



AFIKEPO / NAPE NEWS

Our Children – Our Future



Dear Readers,



Welcome to the first edition of our Afikepo/NAPE News in 2019! The new year starts with a new face: My name is Kornelius Schiffer and I have been the new Team Leader of Afikepo/NAPE since February. I am looking forward to working with all of you on this exciting project. I truly believe that if we work all together – schools, communities and political stakeholders at district and national level –, we will contribute to improve learners' health and performance. During my first visit to Karonga and Chitipa I was impressed by the communities' commitment and efforts (see page 6) and I am really looking forward to visiting the other districts as well. In this edition, you also find a lot of good practices from the field – an encouraging sign that we are on a good way enabling schools to implement their Home Grown School Meals! Enjoy reading!

Kornelius Schiffer, GIZ/NAPE Team Leader

Let's Go Digital: Making M&E More Efficient

Monitoring and Evaluation (M&E) is often seen as a burden rather than a helpful tool in project management. However, having all necessary data on school enrollment, attendance, dropout and feeding is key to track Afikepo/NAPE's progress. The facts and figures are not only used for official reporting but they are also very important for decision making and seen as valuable input for the Department of School Health and Nutrition (DSHN) to scale up the Home Grown School Meals approach in Malawi. Afikepo/NAPE has developed an online-platform which allows easy and less time-consuming M&E data collection on tablets and mobile phones via an app.

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Upcoming Events

- Handing over of newly constructed school kitchens and store-rooms
- Identification of project schools in three new districts: Thyolo, Chiradzulu & Salima
- New Afikepo/NAPE Team Leader to arrive in Malawi in April

Quote of the Month

"Our school is now a leading example in school hygiene and Nutrition Education promotion in the district no wonder other schools come to learn from us."

— Ms. Jean Palemeza, SHN Teacher Msani School

Let's Go Digital: Making M&E More Efficient - Continued

By Christina Krause & Juliane Pfuhl, GIZ/NAPE

District officers who collect data log in and fill in questionnaires – even when offline. The collected data will automatically be uploaded when internet can be accessed. The platform analyses and visualizes all data according to indicators and outputs. This will help to better track developments and achievements – overall and at district level – and so, allows decision-making on further steps.

It will also help making the work more visible; when logging in, Afikepo/NAPE stakeholders can see the project's progress at a glance. Of course, the platform also allows exporting data into Microsoft Excel and ensures compatibility with ex-

isting monitoring databases used by DSHN.

To make sure relevant district officers involved in data collection know the benefits of the platform and how to use it, Afikepo/NAPE invited representatives from each project district to a two-days' workshop in Lilongwe. Together with the developers, participants could log into the system and experience data entry; all information is processed in real time and visualizations updated immediately.

An event with officials from DSHN, the EU delegation and other development partners was held as well in order to highlight the added value of this innovative digital approach to M&E. ■



Team Nkhotakota during the workshop: Participants learn about the benefits of the new M&E platform.

From the Field: Mchentche School, Kasungu

Good Practice Example



Meet SHN Teacher Mr. Jere and two of his organic school garden club members.

By Christina Krause, GIZ/NAPE, Junior Communications Expert

At Mchentche School in Kasungu the organic school garden is a success story: SHN Teacher Goodson Jere who is the patron of the school garden club is committed and motivates his learners to take care of the school garden. Together, the patron and club members set up the garden, using simple but effective techniques they learned during the Afikepo/NAPE training to increase their yields. Thus, they managed to maintain the garden during the dry season. The club does not only grow indigenous vegetables, but also plants Moringa using seedlings from the school's own nursery. ■

It's Quiz Time

By Ed-Grant Ndoza, District Information Officer, Mzimba South

Afikepo/NAPE is about nutritious and diversified school meals to boost learners' health and performance. To make this happen, it also needs knowledge and behavior change: Teachers, learners and community members learn about the importance of school health and nutrition.

