



AFIKEPO / NAPE NEWS

Our Children – Our Future



Dear Readers,



Welcome to the second issue of our Afikepo/NAPE News! For the project and the schools exciting times have started: Construction/rehabilitation works for kitchens and storerooms have begun at all 150 schools! School meals will soon no longer be prepared in temporary but in permanent kitchens with energy-efficient stoves. You can find information on the groundbreaking ceremonies as well as the construction in the articles below and on page 3. Many thanks to those who organized and attended the ceremonies. We are also very proud to share some good practice stories from our schools on how they have taken initiative in implementing the Home Grown School Meals approach (page 7) – a very encouraging sign that the approach has the potential to let the children reach their full potential. Thanks a lot to the authors of these articles. We are looking forward to more success stories in the future! Enjoy reading!

Wolfgang Hesse, Team Leader, GIZ/NAPE

Groundbreaking News: New Kitchens and Storerooms Are Built

A major part of the implementation of Afikepo/NAPE has started: At all schools benefitting from the project kitchens and storerooms will be constructed or existing ones rehabilitated (see page 3). At selected schools in Mulanje, Karonga, Chitipa and Mzimba South, groundbreaking ceremonies took place to highlight this milestone.

The District Education Managers (DEM) of the respective districts have invited representatives from the districts involved into realizing the project: District commissioners (DC), DNCC members, SHN coordinators, Afikepo/NAPE district coordinators, primary education advisors (PEA), headteachers, SHN teachers, implementing partners, local and traditional authorities.

→ Continued on page 2

Inside this Issue

Groundbreaking News	1/2
Construction Works... ..	3
MNSSP II: HGSM... ..	4
Digitalized Monitoring	5
Cooks Training.....	6
Field Stories.....	7
School Health Clubs.....	8

Upcoming Events

- Afikepo/NAPE Planning Workshop, Sept. 4-6
- Handing over of newly constructed school kitchens and storerooms
- Global Handwashing Day, Oct. 15
- World Food Day, Oct. 16

Quote of the Month

“School feeding not only fills stomachs, but has a proven track record of boosting enrollment, attendance and academic performance.”

- Drew Barrymore, American Actress

Groundbreaking News - Continued

By Christina Krause, Junior Advisor Public Relations, GIZ/NAPE

During all events, guests were warmly welcomed by the school and community members. The schools proudly presented their organic school gardens and temporary kitchens where meals have been prepared until permanent ones are finished. Learners also presented hand-washing facilities which were partly made from plastic bottles (see page 8). The cooks even prepared dishes using the recipes they had learned during the project's training sessions using at least three different food groups to enhance the nutritional value.

As guest of honor, Welthungerhilfe Country Director Mr. Johannes Kaltenbach, participated in the events Karonga and Chitipa. He expressed his respect for the



Mr. Johannes Kaltenbach (middle) with the construction team at Majaliro primary school, Karonga.

commitment and efforts of the schools and the communities to bring this project to life as they grow grains and legumes and organize the meal preparation for the learners. Karonga's Deputy DEM Mr. Pauper Mkandawire underscored that it will also be the communities' responsibility to continue activities and to maintain the kitchens and storerooms after the project ends. Learners of the established school clubs presented their knowledge in form of poems and a play answering questions on the importance of nutrition and hygiene.



Handwashing is a must: EU Representative Mr. Lluis Navarro (left) and GIZ Country Director Dr. Dagmar Lumm (second left) watch children washing their hands before receiving a school meal.

At Vulundiya Primary School in Mzimba South, Mr. Lluis Navarro, Head of Cooperation of the EU Delegation to Malawi, highlighted that the Home Grown School



Mr. Lluis Navarro places the symbolic foundation stone for the kitchen and storerooms at Vulundiya primary school, Mzimba South.

Meals Approach is an effective tool to improve the nutritional status among learners and contributes to reducing repetition and dropout rates. By involving the community, the project has the potential to create a sustainable impact not only on school level but also by replicating activities at home. Mr. Navarro was very impressed by the work the communities have done so far and encouraged them to continue. Further, he is looking forward to seeing the school feeding activities unfolding even greater achievements in the future after the kitchen will be finished.

