Plus 2007 software in order to check any extreme Z-score (exclude  $\pm 5SD$ ).
- Field data cleaning was done every day. It consisted of self-checking and peer review check. The last data was cleaned by the supervisor, before it was entered into the SPSS software. Data cleaning was done by supervisor before the data were entered to SPSS software.
- Supervising was done throughout data collection by quantitative data manager and WFP.
- Data entry was done by different person (cross-inputted) by using double entry method of 10% of data. Any different result was tracked and retracked back into questionnaire and corrected. Re-entry data was sent to WFP.

## Annex 6. Variable cut off

### Category of student nutritional status

Variables	Severe	Mild	Normal
Stunting	HAZ < -3.00 (range to max -6.00)	-3.00 ≤ HAZ < -2.00	-2.00 ≤ HAZ < 6.00
Thinness	BAZ < -3.00 (range to max -5.00)	-3.00 ≤ BAZ < -2.00	-2.00 ≤ BAZ < 5.00
Underweight	WAZ < -3.00 (range to max -6.00)	-3.00 ≤ WAZ < -2.00	-2.00 ≤ WAZ < 6.00

### Category of student anemia status

Age group	Anemia status	Haemoglobin concentration
Age < 12 years	Normal	≥ 11.5 g/dL
	Mild	11 - < 11.5 g/dL
	Moderate	8 - < 11 g/dL
	Severe	< 8 g/dL
Age ≥ 12 years	Normal	≥ 12.0 g/dL
	Anemic	< 12.0 g/dL

### Food groups of student's consumption (WFP, 2012)

No	Food items	Food groups
1	Bread, biscuit, rice, maize, sweet potato and noodles	Cereals
2	Starchy vegetables: cassava or potato	White tubers and roots
3	Red orange colored vegetables: carrots, pumpkin, orange colored squash (labu); green leafy vegetables: cassava leaf, kangkung, spinach, etc; Other vegetables: eggplant, chayote (labusiam), bitter melon (paria/pare), cucumber, fresh long beans, oyong/gambas; Moringa	Vegetables
4	Orange colored fruits: mango, papaya, orange rock melon, passion fruit; Other fruits: banana, watermelon, jackfruit, avocado, etc	Fruits
5	Meat; Organ meat such as liver	Meat
6	Egg	Egg
7	Fish/shelfish (fresh, dried, canned)	Fish and other seafood
8	Bean, lentil, peanut, tempe, tofu, mungbean	Legumes, nuts and seeds
9	Milk, cheese, yogurt	Milk and milk products
10	Oil, fat, butter	Oils and fats
11	Sugar, honey, jam	sweets
12	Spices, condiments and beverages	Spices, condiments and beverages

### Food groups and relative weight of household consumption

No	Food items	Food groups	Weight
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1	Bread, biscuit, rice, maize, starchy vegetables (cassava or potato), sweet potato and noodles	Cereals and tubers	2
2	Bean, lentil, peanut, tempe, tofu, mungbean	pulses	3
3	Red orange colored vegetables: carrots, pumpkin, orange colored squash (labu); green leafy vegetables: cassava leaf, kangkung, spinach, etc; Other vegetables: eggplant, chayote (labusiam), bitter melon (paria/pare), cucumber, fresh long beans, oyong/gambas;	Vegetables	1
4	Orange colored fruits: mango, papaya, orange rock melon, passion fruit; Other fruits: banana, watermelon, jackfruit, avocado, etc	Fruits	1
5	Meat; Organ meat such as liver, eggs, fish/shelfish (fresh, dried, canned)	Meat and fish	4
6	Milk, cheese, yogurt	Milk and milk products	4
7	Sugar, honey, jam	sweets	0.5
8	Oil, fat, butter	Oils and fats	0.5

#### Food security status cut off

Food consumption groups	Food consumption score	Food security status
Poor	0-28	Food insecure
Acceptable	28.5-42	
Borderline	> 42	Food secure

## Annex 7. Overview informants and content areas by qualitative study

INFORMANTS	Content areas of the study
<ul style="list-style-type: none"> <li>• STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• Exposure to LFBSM program package (deworming, school meal mixed with micro nutrient powder,</li> <li>• Reported concentration abilities during school meals program</li> <li>• Reported short term hunger of students</li> <li>• Student’s perception toward LFBSM program</li> <li>• Student’s acceptability toward school meal program</li> <li>• Reported changes of student’s knowledge, attitude and practice on hygiene, health and nutrition aw</li> <li>• Barriers and facilitating factors to LFBSM implementation</li> </ul>
<ul style="list-style-type: none"> <li>• PARENTS</li> </ul>	<ul style="list-style-type: none"> <li>• Perceived effectiveness of LFBSM program to change their knowledge, attitudes and behaviors on h</li> <li>• Reported change of parent’s knowledge, attitude and practice on healthy behavior</li> <li>• Reported barriers and facilitating factors to LFBSM implementation</li> <li>• Perception toward overall LFBSM program implementation and suggestions for improvement</li> <li>• Recommendation towards LFBSM program</li> </ul>
<ul style="list-style-type: none"> <li>• COOKING GROUP MEMBER</li> </ul>	<ul style="list-style-type: none"> <li>• Perception toward benefit of LFBSM program to their income</li> <li>• Experiences during trainings, including perceptions toward effectiveness and recommendations for</li> <li>• Reported challenges of LFBSM program</li> </ul>
<ul style="list-style-type: none"> <li>• FARMER GROUP MEMBER</li> </ul>	<ul style="list-style-type: none"> <li>• The availability and function of facilities related to grain (storage, drying, distribution)</li> <li>• Experiences during trainings, including perceptions toward effectiveness and recommendations for</li> <li>• Quality assurance related to LFBSM activities</li> <li>• Perception toward benefit of LFBSM program to their production</li> <li>• Perception toward income increasing of agricultural production</li> <li>• Reported challenges of LFBSM program</li> </ul>
<p><b>STAKEHOLDERS:</b></p> <ul style="list-style-type: none"> <li>• Education Regional Offices - District &amp; Province Level</li> <li>• Planning And Development Board –District &amp; Province Level</li> <li>• Food Security Authorities</li> <li>• Cooperative Offices</li> <li>• Rural Development Agencies</li> <li>• Health Authorities</li> <li>• Women Empowerment Group</li> <li>• Wfp Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Specific role of each stakeholder in LFBSM intervention perception toward overall LFBSM program</li> <li>• Perception toward overall LFBSM program implementation</li> <li>• Achievements of LFBSM program</li> <li>• Perceived strength of organizational support given and/or received during LFBSM intervention</li> <li>• Level of stakeholder engagement during LFBSM program</li> <li>• Suggestions for improvement of LFBSM program</li> <li>• Reported factors influencing LFBSM program delivery, including barriers and facilitating factors</li> <li>• Key lessons learned to be implemented in the future</li> <li>• Suggested policy implications of LFBSM intervention</li> <li>• Lessons learned from involvement in the LFBSM intervention</li> <li>• Hand over strategies of LFBSM program</li> </ul>

## **Annex 8. Procedures of Qualitative method**

### **Training and Testing**

The qualitative instruments were tested during a several days training and piloting data collection to ensure appropriate language and data collection procedures. If there are any difficulties regarding the terms used in the instruments, then the qualitative guideline were re-written and revised prior to data collection. These instruments were reviewed during initial data collector training prior to data collection. The training for the interviewers were included familiarization of qualitative data collection methods as well as study aims, interviewing methods (including open-ended questioning and probing), and guidelines for ensuring accurate transcription and translation of technical terms.

### **Translation and Transcription**

Interviews were digitally recorded in the language that the informant feels comfortable speaking. Field notes were taken during each interview. Translation from local languages into Bahasa Indonesia was performed for those interviews conducted in local dialects. Local translator was hired to help understand interviews/ focus groups using local dialects. A debriefing process to elucidate important information based on the interviews were carried out in the field by the interviewers with the qualitative survey coordinator each day, and a short field note form was filled out by the data collector for each interview/focus group conducted. This process was useful for discussing missed probes, preliminary findings/themes, and ideas for purposefully sampling new informants in subsequent iterations of qualitative data collection. The transcription process were reviewed by WFP staff as a peer editing technique to improve quality of transcripts.

### **Qualitative Data Management**

The transcribers were daily transcribe the recording after the data collection to get immediate information on emerging issues and completeness of data. The steps of data management as the following :

1. Data were digitally recorded in the field.
2. Data were uploaded to a computer and into a cloud (e.g., Dropbox) regularly in the field.
3. Debriefing were occurred between data collectors and qualitative survey coordinator each day to listen to portion of interview to ensure completeness of recording and discuss lessons learned for improvement.
4. Concurrent to data collection, digital files were transcribed verbatim in Bahasa Indonesia by the transcription team. In cases when local languages were used, then the data collection team were translate the interview into Bahasa Indonesia during transcription work. Data collectors and the coordinators supported this process.