Sounds boring? No! To make it more interesting and fun, the District Education Managers' (DEM) office organized a quiz competition. The quiz aims at encouraging learners to read more, to improve their performance and to test their understanding of nutrition and water, sanitation and hygiene key messages and mixed bag from academic topics. It

is also an extra motivation to study and learn to represent the school well.

In Mzimba South, the first quiz took place in December 2018, at Mtangatanga School. Schools from Kaulankhutu, Makombo, Wozi, Mongo and Mtangatanga competed against each other. In the final round Mtangatanga School outsmarted Wozi and Mongo Schools. As the winners were announced by School Headmistress Nancy Munthali, the winning school received a beautiful trophy plus foot and net balls, a pump and dozens of soaps, prizes which were also awarded to Wozi and Mongo Schools for coming second and third, respectively. Teachers, learners and curious parents were also invited to join the event. ■



The proud winners of the quiz: The team from Mtangatanga School! The quiz was sponsored by Welthungerhilfe (WHH), an implementing partner of Afikepo/NAPE, promoting hygiene practices and nutritional knowledge among the learners through establishment and support of the work of School Health Clubs. © Welthungerhilfe/ Debora Aferah

Photo Gallery



Happy faces at Namphida School in Balaka: NAPE supported the school from 2012-2015 and it has continued school feeding on its own since then.



School feeding time at Mazungumika School in Karonga: A girl enjoys rice porridge.



Afikepo woye: Learners at Msani School in Nkhata Bay enjoy a nutritious school meals with mangoes contributed by the community.

Collaborative Tree Planting

By Yohane Fabiano, GIZ/NAPE, Junior Advisor
Crop Production

Every year, Malawi's tree planting season runs from December to April. The tree planting exercise is conducted in the quest to conserve natural resources country-wide. The 2018/2019 tree planting exercise was launched by the H.E. the President 'Professor Arthur Peter Mutharika on 15 December at Malingunde Primary school ground in the area of Tradition Authority (T/A) Masumbankhunda in Lilongwe district.



Pre- and primary school learners plant seedlings together at Chimango School, Mzimba North.

The tree planting exercise for 2018/2019 is conducted under the theme 'Plant and Manage Trees: Secure Water, Food and Environment'. This season about 60 million trees are expected to be planted across the country. In his remarks, the president called for collaborative efforts from different stakeholders to plant and manage trees in order to have adequate food, water and sustainable environment in the country.

To conquer with the president's remarks, the Afikepo/NAPE component distributed 31,349 fruit and Moringa tree seedlings to the 150 benefitting primary schools. A total of 150 orchards were established where different fruit types such as guava, oranges and paw paws are planted following the Productive School Environment concept. Primary and pre-school learners as well as community members took part in planting the seedlings.

Pulumbwe School in Karonga is one



Happy faces at Pulumbwe School: The AEDO helps the learners on how to plant and manage the seedlings.

excellent example for collaboration of different stakeholders: The AEDO visited the school to provide guidance on how to plant and take care of the seedlings to ensure a high survival rate. Thus, the school community can adopt this knowledge and put it into practice. The fruits harvested from the orchards will supplement the preparation of nutritious school meals.

Schools also planted trees for firewood for the fuel-efficient cooking stoves. ■

Water for Jalo School in Nkhotakota

By Thoko Chigona, SHN Coordinator, Nkhotakota

When the Minister of Health, Mr. Atupele Muluzi, visited Jalo School in Nkhotakota in November 2018, the headteacher and community members told him about their most pressing issue: water supply. Being a benefitting school under Afikepo/NAPE, the school needs water for meal preparations for its more than 2,000 learners as well as handwashing facilities and maintaining the organic school gar-

den. However, the school was confronted with high water bills and non-consistent supply.

The Minister urged the District Water Officer to assist the school with safe water to ensure that activities can be continued. Thanks to collaboration of the DC, DEM and the District Water Office as well as the Deputy Director DSHN, Virginia Kachigunda, and funding from UNICEF under the Living School Project, the school now has a reticulated water system. ■



Two learners wash their hands after using the toilet. With the new water system, water cuts can no longer affect nutrition and hygiene practices at school.