Mzimba DC Mr. Thomas Chirwa thanked the EU and the German Government for their financial as well as GIZ and their implementing partners for their technical support. ■

Good Practice: School Garden Mangombera

Mangombera primary school in Mzimba North won the first prize for the best school garden among the 20 Afikepo/NAPE schools in the district. The Ass. SHN Coordinator Mr. Nyirongo (right) handed over a radio to Mr. Mkandawire, Headteacher Mr. Mangombera (second from right) and representatives of Home Grown School Meals Committee in the school garden. ■



Construction of Kitchens and Storerooms

By Selestino Masasa, Kasungu Site Supervisor, Welthungerhilfe

Construction works for kitchen and storerooms at all 150 Afikepo/NAPE schools are progressing quickly. Since this year June, contractors have been working at the schools.

Before that, extensive planning has taken place: The schools' premises needed to be assessed and construction sites to be chosen, floor plans were developed, constructors selected. The construction materials used are environmental friendly materials such as hollow blocks made from quarry dust and cement and soil stabilised bricks (SSB).

To ensure that that Malawian and European quality standards are met, the construction works are supervised daily. Welthungerhilfe (WHH), the responsible implementing partner, has qualified site supervisors in each district. In addition to

that, a team of WHH and GIZ is traveling to all project districts to support supervision activities.

To create ownership and transparency, construction committees were formed at school level to support monitoring the construction progress. These committees, which link with the School Management Committee and community, were oriented on their roles and responsibilities which among others include: to

- Prevent learners from playing on site;
- Liaise with contractors to find adequate storage space for materials;
- Help contractors to identify skilled and unskilled labour within the locality; and
- Control and react to incorrect social behaviour of the contractors.

It is expected that construction works will be finalized from September to Novem-

ber.

Building this infrastructure at schools is important to store and cook healthy foods for the learners. By using adequate storage facilities, food loss can be reduced. The kitchen facilities with the institutional cooking stoves will enable the cooks to prepare meals in an energy-efficient way. As a result, schools will need less firewood and less harmful emissions will be produced.■



Construction works underway at Lwezga school, Karonga.

Mayankho Fixed Institutional Stoves

By Khadija Sungeni Mussa, Junior Programme Officer, GIZ/Energising Development

The Mayankho Fixed Institutional Stove, named so as an “answer (mayankho)” to the ailing health, nutrition, cognition and education status of children in schools in Malawi, is a part of the fuel efficient stoves component of the GIZ Energising Development (EnDev) Programme. Working together with Afikepo/NAPE and WHH on their school kitchen construction project, the Mayankho Stoves are being installed in newly built and rehabilitated school kitchens to provide learners with

nutritious and filling meals.

Food is cooked in 70 litre and 150 litre steel pots for relish and nsima respectively, which can easily be lifted out of their cages and cleaned. The stoves take 2-3 days to build and are designed in an environmentally friendly manner so that the less firewood used, the bigger the fire and heat circulation in the fire chamber, speeding up the cooking time. Upon completion, School Feeding Committees are trained on how to use the stoves correctly by stove builders. They learn how to



Double stove under construction at Jalo school, Nkhotakota.

maintain and light the stoves and pots by using easily attainable and sustainable fuel sources such as small pieces of firewood, maize cobs, shrubs, and twigs.■

Social Protection: Home Grown School Meals as Community Education

By Twapashagha Twea, Senior Technical Advisor, GIZ/Social Protection Programme

Social protection aims at reaching poor and vulnerable households with basic access to services and boosting food security and nutritional outcomes. Social protection in Malawi is guided by the Malawi National Social support policy 2010 which is operationalised through the Malawi National Social Support Programme (MNSSP). One pillar of the new MNSSP II, launched in June 2018, focuses on providing consumption and income support to enable households to meet their basic

locally procured. The approach has opened up a new school of thought bringing a focus on nutrition as a whole. These lessons are not only enclosed on the school grounds, but are further migrating to the households of the learners and parents, who are the community volunteers tasked with menu production as well as preparation and serving of these meals to learners. Based on community contribution and ownership, the approach is a vehicle for a mindset change for households to practice the skills gained in their own homes. It needs to be mentioned that nutrition



Healthy home grown school meals distribution: The approach aims at providing high quality meals and nutrition education.



Community members clean plates after school feeding. The voluntary work of community members is core of the HGSM approach.