5. Final transcribed textual files were uploaded into Dedoose in Bahasa Indonesia for analysis.
6. The qualitative survey coordinator reviewed transcripts on a daily basis to ensure completeness of transcripts, accuracy of contents in comparison to digital recordings, and areas where new questions or additional probing and sampling might be necessary.
7. This process was continued until all interviews and focus groups had been completed and Dedoose had a final data set uploaded.

## Annex 9. Semi Structured Guide in Qualitative

### School Feeding :Semi-structured Guideline – In-Depth Interview : School Children

**Directions:**Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Student’s Specific Objectives & Research Question**

Specific objective 2. To assess concentration abilities in the classroom of students in both LFBSM and non-LFBSM programme areas		
Research question 2. How are concentration abilities in the classroom of students in both LFBSM and non-LFBSM programme areas?		
Variables	Indicators	Method of assessment
Short-term hunger of students	- Hungry feeling experience during school hours	Qualitative interview (IDI & FGD) to students and parents
Concentration ability of students	- Feeling sleepy experience during school hours - Enthusiasm asking and answering questions in the class - Enjoy and willing to stay in class	Qualitative interview (IDI & FGD) to students and parents
Specific objective 3. To assess knowledge, attitudes, and practices on basic health, hygiene and nutrition in both LFBSM and non-LFBSM programme areas		
Research question 3. How and why did the knowledge, attitudes, and practices on basic health, hygiene, and nutrition of students and parents changed, if at all, in the LFBSM program areas?		
Research question 3a. What influence has the nutrition education package had on improving the feeding behaviour (balanced, nutritious, and diversified) of students and households?		
Research question 3b. What influence has the nutrition education package had on the WASH (water and sanitation hygiene) related practice of students and households?		
Research question 3c. What influence has the nutrition education package had on the basic health of students and households?		
Program deliveries	- Program package of LFBSM - Challenges and opportunities of LFBSM - Recommendations for future	Qualitative questionnaire (IDI) to teacher
Attitude on basic health, hygiene and nutrition	- Attitude on the important of breakfast - Attitude on the important of consume varied, nutritious and balanced foods - Attitude on the important of regularly brushing tooth - Attitude on the important of washing hand with soap - Attitude on street food practices	Qualitative questionnaire (FGD) to parents,(IDI) students

Specific objective 4. To assess perception of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation		
Research question 4 . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation?		
Perceptions related to the LFBSM programme	- Perception on benefit of School meals and VITAS - Understanding on how to use VITAS in meals dosage use of VITAS	Qualitative interview to school childrens (IDI & FGD)
Research question 13. To what extend did the LFBSM attract the student to go to schools?		

### **Knowledge Attitude and Practice on School Feeding**

1. What do you know about school feeding program?
  - Probe how they do it in school (From preparation to distribution)
2. What do you know about VITAS?
  - Probe what are the benefits of VITAS
3. How do you like the menu in school feeding program?
  - Probe whether they like it or not
4. What do you know about healthy eating?
  - Probe on who are the source of the information
5. What do you know about the handwashing?
  - Probe on how you do it
  - Probe on who are the source of the information
6. What do you know about the deworming?
  - Probe on how many times you got them
  - Probe on who are the source of the information

### **Benefit of the School Feeding**

7. What kind of benefits do you get from the school feeding program?
8. What is your motivation to go to school?
9. Do you think that school meal help you to think better and become more active?
  - Probe: why yes?why no?
10. After received the LFBSM programme, what were **the effects to you**?
  - Probe : the class participation, active asking question, concentration to the learning process in class, feeling sleepy, etc]

### **Conclusion**

11. Do you have any final questions/comments for me?

**Thank you for your time today.**

**Directions:** Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Parents' Specific Objectives & Research Question**

<b>Specific objective 2 (SO2).</b> To assess concentration abilities in the classroom of students in LFBSM programme areas		
<b>Research question 2 (RQ2)</b> . How are concentration abilities in the classroom of students in LFBSM programme areas?		
<b>Variables</b>	<b>Indicators</b>	<b>Method of assessment</b>
Short-term hunger of students	- Hungry feeling experience during school hours	Qualitative interview (IDI & FGD) to students and parents
Concentration ability of students	- Feeling sleepy experience during school hours - Enthusiasm asking and answering questions in the class - Enjoy and willing to stay in class	Qualitative interview (IDI & FGD) to students and parents
<b>Specific objective 3 (SO3).</b> To assess knowledge, attitudes, and practices on basic health, hygiene and nutrition of students and parents in LFBSM programme areas		
<b>Research question 3 (RQ3).</b> How are knowledge, attitudes, and practices on basic health, hygiene and nutrition of students and parents in LFBSM programme areas?		
Attitude on basic health, hygiene and nutrition	- Attitude on the important of breakfast - Attitude on the important of consume varied, nutritious and balanced foods - Attitude on the important of regularly brushing tooth - Attitude on the important of washing hand with soap - Attitude on street food practices	Qualitative questionnaire (FGD) to parents
Practice on healthy behaviour	Challenges and opportunities to: - Have breakfast regularly - Consume varied, nutritious and balanced foods - Wash their hands at school and home - Brush their teeth regularly	Qualitative questionnaire (FGD) to parents
<b>Specific objective 7 (SO7).</b> To assess member's participations in preparing school feeding		
<b>Research question 7 (RQ7).</b> What and how are school community's participations in preparing school feeding?		
Attitude related to the school feeding	- Attitude on the importance of schools feeding and Vitas	Qualitative interview (FGD) to students and parents

Practices school community in school feeding of implementation	- Participation of school meal - Acceptability and preference of school meals - Monitoring procedure of school feeding	Qualitative interview (FGD) to cooking group member and teachers
Research question 13. To what extent did the LFBSM attract the student to go to schools?		
Research question 14. What and how are achievements of LFBSM program?		
Research question 16. What and how are opportunities of LFBSM programme?		

### Knowledge, Attitude, Practice on Healthy Behavior (Answering SO3)

1. Tell me about your experience of breakfast, healthy living and eating nutritious food.
  - Probe on importance of breakfast, healthy living and eating nutritious food.
  - Probe on challenges of breakfast, healthy living and eating nutritious food.

### Knowledge, Attitude, and Participation on School Feeding (Answering SO7)

2. What are your understanding about School Feeding program ? (PROBE: Goal, objective, missions)
3. What is the importance of School Feeding program?
4. What do you like from the School Feeding program?(PROBE: Reason)
5. What you don't like from the School Feeding program? (PROBE: Reason)
6. What are your motivations to involve in school meals programme? (PROBE: Benefits obtained and opportunities received)
7. What kind of participation have you give to the school feeding programme? (PROBE : Money, commodities, etc)
  - Do you mind with the participation? (PROBE : Reason)

### Short Term Hunger Students and Concentration Ability of Students (Answering SO2)

8. What are students' acceptances to the given meals ? [PROBE : Like or dislike, type of food preference]. If they do not like it, **WHY**?
9. After received the School Feeding programme, what were the effects to you? What were the effects to the students performance? [PROBE : The class participation, actively asking question, concentration to the learning process in class, feeling sleepy, etc]

### Conclusion

10. Could you explain any final recommendations to improve this program in future?
11. Do you have any final questions/comments for me?

**Thank you for your time today.**



## School Feeding: Semi-structured Guideline – In-Depth Interview :Teachers/cooking group members

**Directions:**Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Teacher’s specific objectives & research question**

Specific objective 2. To assess concentration abilities in the classroom of students in both LFBSM and non-LFBSM programme areas		
Research question 2. How are concentration abilities in the classroom of students in both LFBSM and non-LFBSM programme areas?		
Variables	Indicators	Method of assessment
Short-term hunger of students	- hungry feeling experience during school hours	Qualitative interview (IDI &FGD) to students and parents
Concentration ability of students	- feeling sleepy experience during school hours - Enthusiasm asking and answering questions in the class V - Enjoy and willing to stay in class	Qualitative interview (IDI &FGD) to students and parents
Specific objective 3. To assess knowledge, attitudes, and practices on basic health, hygiene and nutrition of students and parents in both LFBSM and non-LFBSM programme areas		
Research question 3. How and why did the knowledge, attitudes, and practices on basic health, hygiene, and nutrition of students and parents changed, if at all, in the LFBSM program areas?		
Research question 3a. What influence has the nutrition education package had on improving the feeding behaviour (balanced, nutritious, and diversified) of students and households?		
Research question 3b. What influence has the nutrition education package had on the WASH (water and sanitation hygiene) related practice of students and households?		
Research question 3c. What influence has the nutrition education package had on the basic health of students and households?		
Program deliveries	- Program package of LFBSM - Challenges and opportunities of LFBSM - Recommendations for future	Qualitative questionnaire (IDI) to teacher
Attitude on basic health, hygiene and nutrition	- Attitude on the important of breakfast - Attitude on the important of consume varied, nutritious and balanced foods - Attitude on the important of regularly brushing tooth - Attitude on the important of washing hand with soap - Attitude on street food practices	Qualitative questionnaire (FGD) to parents,(IDI) students