From the Field: Fish Farming at Mvwalamani School, Nkhata Bay

By Colby Kaunda, GIZ/NAPE, District Coordinator Nkhata Bay



Good Practice Example

Learners feed fish at Mvwalamani School fishpond.

The communities around Mvwalamani school have understood the importance of diversified meals and are fully committed to offer their learners healthy but tasty school meals. That is why the community has established a fishpond. They aim to produce fish to enrich school meals with

an additional food group, namely animal foods. Fish is one of the important food nutrient that people need hence producing at local level is very necessary. Fish is easy to produce especially in areas far from lakes. As many people cannot afford to buy fish to meet their dietary requirements, producing it locally is a cheap alternative; resources needed are locally available such as maize husks, poultry droppings, and water from local rivers.

To set up the pond, parents contributed tilapia chilana fish. Now the pond helps children and community members to build skills and hopefully replicate ponds in the villages.

The community wishes to benefit from the

government fisheries extension office and GIZ's Aquaculture Value Chain Project to manage their fishpond well.■

Objectives in a nutshell:

- Increasing quality health through improved school feeding
- Integrating theory into practice for learners and community members
- Technology transfer through aquaculture fields schools that gives technical advice
- No physical inputs needed
- Intensifying the use of locally available resources in fish farming

Bringing It Together: Interlinks and Exchange between Clubs

By Colby Kaunda, GIZ/NAPE, District Coordinator Nkhata Bay

School-based clubs are at the heart of Afikepo/NAPE's Home Grown School Meals approach: Looking at the organic school garden club in Kasungu (s. page 2), quiz competition in Mzimba South (s.



And action: The drama group from Mtende School in Mzimba North invites the communities and chiefs regularly to their performances.

page 3), or the story of school health club member Denzel (s. page 6), there are many success stories to tell.

Under Afikepo/NAPE, all project schools established a school health club, an organic garden club as well as a drama and radio listening club. Through participation in clubs, learners develop several traits that are important in a life of an active, dependable, socially minded, and mature person. As club members, learners improve their leadership, communication and problem-solving skills.

The clubs are highly interactive and motivate the children to share their knowledge among their friends, families and communities. Club members become change agents for improved health, nutrition and

hygiene.

To leverage the club's activities, the project encourages the clubs to work together and exchange their knowledge: How do school health and organic gardening belong together? How can nutrition and hygiene messages be spread in poems and through drama performances? Which topics from the weekly radio programme are also interesting for other clubs?

When coming together and discussing about the different activities in the clubs, learners can share their knowledge while at the same time explore more about nutrition, hygiene and health. This will create a deep understanding of the importance and the interlinks of nutrition, hygiene and health.■

Afikepo/NAPE Team on the Road



Majaliro School and community members prepared dances and songs for the Afikepo/NAPE team.

By Christina Krause, GIZ/NAPE, Junior Communications Expert

In December, the entire GIZ Afikepo/NAPE team travelled to Karonga and Chitipa to visit project schools. During the trip, colleagues from Lilongwe and all implementation districts had the opportunity to see the progress on the

ground and to exchange experiences and success stories from the different districts and schools.

At Majaliro School in Karonga, the team was warmly welcomed with songs and dances as well as poems written by learners. The highlight of the school visit was at lunch time: The community prepared various healthy meals that they learned during the project's cooks trainings. It was encouraging to see that the community really understands how important nutritious food is.

At Muwanga School in Chitipa, the school community proudly shared their positive experiences with Home Grown School Meals. The school is the first one to breed rabbits to complement school meals!

All Afikepo/NAPE team members were really happy to see the schools' and communities' commitment and hard work to make this project a success and create a difference in learners' development – it also motivates the team to go an extra mile. ■



Health Club learners perform poems about health, nutrition and hygiene.