During the Launch of MNSSP II: Albert Saka, SHN Chief Nutrition Officer, and Dr. Joseph Ndengu, Senior Advisor GIZ NAPE, presenting the project.

needs, including food security, improved nutritional intake, shelter, education, and health. The School Meals Programme (SMP) was identified as one powerful tool under the consumption pillar in the MNSSP II.

Whereas SMP was originally understood as a tool to encourage school enrolment and retention for children of school going age focusing on areas with high food insecurity and low educational performance, the emphasis is moving towards nutritional outcomes, sustainability and boosting of local economies. Implementation modalities encourage food diversification, enhanced nutrition education and use of locally available resources under the Home Grown School Meals (HGSM) approach. HGSM are defined as either locally grown in school or community gardens and/or

outcomes of the programme cannot be entirely attributed to the programme and are difficult to measure. However, the assumption made is that we cannot overlook the role of the HGSM approach as a driver of change. Home grown in its different forms has the potential to increase linkage to agricultural practices in the communities it is implemented. The lessons that are being accumulated from the implementation of HGSM indicate that not only does it serve to improve educational outcomes of increasing enrolment, addressing short term hunger, promoting retention and decreasing dropout. It is also a tool for community education on sanitation, dietary diversification, improved agricultural practices, market links and overall nutrition education. ■

Based on community contribution and ownership, the approach is a vehicle for a mindset change for households to practice the skills gained in their own homes.

Digitalized Monitoring

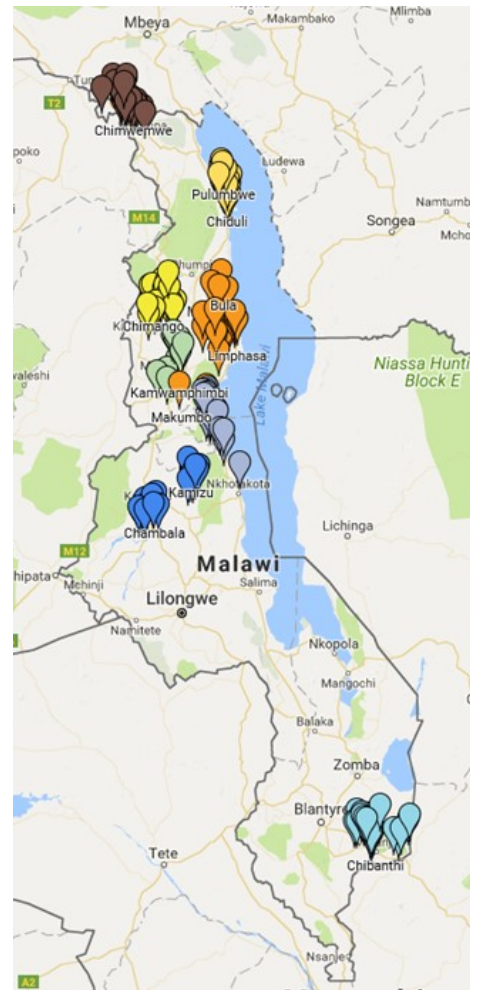
By Sarah Deiss, Monitoring & Evaluation Expert, GIZ/NAPE

Are you curious to know how many children attend Afikepo/NAPE schools? How many volunteers put effort in several committees and clubs to get the Home Grown School Meal approach running? Or do you want to know the exact location of our 150 schools?

Then have a look at our digitalized monitoring tool and find answers! One example is the Afikepo/NAPE google map which not only shows the schools' locations but also enrollment figures and school infrastructure. To provide these interesting figures and GPS data, the needed information has to be collected in all 150 Afikepo/NAPE schools frequently. Therefore, the Afikepo/NAPE district coordinators and the SHN coordinators were trained on digitalized monitoring during a two days workshop in Mzuzu. Since then, they have collected all necessary information via

tablets on a monthly and termly basis together. The questionnaires were developed in a participative way and are transferred to the tablets via a software called ODK. ODK is an open source software that makes digital monitoring effective and efficient. Another open source software, called KoboSync allows the analysis of the collected data in Excel. Besides the collection of real time data and the reduction of paper work the tablet based monitoring allows to keep track of the progress made so far in all 150 schools easily .

The provided facts and figures are used for progress reporting, decision making and can find their way in the monitoring tools used by the SHN Department and the Ministry of Education. Furthermore, Afikepo/NAPE ensures the compatibility of data with the MIS data bank developed by DNHA to enable data transfer and integration latest at the end of the project.■



Google Map of Afikepo/NAPE schools. Find it online: <https://tinyurl.com/Afikepo-NAPE>.