Specific objective 4. To assess perception of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation		
Research question 4 . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation?		
Perceptions related to the LFBSM programme	- Perception on benefit of School meals and VITAS V - Understanding on how to use VITAS in meals dosage use of VITAS	Qualitative interview to cooking group member (IDI & FGD)
Specific objective 7. To assess cooking group member's participations in preparing school feeding ?		
Research question 7. What and how are school community's participations in preparing school feeding ?		
Practices school community in school feeding of implementation	- Challenges and opportunities during preparation, cooking and distribution of school meals V - Acceptability and preference of school meals V - Monitoring procedure of school feeding V	Qualitative interview (FGD) to cooking group member and teachers
Research question 13. To what extent did the LFBSM attract the student to go to schools? V		
Research question 14. What and how are achievements of LFBSM program? V		
Research question 15. What were the challenges of LFBSM programme? V		
Research question 16. What and how are opportunities of LFBSM programme? V		

### Perceptions of School Feeding

1. What are your **understanding about LFBSM** programme ?
  - Probe on goal, objective, missions and importance.
2. When did LFBSM start and what are the **activities** in this school?
3. What is **your position** in LFBSM programme?
  - Probe to what extent did your roles or participation in the LFBSM?
4. What did you/your school **obtain** from school feeding programme?
  - Probe : e.g. **management** : quality improvement process, cash management, report system, **interventions**: deworming, hygiene campaign, immunization, balanced diet, cooking group training, facility strengthening, community and stakeholder mobilization, **tools** : kitchen tools, utensil, etc.

### Practices of School Feeding

5. How is the **management** of the school feeding?
  - Probe how is the cash management
  - Probe who is responsible for the overall activity
  - Probe on the challenges
  - Probe on the student's acceptability of school feeding menu
  - Probe on the effects of school feeding to students
  - Probe on the monitoring procedure
  - Probe on their views upon current mechanism : Does it working well?

**School gardening :**

6. Is there any or ever **school gardening** activities in this school?
  - o If yes, please explain who responsible to maintain the garden, what are the benefit to students? If discontinue, elaborate the reasons **WHY** ?

**Conclusion**

7. Do you have any final questions/comments for me?

**Thank you for your time today.**

**School Feeding: Semi-structured Guideline – In-Depth Interview :Farmers**

**Directions:**Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Farmer’s Specific Objectives & Research Question**

Specific objective 4. To assess perception of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation		
Research question 4 . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation?		
Understanding on how to ensure the quality and safety of grains	Understanding on : - Indication of harvesting time for grain - To assess humidity using “salt method” - Indication of fungi infestation in grain - Sunlight grain drying procedure - Prevention of aflatoxin	Qualitative interview to farmer group member ( IDI)
Specific objective 11. To assess whether the LFBSM has impact to local community income through increased local agricultural production		
Research question 11 :Has the LFBSM increased local community income through increased local agricultural production?		
Perception of farmer on LFBSM programme	- Perception on benefit of LFBSM programme to their production - Perception on income increasing of agricultural production	Qualitative interview (IDIs) to farmer group member
Practices of farmer on	- The availability and function of facilities related to grain (storage, drying, distribution) - Perception on benefit	Qualitative interview (IDIs) to farmer group member

LFBSM programme		
Research question 14. What and how are achievements of LFBSM program?		
Research question 15. What were the challenges of LFBSM programme?		

### Roles & Responsibilities

1. Please explain about your **farmer group**!
  - Probe time establishment, name, number of group member
  - Probe when are they involved in the school feeding program
2. What are your **roles** and **responsibility** towards this school feeding program?
3. What are your **understandings** towards LFBSM program?

### Ensuring Quality and Safety of Grains

4. What type of **raw materials supplied** for school meals programme?
5. How are the **handling of the materials**?
  - Probe on from production until deliver to school
6. What do you know about :
  - Probe harvesting time for grain
  - Probe how to assess the humidity using salt method
  - Probe how to indicate fungi infestation in grain
  - Probe sunlight grain drying procedure
  - Probe the prevention of aflatoxin
  - Probe how many times do they get this training or information?
7. Did you know this already or is it a relatively a new information since you involved in LFBSM program? Please elaborate.
8. What **problems** do you perceived?
  - Probe on how they overcome the barrier.

### Local Community Impact

9. What are the impact of benefit of school feeding program to you?
  - Probe on impact income generating by the provision raw materials regularly the products.
  - Probe on skills acquired.

### Conclusion

10. Do you have any final questions/comments for me?

**Thank you for your time today.**

**Directions:** Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Stakeholder's Specific Objectives & Research Question**

Specific objective 12. To assess achievements, challenges, opportunities and handover strategies to support sustainability of LFBSM programme		
Specific objective 12. What and how are achievements, challenges, opportunities and handover strategies to support sustainability of LFBSM programme		
Nature of stakeholders' involvement related to LFBSM programme	Achievement, challenges, opportunities related to - Roles and responsibilities of respective stakeholders to support LFBSM programme - Mechanism of coordination - Facilitation on LFBSM programme - Monitoring and evaluation of the programme - Policy, regulation including allocated budget to support the programme	Qualitative interview (IDI) to stakeholders (head masters, farmers, health offices, agriculture offices, education offices, women welfare offices, food security offices, bappeda, local NGOs), WFP staff
Research question 14. What and how are achievements of LFBSM program?		
Research question 15. What were the challenges of LFBSM programme?		
Research question 16. What and how are opportunities of LFBSM programme?		
Research question 17. What and how are level of the cooperation among stakeholders in LFBSM programme?		
Research question 18. What and how are the current handover strategies of LFBSM programme?		
Research question 19. What are local provincial and federal policies or framework exist for successful handover for the sustainability of the program?		

### **Roles and Responsibilities of Stakeholders**

1. What was your **position** in the local government? What is your **role** or involvement in school feeding program?
  - To what extent did your roles or participation in the school feeding?(PROBE : Achievements & what have you done?)
  - Probe the challenges and how do they overcome the emerging challenges.
2. What do you think of the school feeding program?

### **Mechanism of Coordination of Stakeholders**

3. How was your **role connected with other stakeholders**?(PROBE:How is the coordination of mechanism?)

- Probe the challenges and how do they overcome the emerging challenges.

#### **Monitoring and Evaluation of the programme policy**

4. Who are responsible to do the **program monitoring**? (PROBE: What kind of monitoring do they provide?)
5. What kind of **problem** were occurred during the program?
  - Probe the challenges and how do they overcome the emerging challenges.

#### **Regulation of the allocated budget to support the programme**

6. To the stakeholders or Headmaster of school or finance officer : WFP provide cash transfer to the school. How do you know about **administration of cash management and report system**?
  - Probe implementation, challenge and how they overcome the constraints.
  - Probe on possible option to fund the school feeding in future

#### **Handover Strategy**

7. What do you think of the **key programmatic inputs** in this program? (Probe : Reason)
  - Probe on ways to enact the key programmatic inputs in reality
  - Probe on what are the opportunities to support school feeding program in future
8. Could you explain any **recommendations** to improve this program in future?
  - How to make this program sustain in future?
  - How the budget should be allocated and how is the management of the school feeding program?
  - Probe the opportunities they had in the school feeding program

#### **Conclusion**

9. Do you have any final questions/comments for me?

**Thank you for your time today.**

#### **School Feeding: Semi-structured Guideline – Focus Group Discussion: Cooking Group Member**

**Directions:** Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Cooking Group Member’s Specific Objectives & Research Question**

Specific objective 4. To assess perception of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation		
Research question 4 . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation?		
Perceptions related to the LFBSM programme	- Perception on benefit of School meals and VITAS - Understanding on how to use VITAS in meals dosage use of VITAS	Qualitative interview to cooking group member (IDI & FGD)
Specific objective 7. To assess cooking group member's participations in preparing school feeding ?		
Research question 7. What and how are school community's participations in preparing school feeding ?		
Practices school community in school feeding of implementation	- Challenges and opportunities during preparation, cooking and distribution of school meals - Acceptability and preference of school meals - Monitoring procedure of school feeding	Qualitative interview (FGD) to cooking group member and teachers
Research question 13. To what extent did the LFBSM attract the student to go to schools?		
Research question 14. What and how are achievements of LFBSM program?		
Research question 15. What were the challenges of LFBSM programme?		

### Perception on Benefit School Meals and VITAS

1. What are your **understanding about School Feeding** program ? (PROBE: Goal, objective, missions)
2. What is the **importance** of School Feeding program?
3. What are your **understanding about VITAS**? (PROBE: Goal, objective, missions)
4. What is the **importance** of School Feeding program?