Denzel Kaitano, 13 years old, from Chitipa, is an active School Health Club member and shares his knowledge with friends and the community. © Welthungerhilfe/ Webster Kachere

Meet Denzel Kaitano from Chitipa

By Webster Kachere, WHH Field Officer, Chitipa

Before establishing the School Health Club at Nkhangwa School in Chitipa, Denzel Kaitano, a 13-year old boy from standard 6 used to suffer from diarrheal diseases frequently because he was not washing hands with soap. After joining the School Health Club and learning about the importance of hygiene, diarrheal diseases are a thing of the past. Now he misses less classes due to sickness which has also helped him improving his performance in class. At home, Denzel, who lives with his grandmother, also shared the knowledge gained through the

school club and constructed a tippy tap, which is used for washing hands. In doing so, Afikepo/NAPE contributes to improved hygiene practices at school and beyond. ■



Denzel's grandmother also uses the tippy tap at home. © Welthungerhilfe/ Webster Kachere

Together, They Can Make a Difference!

By Daniel Gamadzi, GIZ/NAPE, District Coordinator Chitipa

A mother group is one of the community owned generic school structure aimed at promoting inclusive education amongst learners at primary level. Across the board, the initiative addresses the educational needs of girls, aiming to improve access, retention and performance of girls in primary schools. Main activities include adolescence counselling, resource mobilization and ways of supporting orphaned and other vulnerable children. However, Njelengwa School in Chitipa chose a slightly different approach and took it one step further: Instead of focusing all efforts on the girl child alone, the school established a “father and mother group”. This group helps to advocate and promote the retention and ensures quality education outcomes for both the boy and girl child.

The father and mother group at Njelengwa is composed of 15 members (i.e. 5 men and 10 women). This includes 1 local leader, head teacher, deputy head teacher, SMC chair and PTA chair plus 10 mother group members. Deliberate efforts are made to ensure that five members are male. The group meets on regular basis at least twice a month following their



The members of Njelengwa’s father and mother group: Men and women work together to help improve the situation in school for both, boys and girls.

monthly action plan. The group performed a number of tasks including bringing learners who dropped out back to school, both boys and girls. They also helped to ensure improved quality on learners’ performance by motivating best performing students with incentives, e.g. best performers received school uniforms and learning materials. They have also started to be actively involved in resource mobilisation and imparting menstrual hygiene knowledge and practices to girls.

When it comes to Home Grown School Meals, the group promotes school attendance and carries nutritional messages into the communities. Their main source of funding is through community contributions which is both cash and in kind. On top of that, the members perform other microeconomic activities like engaging themselves in small livestock farming and selling. Currently, the group keeps chickens and plans to expand to rabbit farming. ■

Improved Coordination for More Impact

By Christina Krause, GIZ/NAPE, Junior Communications Expert

In January the Department of School Health and Nutrition (DSHN) invited all Afikepo/NAPE implementing partners to meeting to discuss the project’s progress so far and the way forward. As all partners presented their achievements, it became clear that major steps towards improved nutrition and health at benefitting primary schools have already been made. However, all participants agreed that Afikepo/NAPE’s impact could be leveraged when working closer together. DSHN committed to take the leading role in coordinating activities such as joint monitoring and evaluation and material development. ■

Cartoon: Community Contributions are important for providing healthy school meals every day.



Recipe of the Month: Mashed Sweet Potato

Ingredients:

- 2 cups water
- 1 cup orange-flesh sweet potatoes, peeled and cubed
- ½ cup milk
- 1 teaspoon peanut butter
- Pinch of salt

How to do it:

1. Boil the sweet potatoes and salt until well cooked.
2. Mash potatoes to fill 1 cup.
3. Add the milk until well mixed.
4. Feed mixture to the child while it is still warm.

Use orange-flesh sweet potatoes such as Zondeni or Kamchi-putu to increase the vitamin A content of the dish.

Questions, feedback or topic ideas for the next issue?
Please send us an email: christina.krause@giz.de.



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