

A13 Exploring the sustainability of ToyBox Study Malaysia among preschool teachers as agents of change

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Factors that affect programme sustainability give insights to the success or failure of an intervention programme where the discourse is a remarkable challenge in implementation science. This study aimed to explore the sustainability of ToyBox Study Malaysia through KEMAS preschool teachers as agents of change. ToyBox Study Malaysia is an evidence-based intervention aimed to prevent obesity by improving energy balance-related behaviours namely healthy eating and snacking, water drinking, reducing sedentary behaviour, and physical activity in pre-schoolers that was implemented across KEMAS preschools in Selangor, Kuala Lumpur, and Sarawak. Teachers participated in Training-of-Teachers (ToT) workshops, and intervention groups were given ToyBox teaching materials and aids. This ongoing exploratory study involved 23 KEMAS teachers from Selangor and Kuala Lumpur ($n=14$) and Sarawak ($n=9$) who were in the ToyBox Study intervention arm in 2018. Qualitative methods were used in gaining rich, contextual data from the teachers after completion of ToyBox Study intervention. Teachers were contacted for semi-structured interview sessions where conversations and observations occur simultaneously. Observations were noted on a checklist of ToyBox teaching materials, tools, and activities. Data obtained from interviews, checklist for ToyBox materials and activities, and artefacts (pictures) were triangulated. Evidently, the teachers continued to implement ToyBox activities pertaining to these modules: healthy eating and snacking, water drinking, and physical activity. ToyBox mediating tools, such as quarter-quarter-half plates, cups, water dispensers, and toys (puppets for storytelling and colourful balls), were still being utilised. A strong, recurring theme identified as a barrier was restrictions due to the pandemic where school operation was highly affected by the fluctuations in COVID-19 cases. The findings are expected to inform stakeholders, future programme implementation, policymakers regarding intervention sustainability, benefits of implementing health interventions during early childhood stage, and empowering teachers as agents of change in sustaining a health intervention programme.