### Implementation of school meals :

5. How does the **cooking group member** formed?
  - Probe on who are the group members.
  - Probe on their motivation why they want to join cooking group member.
6. How do you **make the school meals**?
  - Probe from food preparation, food handling, distribution until serving.
  - Probe on the equipment.
  - Probe on the challenges.
7. How is the **preparation of the school meal**?
  - Probe on how they get food and how they acquire it.
  - Probe on where they store the food.
  - Probe on the challenges.
8. How is the **food production** done?
  - Probe on how they do the cooking
  - Probe on how they maintain the food safety

- Probe on the challenges
- 9. How do you use **VITAS**?
  - Probe on when they give VITAS
  - Probe on how they give VITAS
  - Probe on the VITAS portion
- 10. How is the **distribution** of food from storage/kitchen to students?
  - Probe on transferring food, including food handling and safety.
- 11. How is the **availability of school feeding**?
  - Probe on whether in every school on due day.
- 12. How is the **food distribution**?
  - Probe on whether at first hours before school starts or during the first break etc.
  - Probe who are doing the distribution?
- 13. Who are the people in charge in distributing food and motivating students to finish the food in each class?
- 14. What are **students' acceptances** to the given meals ?
  - Probe like or dislike, type of food preference. If they do not like it, **WHY**?
- 15. After received the LFBSM programme, what were **the effects to the students performance**?  
 Probe on the class participation, active asking question, concentration to the learning process in class, feeling sleepy, etc.

**Conclusion**

- 16. Do you have any final questions/comments for me?

**Thank you for your time today.**

**School Feeding :Semi-structured Guideline – In-Depth Interview : Farmers**

**Directions:** Firstly go through to the specific objectives and research question tables (Table 1). Read it thoroughly and move on to the guideline. Use the question guideline in order that the questions are presented. As the conversation will flow it will be up to you how to probe and when to probe more deeply. You should probe based on what you hear from this interviewer, what you have learned from previous informants, and to get the necessary information to cover all **research topics outlined in the table.**

**Table. Farmer’s Specific Objectives & Research Question**

Specific objective 4. To assess perception of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation		
Research question 4 . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members) on LFBSM programme implementation?		
Understanding on how to ensure the quality and safety of grains	Understanding on : - Indication of harvesting time for grain - To assess humidity using “salt method” - Indication of fungi infestation in grain - Sunlight grain drying procedure	Qualitative interview to farmer group member (IDI)



	- Prevention of aflatoxin	
Specific objective 11. To assess whether the LFBSM has impact to local community income through increased local agricultural production		
Research question 11 :Has the LFBSM increased local community income through increased local agricultural production?		
Perception of farmer on LFBSM programme	<ul style="list-style-type: none"> <li>- Perception on benefit of LFBSM programme to their production</li> <li>- Perception on income increasing of agricultural production</li> </ul>	Qualitative interview (IDIs) to farmer group member
Practices of farmer on LFBSM programme	<ul style="list-style-type: none"> <li>- The availability and function of facilities related to grain (storage, drying, distribution)</li> <li>- Perception on benefit</li> </ul>	Qualitative interview (IDIs) to farmer group member
Research question 14. What and how are achievements of LFBSM program?		
Research question 15. What were the challenges of LFBSM programme?		

### Roles & Responsibilities

1. Please explain about your **farmer group**!
  - Probe time establishment, name, number of group member
  - Probe when are they involved in the school feeding program
2. What are your **roles** and **responsibility** towards this school feeding program?
3. What are your **understandings** towards LFBSM program?

### Ensuring Quality and Safety of Grains

4. What type of **raw materials supplied** for school mealsprogramme?
5. How are the **handling of the materials**?
  - Probe on from production until deliver to school
6. What do you know about :
  - Probe harvesting time for grain
  - Probe how to assess the humidity using salt method
  - Probe how to indicate fungi infestation in grain
  - Probe sunlight grain drying procedure
  - Probe the prevention of aflatoxin
  - Probe how many times do they get this training or information?
7. Did you know this already or is it a relatively a new information since you involved in LFBSM program? Please elaborate.
8. What **problems** do you perceived?
  - Probe on how they overcome the barrier.

### Local Community Impact

9. What are the impact of benefit of school feeding program to you?

- Probe on impact income generating by the provision raw materials regularly the products.
- Probe on skills acquired.

**Conclusion**

10. Do you have any final questions/comments for me?

**Thank you for your time today.**

### Coding Rules/Guidelines:

1. Do not use the family codes for coding. Codes 1.0, 2.0, 3.0, and 4.0 are families/categories and not for coding. If you use 4.1 then I know it comes from category 4.0 so no need to double code.
2. Do not code more than 1-2 full exchanges between interviewer and interviewee.
3. Do not code less than a several-word phase. No need to code single words at this point.
4. Double-coding (adding 2 codes to one chunk of text) should be rare but can be done. If too much double coding is being done then let's discuss because it means the codebook isn't specific enough.
5. If you want to modify the codebook (add, delete, modify codes) then be sure to consult the team first via email with a clear explanation. Then the team will make a decision.
6. If you are unsure how to code something, then don't code it right away. Save the passage and send an email to the team with the quote for agreement. Then go back and add the relevant codes.

Table. List of codes name


No.	Brief Code name	Full description of code	Research Question to addressed
<b>1.0 Background Characteristic : Community characteristics</b>			
1	1.1 Community characteristics	Community description on socio-cultural characteristics	
<b>2.0 Impact of LFBSM : Describe the impact of LFBSM program among beneficiaries</b>			
2	2.1. Concentration level	The student ability to concentrate during the class.  Also use this code when the informants explaining student's practice of asking question to school.	RQ . What are reported or perceived levels of student's ability to learn (concentration) in the LFBSM programme areas? (Parents, teacher, students)
3	2.2 Student attendance	The student's attendance to school  Student attendance school refers to the positive student's participation and feeling happy to go to school such as "semangatkesekolah.." or "aktifkesekolah.."	RQ . To what extend did the LFBSM attract the student to go to schools?
4	2.3. Short term of hunger students	Student perceived feeling of hunger	RQ . What are reported or perceived levels of student's ability

No.	Brief Code name	Full description of code	Research Question to addressed
<b>1.0 Background Characteristic : Community characteristics</b>			
1	1.1 Community characteristics	Community description on socio-cultural characteristics	
		This code is applicable when informants describing the student's satiety.	to learn (concentration) in the LFBSM programme areas? (Parents, teacher, students)
5	2.4. Acceptability	Student's acceptability of LFBSM.  Student's likeness toward LFBSM meal, it can be negative or positive	RQ . How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members, WFP, stakeholders) on LFBSM programme implementation?
6	2.5. Parents feeding behaviour	Behavioural responses associated with healthy and nutritious feeding.  Not only mentioning on how the parents provide food in but also includes what and how are parents role to support feeding in home	RQ . What influence has the nutrition education package had on improving the feeding behaviour (balanced, nutritious, and diversified) of students and households?
			RQ. How and why did the knowledge, attitudes, and practices on basic health, hygiene and nutrition of students and parents changed, if at all, in the LFBSM programme areas? (Parents, teacher, students, health authorities)
7	2.6. Practice on healthy behaviour	Healthy practice behaviour on daily life.  Reported changes of healthy behaviour change, such as hygiene practice (hand wash and toothbrush practice), consuming diversified food.  Any positive or negative knowledge, attitude and practices related to health, hygiene and nutrition on students and parents	RQ . What influence has the nutrition education package had on the WASH (water and sanitation hygiene) related practice of students and households?
			RQ . What influence has the nutrition education package had on the basic health of students and households?
			RQ. How and why did the knowledge, attitudes, and practices on basic health, hygiene and nutrition of students and parents changed, if at all, in the LFBSM programme areas? (Parents, teacher, students, health authorities)

No.	Brief Code name	Full description of code	Research Question to addressed
<b>1.0 Background Characteristic : Community characteristics</b>			
1	1.1 Community characteristics	Community description on socio-cultural characteristics	
8	2.7. Income increase	Acquired increasing income from LFBSM  Reported increasing income and skills of community during LFBSM program	RQ. Has the LFBSM increased specific beneficiaries group income through increased local agricultural production?(cooking group, farmer)
9	2.8 Community Perception	How the beneficiaries perceived of LFBSM program.	RQ. How are the perceptions of respected targets groups (students, parents, teachers, farmers, cooking group members, WFP, stakeholders) on LFBSM programme implementation?
10	2.9 Barriers and Facilitating Factors for Community Participation	Factors that may hinder and drive community participation in LFBSM.  How do they respond and how do they participate during the LFBSM program	RQ. What are the barriers and facilitating factors for the community's participation in school feeding preparation? (WFP, stakeholders, teachers, farmer, student)
	2.9.1 Barriers for Community Participation	Factors that hinder community participation in LFBSM	RQ. What are the barriers and facilitating factors for the community's participation in school feeding preparation? (WFP, stakeholders, teachers, farmer, student)
	2.9.2. Facilitating Factors for Community Participation	Factors that drive community participation in LFBSM	RQ. What are the barriers and facilitating factors for the community's participation in school feeding preparation? (WFP, stakeholders, teachers, farmer, student)
<b>3.0 Assess key programmatic issues, achievement, challenge, opportunities and handover strategies of Local Food Based School Meals (LFBSM) in NTT Province &amp; Kota Jayapura and Jayapura district in Papua.</b>			
11	3.1. LFBSM Achievement	Accomplishment of LFBSM program	RQ. What and how are achievements of LFBSM programme(package)?(Stakeholders , school level)
12	3.2 LFBSM Challenges	Perceived challenges during LFBSM program	RQ. What were the challenges of LFBSM programme (package)?(Stakeholders)

No.	Brief Code name	Full description of code	Research Question to addressed
<b>1.0 Background Characteristic : Community characteristics</b>			
1	1.1 Community characteristics	Community description on socio-cultural characteristics	
13	3.3 Opportunities of LFBSM program	Opportunities to support LFBSM program	RQ. What and how are opportunities of LFBSM programme (package)?(Stakeholders)
14	3.4 Level of Cooperation among Stakeholders in LFBSM program	Mechanism of Coordination in LFBSM program  How well was the collaboration among stakeholders during LFBSM program?	RQ. What and how are level of the cooperation among stakeholders in LFBSM programme(package)?(Stakeholders )
15	3.5 Handover strategies of LFBSM	Any strategy or actions to be done for LFBSM hand over or replicate	RQ. What and how are the current handover strategies of LFBSM programme/ package (Stakeholders)
16	3.6 Existing framework	Available framework which handle LFBSM	RQ. What are local provincial and federal policies or framework exist for successful handover for the sustainability of the program?(Stakeholders)
17	3.7. Key programmatic inputs	Any inputs or activities of LFBSM mentioned by respondents Any monitoring and evaluation activities related to LFBSM	RQ. What are the key programmatic inputs during LFBSM program?
<b>4.0 Recommendation: Describe the recommendation given by beneficiaries, implementers, as well stakeholders that will support LFBSM program.</b>			
18	4.1 LFBSM recommendations	Recommendations to improve	RQ. What are recommendations to improve LFBSM in future?

Annex 11. Ethical clearance

 UNIVERSITAS INDONESIA  
FAKULTAS KEDOKTERAN

Jl. Saremba Haya No.6, Jakarta 10430  
PO.Box 1358  
T. 62.21.3912477, 31930371, 31930373,  
3922977, 3927360, 3153236,  
F 62 21 3912477, 31930372, 3157288,  
E. humas@fk.ui.ac.id, office@fk.ui.ac.id  
fk.ui.ac.id

Nomor: 124 /UN2.F1/ETIK/2016

**KETERANGAN LOLOS KAJI ETIK**

**ETHICAL APPROVAL**

Komite Etik Penelitian Kesehatan Fakultas Kedokteran Universitas Indonesia dalam upaya melindungi hak asasi dan kesejahteraan subyek penelitian kedokteran, telah mengkaji dengan teliti protokol berjudul:


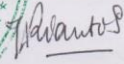
*The Ethics Committee of the Faculty of Medicine, University of Indonesia, with regards of the Protection of human rights and welfare in medical research, has carefully reviewed the research protocol entitled:*

**"Evaluation Study of Local Food-Based School Meal (LFBSM) Programme in NTT & Papua, and Maternal and Child Nutrition (MCN) Programme in NTT".**

**Peneliti Utama : dr. Drupadi Dillon, PhD**  
*Principal Investigator*

**Nama Institusi : Seameo-Recfon UI**  
*Name of the Institution*

dan telah menyetujui protokol tersebut di atas.  
*And approved the above-mentioned protocol*

 22 FEB 2016  
Ketua  
Chairman  
  
**Prof. Dr. dr. Rianto Setiabudy, SpFK**

\*Ethical approval berlaku satu tahun dari tanggal persetujuan  
\*\*Peneliti berkewajiban

1. Menjaga kerahasiaan identitas subyek penelitian
2. Memberitahukan status penelitian apabila
  - a. Setelah masa berlakunya keterangan lolos kaji etik, penelitian masih belum selesai, dalam hal ini *ethical clearance* harus diperpanjang
  - b. Penelitian berhenti di tengah jalan
3. Melaporkan kejadian serius yang tidak diinginkan (*serious adverse events*)
4. Peneliti tidak boleh melakukan tindakan apapun pada subyek sebelum penelitian lolos kaji etik dan *informed consent*

Semua prosedur persetujuan dilakukan sesuai dengan standar ICH-GCP.  
*All procedures of Ethical Approval are performed in accordance with ICH-GCP standard procedure.*

## Annex 12. Permission letter from government



**KEMENTERIAN DALAM NEGERI  
REPUBLIK INDONESIA  
DIREKTORAT JENDERAL POLITIK DAN PEMERINTAHAN UMUM**

Jl. Medan Merdeka Utara No. 7 Tlp. 3450038 Ps. 2285 Jakarta 10110

**REKOMENDASI PENELITIAN**

NOMOR : 440.02/611/Polpum

- a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2010 Nomor 316), sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2011 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168);
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Surat dari SEAMEO RECFON (Southeast Asian Ministers Of Education Organization), nomor 24/RECFON-DIR/II/2016, perihal permohonan ijin penelitian.

**MEMBERITAHUKAN BAHWA :**

- a. Nama /Obyek : dr. Drupadi Dillon, PhD.
- b. Jabatan/Alamat Identitas : Peneliti Utama / Jl. Durentiga Buntu No.41, Rt.005 Rw.003 Kel. Duren Tiga, Kec. Pancoran, Jakarta Selatan/No.Hp. 081585010677/021 31930205/No.KTP 3174086805510001.
- c. Untuk :
- 1) Mengukur dampak dari program intervensi PMTAS berbasis pangan lokal di NTT dan Papua dan program intervensi gizi ibu dan anak beserta factor-faktor yang mempengaruhinya di NTT, dengan proposal berjudul **"Studi Evaluasi Progam Pemberian Makan Tambahan Anak Sekolah Berbasis Pangan Lokal di NTT dan Papua, dan Program Intervensi Gizi Ibu dan Anak di NTT"**;
  - 2) Lokasi penelitian : Kab. Timor Tengah Selatan dan Kab. Kupang di Provinsi NTT dan Kab. Jayapura serta Kota Jayapura di Provinsi Papua;
  - 3) Waktu/lama penelitian : Februari s.d. Mei 2016;
  - 4) Anggota tim peneliti : Dr. Ir. Dwi Nastiti Iswarawanti, MSc, Evi Ermayani, MSc dkk;
  - 5) Bidang penelitian : Kesehatan;
  - 6) Status penelitian : Baru.
- d. Melaporkan hasil penelitian kepada Menteri Dalam Negeri c.q. Dirjen Polpum, paling lambat 6 bulan setelah selesai penelitian.

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Jakarta, 12 Februari 2016

a.n. DIREKTUR JENDERAL  
POLITIK DAN PEMERINTAHAN UMUM  
SEKRETARIS DITJEN,



**BUDI PRASETYO, SH, MM**  
Pembina Utama Madya (IV/d)  
NIP. 19570108 198703 1 001

Tembusan:

- Yth. 1. Kaban Kesbangpol Provinsi Nusa Tenggara Timur;  
2. Kaban Kesbangpol Provinsi Papua.





# PEMERINTAH PROVINSI PAPUA

## BADAN KESATUAN BANGSA DAN POLITIK

Jln. Soa Siu Dok II Jayapura (99112) ☎ (0967) 534792, 📠 531789.

### REKOMENDASI PENELITIAN

Nomor : 070 / 176

- a. Dasar : Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
- b. Menimbang : Surat Direktorat Jenderal Politik dan Pemerintahan Umum Kementerian Dalam Negeri Republik Indonesia Nomor 440.02/611/Polpum tanggal 12 Februari 2016 perihal Rekomendasi Penelitian.

Gubernur Papua memberikan rekomendasi kepada :

- a. Nama/Obyek : Dr.Drupadi Dillon,PhD
- b. Jabatan/Tempat : Peneliti Utama / Jalan Durentiga Buntu No.41,Rt.005Rw.003 Kel.Duren Tiga Kec.Pancoran Jakarta Selatan.
- Untuk
1. Melakukan Survei : Dengan Judul "Study Evaluasi Program Pemberian Makan Tambahan Anak Sekolah Berbasis Pangan Lokal di Provinsi Papua;
  2. Lokasi Penelitian : Kab Jayapura dan Kota Jayapura;
  3. Waktu/Lama Penelitian : Februari s/d Mei 2016
  4. Anggota Tim Peneliti : Dr.Ir.Dwi Nastiti Iiswarawanti,MSc,Evi Ermayani,MSc dkk;
  5. Bidang Penelitian : Kesehatan..

Setelah mempelajari surat yang diajukan, dengan ini Pemerintah Provinsi Papua **TIDAK** keberatan **MEMBERIKAN** Rekomendasi Ijin Survey dengan ketentuan sebagai berikut :

- a. Sebelum melaksanakan kegiatan agar terlebih dahulu berkoordinasi dengan instansi terkait termasuk aparat keamanan di daerah;
- b. Menaati segala peraturan perundang-undangan yang berlaku di dalam Negara Republik Indonesia serta menghormati tata tertib dan budaya masyarakat setempat.
- c. Menyampaikan laporan atau data-data penelitian kepada Pemerintah Daerah setempat dan juga kepada Pemerintah Provinsi Papua guna koordinasi dan kerjasama yang baik;
- d. Tidak melakukan kegiatan lainnya kecuali dalam kepentingan program penelitian sesuai rekomendasi;
- e. Memperhatikan dan menjaga kondisi masyarakat di daerah setempat dan apabila terdapat penyimpangan akan ditindak sesuai dengan peraturan perundang-undangan yang berlaku di dalam Negara Republik Indonesia.

Demikian rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Jayapura, 19 Maret 2016

a.n. GUBERNUR PAPUA  
KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
PROVINSI PAPUA



Tembusan Yth :

1. Gubernur Papua (sebagai laporan) di Jayapura;
2. Pangdam XVII/Cenderawasih up. As.Intel di Jayapura;
3. Kapolda Papua up. Dir-Intelkam di Jayapura;
4. Kepala BAPPEDA Provinsi Papua di Jayapura;
5. Bupati Kab. Jayapura Up.Kaban Kesbangpol di Sentani;
6. Wali Kota Jayapura Up. Kaban Kesbangpol di Jayapura;
7. Yang Bersangkutan.

**Annex 13. Scores for students' concentration abilities based on teachers' observation**

Descriptions	Distribution Frequency of Score x (%)					(Mean ± sd) (Min-max -med)
	1	2	3	4	5	
<b>2013</b>						
<b>September</b> (n=40)	-	-	13 (29.5)	25 (56.8)	2 (4.5)	(3.7±0.6) (3-5, 4)
<b>October</b> (n=79)	-	-	33 (40.2)	46 (56.1)	-	(3.6±0.5) (3-4, 4)
<b>November</b> (n=94)	-	-	23 (23.2)	69 (69.7)	2 (2)	(3.8±0.5) (3-5, 4)
<b>December</b> (n=18)	-	-	8 (30.8)	6 (23.1)	4 (15.4)	(3.8±0.8) (3-5, 4)
<b>2014</b>						
<b>January</b> (n=91)	-	-	15 (12)	74 (59.2)	2 (1.6)	(3.9±0.4) (3-5, 4)
<b>February</b> (n=91)	-	-	16 (13.2)	75 (62)	-	(3.9±0.4) (3-4, 4)
<b>July</b> (n=33)	-	-	1 (2.6)	26 (66.7)	6 (15.4)	(4.2±0.4) (3-5, 4)
<b>August</b> (n=103)	-	-	14 (11.3)	77 (62.1)	12 (9.7)	(3.9±0.5) (3-5, 4)
<b>September</b> (n=103)		1 (1)	14 (13.3)	75 (71.4)	13 (12.4)	(3.9±0.5) (2-5, 4)
<b>October</b> (n=127)	-	1 (0.7)	17 (12.5)	96 (70.6)	13 (9.6)	(3.9±0.5) (2-5, 4)

Note : Scale range: 1 as minimum to 5 as maximum score

Source : WFP Monitoring data, September 2013 to October 2014

#### Annex 14. Knowledge on health, hygiene and nutrition of the students

Descriptions	Type of School (no,%)	
	Intervention (n=433)	Non Intervention (n=433)
Each food has different nutritional contents*	166 (38.3)	121 (27.9)
The right timing to wash hands to prevent diarrhea: before eating*	419 (96.8)	407 (91.0)
Nutritious food helps us to become smart	423 (97.7)	415 (95.8)
Green & red vegetables and fruits are rich in vitamin and iron	402 (92.8)	388 (89.6)
Anemia is caused by lack consumption of iron rich food	340 (78.5)	350 (80.8)
Anemic children will have difficulties in concentrating at school	352 (81.3)	357 (82.4)
Drinking water is important to avoid weak of the body	406 (93.8)	414 (95.6)
The safety of clean water is the same as potable water	252 (58.2)	220 (50.9)
Fruits and vegetable should be washed before eaten	428 (98.9)	424 (97.9)
Raw food should be stored separately with cooked food to avoid contamination	399 (92.1)	398 (91.9)
Food should be cooked properly to kill pathogens	424 (97.9)	418 (96.5)
Meal which important to maintain activity: breakfast	333 (76.9)	329 (76.0)
Malnutrition cause children shorter than other children with same age	391 (90.5)	383 (88.5)

## Annex 15. Attitude toward health, hygiene and nutrition of the students

Descriptions		Intervention (n = 432)	Non	p value
			Intervention (n = 433)	
In my opinion, washing hand with soap before eating is important to prevent diarrhea	Agree	403 (93.3)	418 (96.8)	0.049*
	Neutral	20 (4.6)	8 (1.9)	
	Disagree	9 (2.1)	6 (1.4)	
In my opinion, consumption of varied, nutritious and balanced foods is important to prevent disease and promote growth	Agree	394 (91.2)	400 (100.0)	0.377
	Neutral	21 (4.9)	23 (5.3)	
	Disagree	17 (3.9)	10 (2.3)	
		<b>(n=433)</b>	<b>(n = 433)</b>	
In my opinion, regular tooth brushing for at least 2 times a day is important to maintain health	Agree	399 (92.1)	405 (93.5)	0.725
	Neutral	30 (6.9)	25 (5.8)	
	Disagree	4 (0.9)	3 (0.7)	
In my opinion, home-prepared meals are safer than those of street foods	Agree	402 (92.8)	414 (95.6)	0.121
	Neutral	18 (4.2)	14 (3.2)	
	Disagree	13 (3.0)	5 (1.2)	
In my opinion, breakfast is important to increase concentration at school	Agree	423 (97.9)	424 (97.9)	0.325
	Neutral	9 (2.1)	7 (1.6)	
	Disagree	0 (0.0)	2 (0.5)	

\* significant different with  $p < 0.05$  Pearson Chi-Square

## Annex 16. Knowledge of health, hygiene and nutrition of parents

Descriptions	Type of school (no, %)	
	Intervention (n = 433)	Non Intervention (n = 433)
Nutritious food help people to become smart	424 (97.9)	417 (96.3)
Green & red vegetable and fruits rich with vit& Iron	408 (94.2)	397 (91.7)
All food has similar nutrition content	193 (44.6)	150 (34.6)
Anemia caused by lack consumption of Iron rich food	357 (82.4)	351 (81.1)
Anemic children difficult to concentrate at school	382 (88.2)	381 (88.2)
Drinking water is important to avoid weak of the body	416 (96.1)	418 (96.8)
The safety of clean water is the same with potable water (432)	253 (58.6)	215 (49.7)
Fruits and vegetable should be washed before eat	423 (97.7)	427 (98.6)
Raw food is stored separately with cooked food to avoid contamination	407 (94.0)	415 (95.8)
For safety, food should be cooked properly to kill pathogen	425 (98.2)	422 (97.5)
Meal time which important to maintain activity: breakfast	351 (81.1)	349 (80.6)
Choosing the right statement:		
Malnutrition lead children shorter than other children with same age	382 (88.2)	384 (88.7)
The correct time to wash hands to prevent diarrhea: before eat	424 (97.9)	414 (95.6)
<b>Knowledge category :<sup>a)</sup></b>		
good knowledge	370 (85.5)	360 (83.1)
poor knowledge	63 (14.5)	73 (16.9)

\* Significant different with  $p < 0.05$  Pearson Chi-square

a) Median as cut of point

## Annex 17. Attitude toward health, hygiene and nutrition of parents

Variables		Type of school		p value
		Intervention (n = 433)	Non Intervention (n = 433)	
In my opinion, breakfast is important to increase students concentration in school	Strongly agree	422 (97.5)	426 (98.4)	0.601
	neutral	10 (2.3)	6 (1.4)	
	Strongly disagree	1 (0.2)	1 (0.2)	
In my opinion, consume varied, nutritious and balanced foods is important to prevent disease and promote body growth	Strongly agree	415 (95.8)	426 (98.4)	0.07
	neutral	17 (3.9)	7 (1.6)	
	Strongly disagree	1 (0.2)	0 (0.0)	
In my opinion, regularly brushing tooth at least 2 times a day is important to maintain health	Strongly agree	407 (94.0)	412 (95.2)	0.538
	neutral	23 (5.3)	20 (4.6)	
	Strongly disagree	3 (0.7)	1 (0.2)	
In my opinion, washing hand with soap before eating is important to prevent diarrhoea	Strongly agree	408 (94.2)	408 (94.2)	0.543
	neutral	19 (4.4)	22 (5.1)	
	Strongly disagree	6 (1.4)	3 (0.7)	
In my opinion, consume meals prepared at home is more safe than street food	Strongly agree	420 (97.0)	418 (96.5)	0.907
	neutral	10 (2.3)	11 (2.5)	
	Strongly disagree	3 (0.7)	4 (0.9)	
In my opinion, having breakfast for students, can prevent in feeling sleepy in the class	Strongly agree	416 (96.3)	420 (97.2)	0.509
	neutral	11 (2.5)	10 (2.3)	
	Strongly disagree	5 (1.2)	2 (0.5)	

**Annex 18. Bivariate Analysis between selected Independent Variables with Anemia Status of students**

No	Descriptions	Anemic Status		P-value
		Anemic n(%)	Non Anemic n(%)	
1	Type of school			0.025 *
	Non-intervention area	142 (55.9)	291 (47.5)	
	Intervention area	112 (44.1)	321 (52.5)	
2	Age			0.087*
	≥ 12 years old	56 (22.7)	105 (17.6)	
	< 12 years old	191 (77.3)	492 (82.4)	
3	Sex			0.471
	Female	121 (47.6)	308 (50.3)	
	Male	133 (52.4)	304 (49.7)	
4	Score of dietary diversity			0.117
	Low	153 (60.5)	334 (54.7)	
	High	100 (39.5)	277 (45.3)	
5	Diarrhea in the past 2 weeks			0.535
	Yes	38 (15)	102 (16.7)	
	No	216 (85.0)	510 (83.3)	
6	Fever in the past 2 weeks			0.540
	Yes	100 (39.4)	227 (37.2)	
	No	154 (60.6)	384 (62.8)	
7	Running nose in the past 2 weeks			0.604
	Yes	105 (41.3)	241 (39.4)	
	No	149 (58.7)	370 (60.6)	
8	Receive deworming tablets in the past 6 months			0.288
	No	113 (44.8)	250 (40.9)	
	Yes	139 (55.2)	361 (59.1)	
9	Practice hand washing with soap			0.414
	No	3 (1.2)	12 (2.0)	
	Yes	244 (98.8)	577 (98.0)	
10	Knowledge on health, hygiene and nutrition			0.854
	Poor	51 (25.9)	122 (26.6)	
	Good	146 (74.1)	337 (73.4)	
11	Breakfast regularly			0.393
	No	37 (14.6)	76 (12.4)	
	Yes	217 (85.4)	536 (87.6)	
12	Bringing meals to schools			0.605

No	Descriptions	Anemic Status		P-value
		Anemic n(%)	Non Anemic n(%)	
	No	230 (90.6)	547 (89.4)	
	Yes	24 (9.4)	65 (10.6)	
13	Wealth index			0.434
	Poor	96 (37.8)	248 (40.7)	
	Wealth	248 (40.7)	362 (59.3)	
14	Education of head of household			0.200
	< Junior high school	178 (70.1)	400 (65.6)	
	≥ Junior high school	76 (29.9)	210 (34.4)	
15	Household food security status			0.249
	Insecure	141 (56)	315 (51.6)	
	Secure	111 (44.0)	295 (48.4)	

\*Significantly different  $p < 0.05$ , Pearson Chi Square test  $p < 0.025$



**Annex 19 . Association between HAZ and BAZ with other variables and the logistic regression of each nutritional status**

**Bivariate Analysis of Selected Independent Variables with Stunting**

No	Descriptions	HAZ Categories		P-value
		Stunting n(%)	Normal n(%)	
1	Type of school			0.857
	Non-intervention area	256 (59.3)	176 (40.7)	
	Intervention area	258 (59.9)	173 (40.1)	
2	Grade			0.495
	4	250 (58.4)	178 (41.6)	
	5	264 (40.7)	171 (39.3)	
3	Age			<0.01*
	≥ 12 years old	119 (75.3)	39 (24.7)	
	< 12 years old	377 (55.2)	306 (44.8)	
4	Sex			0.004*
	Female	234 (54.7)	194 (45.3)	
	Male	280 (64.4)	155 (35.6)	
5	Score of dietary diversity			0.930
	Low	289 (59.7)	195 (40.3)	
	High	224 (59.4)	153 (40.6)	
6	Diarrhea in the past 2 weeks			0.908
	Yes	84 (60.0)	56 (40.0)	
	No	430 (59.5)	293 (40.5)	
7	Fever in the past 2 weeks			0.669
	Yes	197 (60.4)	129 (39.6)	
	No	316 (59.0)	220 (41.0)	
8	Running nose in the past 2 weeks			0.059
	Yes	192 (55.7)	153 (44.3)	
	No	321 (62.1)	196 (37.9)	
9	Receive deworming tablets in the past 6 months			0.897
	No	214 (59.3)	147 (40.7)	
	Yes	298 (59.7)	201 (40.3)	
10	Practice hand washing with soap			0.941
	No	9 (60.0)	6 (40.0)	
	Yes	483 (59.0)	335 (41.0)	
11	Knowledge on health, hygiene and nutrition			0.385
	Poor	107 (62.2)	65 (37.8)	
	Good	281 (58.4)	200 (41.6)	
12	Breakfast regularly			0.011*
	No	55 (48.7)	58 (51.3)	
	Yes	459 (61.2)	291 (38.8)	
13	Bringing meals to schools			0.089
	No	469 (60.5)	306 (39.5)	
	Yes	45 (51.1)	43 (48.9)	
14	Wealth index			0.424
	Poor	210 (61.2)	133 (38.8)	
	Wealth	303 (58.5)	215 (41.5)	
15	Education of head of household			0.029
	< Junior high school	358 (62.2)	218 (37.8)	
	≥ Junior high school	155 (54.4)	130 (45.6)	
16	Household food security status			0.191
	Insecure	280 (61.7)	174 (38.3)	
	Secure	232 (57.3)	173 (42.7)	

\*Significantly different  $p < 0.05$ , Pearson Chi Square test  $p < 0.025$

### Logistic Regression of Stunted Students with Selected Potential Independent Variables

No	Descriptions	P-value	OR	95% CI
1	Non-intervention area(n=256)	-	-	-
2	Age ( $\geq 12$ years old)(n=119)	$<0.01^*$	2.335	1.566-3.482
3	Sex (girls)(n=234)	0.009	0.684	0.515-0.910
4	Never breakfast regularly(n=55)	0.012	0.587	0.387-0.890
5	Not bringing meals to schools(n=469)	0.147	1.405	0.887-2.227
6	Poor wealth index(n=210)	-	-	-
7	Low education of head of household(n=358)	0.120	1.276	0.938-1.734
8	Household food insecurity (n=280)	0.554	1.092	0.815-1.463

\*Significant P-value  $< 0.025$   
Use enter method

### Bivariate Analysis between Selected Independent Variables with Thinness

No	Descriptions	BAZ Categories		P-value
		Thinness n(%)	Normal n(%)	
1	Type of area Non-intervention area Intervention area	212 (49.0) 196 (45.5)	221 (51.0) 235 (54.5)	0.305
2	Grade 4 5	200 (46.7) 208 (47.7)	228 (53.3) 228 (52.3)	0.774
3	Age $\geq 12$ years old $< 12$ years old	96 (60.4) 300 (43.9)	63 (39.6) 383 (56.1)	$<0.01^*$
4	Sex Female Male	184 (43.0) 224 (51.4)	244 (57.0) 212 (48.6)	0.014*
5	Score of dietary diversity Low High	254 (52.4) 152 (40.3)	231 (47.6) 225 (59.7)	$<0.01^*$
6	Diarrhea in the past 2 weeks Yes No	82 (58.6) 326 (45.0)	58 (41.4) 398 (55.0)	0.003*
7	Fever in the past 2 weeks Yes No	170 (52.0) 237 (44.2)	157 (48.0) 299 (55.8)	0.027
8	Running nose in the past 2 weeks Yes No	155 (44.8) 252 (48.7)	191 (55.2) 265 (51.3)	0.255
9	Receive deworming tablets in the past 6 months No Yes	187 (51.7) 220 (44.1)	175 (48.3) 279 (55.9)	0.028
10	Practice hand washing with soap No Yes	8 (53.3) 385 (47.0)	7 (46.7) 434 (53.0)	0.627
11	Knowledge on health, hygiene and nutrition			0.485

No	Descriptions	BAZ Categories		P-value
		Thinness n(%)	Normal n(%)	
	Poor	87 (50.3)	86 (49.7)	
	Good	227 (47.2)	254 (52.8)	
12	Breakfast regularly			0.348
	No	58 (51.3)	55 (48.7)	
	Yes	350 (46.6)	401 (53.4)	
13	Bringing meals to schools			0.140
	No	373 (48.1)	403 (51.9)	
	Yes	35 (39.8)	53 (60.2)	
14	Wealth index			0.743
	Poor	160 (46.6)	183 (53.4)	
	Wealth	248 (47.8)	271 (52.2)	
15	Education of head of household			0.007*
	< Junior high school	291 (50.4)	286 (49.6)	
	≥ Junior high school	116 (40.7)	169 (59.3)	
16	Household food security status			0.032
	Insecure	231 (50.8)	224 (49.2)	
	Secure	176 (43.5)	229 (56.5)	

\*Significant p< 0.05, Pearson Chi Square test

#### Logistic Regression of Wasted Students with Selected Potential Independent Variables

No	Descriptions	P-value	OR	95% CI
1	Non-intervention area(n=212)	0.685	0.942	0.705-1.258
2	Age (≥ 12 years old)(n=96)	0.001*	1.829	1.269-2.635
3	Sex (girls)(n=184)	0.019	0.711	0.535-0.946
4	Low score of dietary diversity (n=254)	0.002	1.580	1.184-2.108
5	Diarrhea in the past 2 weeks(n=82)	0.014	1.648	1.104-2.459
6	Fever in the past 2 weeks(n=170)	0.157	1.244	0.920-1.681
7	Do not receive deworming tablets in the past 6 months(n=187)	0.069	1.304	0.980-1.737
8	Not bringing meals to schools(n=373)	0.500	1.178	0.732-1.895
9	Poor wealth index(n=160)	-	-	-
10	Low education of head of household(n=291)	0.194	1.231	0.899-1.686
11	Household food insecurity (n=231)	0.339	1.154	0.860-1.549

\*Significant P-value < 0.025; Pearson chi square ,with enter method

## Annex 20. Additional Results

### Characteristics of subjects

#### Distribution of respondents by districts

Districts	Non		Total
	Intervention	Intervention	
Kupang	144	144	288
Timor Tengah Selatan	289	289	578
Total	433	433	866

#### Distribution of respondents by schools

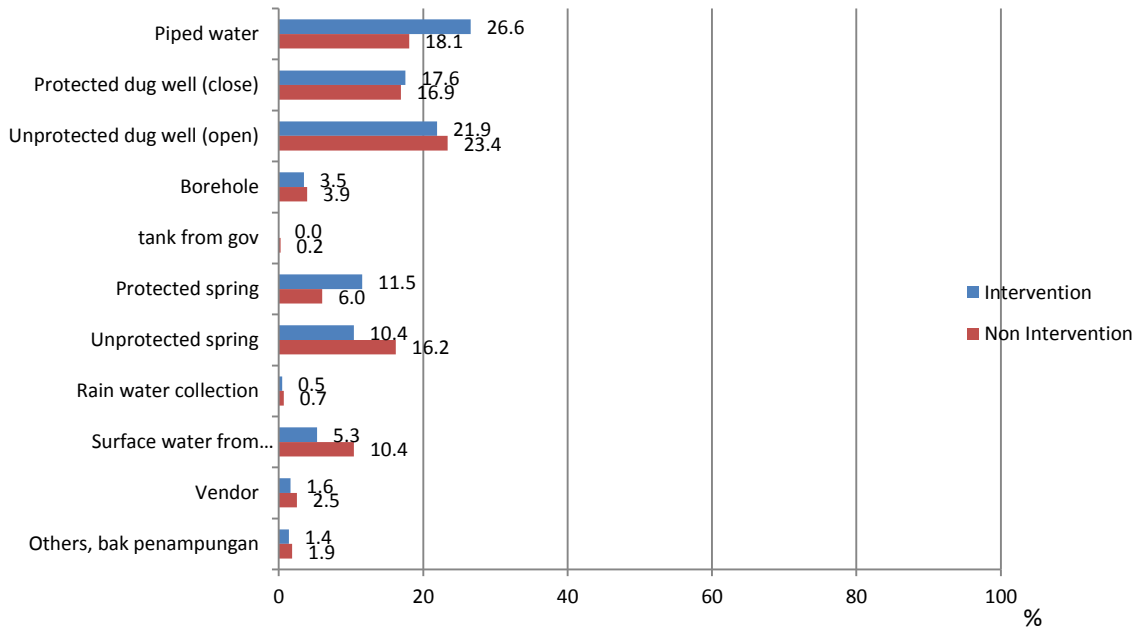
Schools	Non		Total
	Intervention	Intervention	
<b>KUPANG DISTRICT</b>			
1 SDI Raknamo	18	0	18
2 SDI Fatukanutu	18	0	18
3 SDN Toobatan	18	0	18
4 SDN Karisin	18	0	18
5 SDN Besleu	18	0	18
6 SDG Kairane	18	0	18
7 SDI Lili	18	0	18
8 SDI Oelmasi	18	0	18
9 SDN Oelkuku	0	18	18
10 SDG Camplong 1	0	18	18
11 SDN Hautob	0	18	18
12 SDI Enokaka	0	18	18
13 SDN Tailtob	0	18	18
14 SDN Nekon	0	18	18
15 SDN Fatuoni	0	18	18
16 SDI Camplong 2	0	18	18
<b>Total</b>	<b>144</b>	<b>144</b>	<b>288</b>
<b>TIMOR TENGAH SELATAN DISTRICT</b>			
17 SDN Tubunaus	17	0	17
18 SDI Tubuhue	17	0	17
19 SDI Liman	17	0	17
20 SDI Oenali	17	0	17
21 SDI Nulle	17	0	17
22 SDI Oefatu	17	0	17

23	SDI Kilobesa	17	0	17
24	SDI Nenonaheun	17	0	17
25	SDN Oebeko	17	0	17
26	SDN Penmina	17	0	17
27	SDN Tuakole	17	0	17
28	SD GMIT Oelbubuk	17	0	17
29	SDN Oelbubuk	17	0	17
30	SDN Sakteo	17	0	17
31	SDN Noelaku	17	0	17
32	SDN Oelekam	17	0	17
33	SDN Anauban	17	0	17
34	SDN Enobesa	0	17	17
35	SDI Oebobo	0	17	17
36	SDI Tepas	0	17	17
37	SD GMIT Tepas	0	17	17
38	SDI Taetimu	0	17	17
39	SDN YasBoentuka	0	17	17
40	SDN Hane	0	17	17
41	SD GMIT Tetaf	0	17	17
42	SDI Kuku	0	17	17
43	SDN Supul	0	17	17
44	SDN Unibanan	0	17	17
45	SDI Lakat	0	17	17
46	SD YaswariBenlutu	0	17	17
47	SDG Benlutu	0	17	17
48	SDI Boentuka	0	17	17
49	SDI Enoana	0	17	17
50	SDN Tuasene	0	17	17
	<b>Total</b>	<b>289</b>	<b>289</b>	<b>578</b>
	<b>Number of schools</b>	<b>25</b>	<b>25</b>	<b>50</b>

### Anemia Status of children by schools

	<b>Intervention schools</b>	<b>n (%)</b>	<b>Non Intervention schools</b>	<b>n (%)</b>
1	SDN Tubunaus (N=17)	5 (29.4)	SDN Enobesa (N=17)	10 (58.8)
2	SDI Tubuhue (N=17)	5 (29.4)	SDI Oebobo (N=17)	3 (17.6)
3	SDI Liman (N=17)	6 (35.3)	SDI Tepas (N=17)	9 (52.9)
4	SDI Oenali (N=17)	3 (17.6)	SDI Taetimu (N=17)	7 (41.2)
5	SDI Nulle (N=17)	4 (23.5)	SDN YasBoentuka (N=17)	11 (64.7)
6	SDI Oefatu (N=17)	8 (47.1)	SDN Hane (N=17)	4 (23.5)
7	SDI Kilobesa (N=17)	6 (35.3)	SD GMT Tetaf (N=17)	2 (11.8)
8	SDI Nenonaheun (N=17)	7 (41.2)	SDI Kuku (N=17)	4 (23.5)
9	SDN Oebeko (N=17)	4 (23.5)	SDN Supul (N=17)	2 (11.8)
10	SDN Penmina (N=17)	3 (17.6)	SDN Unibanan (N=17)	8 (47.1)
11	SD GMT Oelbubuk (N=17)	3 (17.6)	SDI Lakat (N=17)	5 (29.4)
12	SDN Oelbubuk (N=17)	3 (17.6)	SDN Oelkuku (N=18)	8 (44.4)
13	SDN Sakteo (N=17)	1 (5.9)	SDG Camplong 1 (N=18)	2 (11.1)
14	SD GMT Noelaku (N=17)	4 (23.5)	SDN Hautob (N=18)	4 (23.5)
15	SDN Oelekam (N=17)	2 (11.8)	SDI Enokaka (N=18)	3(16.7)
16	SDN Anauban (N=17)	3 (17.6)	SDN Tailtob (N=18)	8 (44.4)
17	SDN Tuakole (N=18)	2 (11.8)	SDN Nekon (N=18)	5 (27.8)
18	SDI Raknamo (N=18)	3 (17.6)	SDN Fatuoni (N=18)	10 (55.6)
19	SDI Fatukanutu (N=18)	4 (22.2)	SD YaswariBenlutu (N=17)	7 (41.2)
20	SDN Toobatan (N=18)	6 (33.3)	SDG Benlutu (N=17)	3 (17.6)
21	SDG Kairane (N=18)	5 (27.8)	SDI Boentuka (N=17)	5 (29.4)
22	SDN Karisin (N=18)	1 (5.6)	SDI Enoana (N=17)	3 (17.6)
23	SDN Besleu (N=18)	10 (55.6)	SDN Tuasene (N=17)	11 (64.7)
24	SDI Lili (N=17)	5 (27.8)	SDI Camplong 2 (N=18)	2 (11.1)
25	SDI Oelmasi (N=17)	7 (38.9)	SD GMT Tepas (N=18)	6 (35.3)

### Distribution of drinking water source of household during rainy season



### Distribution of drinking water source of household during dry season