Working Hand in Hand

By Teresa Mlangali (GIZ) & Florence Kasiya (SHN), Kasungu

How does Afikepo/NAPE equip schools with all tools and knowledge about home grown school meals (HGSM)? On district level, School Health and Nutrition (SHN) coordinators responsible for school health programmes and Afikepo/NAPE coordinators play a crucial role facilitating between the national and school levels. In Kasungu, SHN coordinator Florence Kasiya and Afikepo/NAPE coordinator Teresa Mlangali plan, conduct and monitor the project activities, e.g. official mee-

tings on school, zonal and district level, but also implementation of school activities on nutrition and hygiene and check the quality and diversification of school meals and food storage. For centrally procured goods, they make sure the items reach their destination timely and in good condition.

In each district, District Education Manager (DEM) and SHN coordinator manage the Local Subsidy Contract (LSC) fund which carters for district activities. The LSC is provided by Afikepo/NAPE to all DEM offices for the implementation of



Teresa Mlangali & Florence Kasiya.

project activities. Both coordinators come out with a joint budget which is approved by the DEM and funded out of the LSC. Working hand in hand ensures the project's sustainability by sensitizing SHN coordinators for the HGSM approach enabling them to continue supporting schools and expanding it further.■

Diversifying School Meals

Noble Visit: King Letsie III

By Christina Krause, Junior Advisor
Public Relations, GIZ/NAPE

In his role as Nutrition Ambassador for the Food and Agriculture Organization (FAO) King Letsie III of Lesotho visited Malawi in June. During a field trip to Kasungu, the King got an impression of the interventions to improve food security in Malawi. The focus was on nutrition-sensitive agriculture to address the high malnutrition rates in the country. In this context, Afikepo/NAPE was invited to present its work. The project's District Coordinator Ms. Teresa Mlangali and the SHN Coordinator for Kasungu Ms. Florence Kasiya gave an insight about the holistic approach of Home Grown School Meals, and also brought some tasty dishes that can be prepared with locally available vegetables for the King to try. ■



Florence Kasiya (left) and Teresa Mlangali (second left) explaining the approach to King Letsie III (right).

By Franz Fischer, District Coordinator Mzimba North, GIZ/NAPE

In May 2018, Mzimba North conducted cooks' trainings at 20 Afikepo/NAPE schools. At each school, a DNCC team spent two days to train 30 community members on good hygiene practices and nutrition.

The participants had high expectations because the training was not only theoretical but also practical. It started with a short test to find out about their knowledge about nutrition and hygiene. Then the training began with hand washing and an interactive lecture on the six food groups. Further topics covered were the importance of breakfast, the seasonal availability of fruits and vegetables, eating snacks and benefits of iodised salt. The training emphasised the value of locally available food that can be applied at school and home. When repeating the initial knowledge test, participants showed significant improvements.

After two to three hours of theory and interactive learning, everyone moved to the school kitchen and the interesting part

began: The participants provided local products such as cassava, sweet potatoes and indigenous vegetables. The facilitation team brought other ingredients like salt, oil, oranges, plantains, tomatoes, onions and meat. Teams of three to four participants each got a few recipes to prepare. They were excited to learn new methods and meals, e.g. more nutritious meals for the kids or the famous one pot meals with at least three food groups. Particularly the women showed their skills and turned local foods to delicious dishes.



Participants explaining the dishes.

In the end, participants presented their dishes e.g. soya milk, cassava-usipa-vegetables (bonongwe/ chisoso/ nkhwani), cassava-beans, sweet potato-beef-vegetables, green banana-futali, nkhowe-groundnuts, different snacks and many more. Of course, afterwards all participants enjoyed eating the dishes together. Through these trainings, Afikepo/NAPE builds the school cooks' capacity to prepare simple but nutritious meals for learners. By using locally available foods, it is ensured that recipes can be replicated at school and at home. ■



Participants harvesting Moringa leaves for cooking.

Good Practices: Stories from Afikepo/NAPE Schools

By Emmie Kumbikano-Gumulira and Yohane Fabiano, Junior Technical Advisors, GIZ/NAPE

1. MAVUNGWE PRIMARY SCHOOL, MZIMBA SOUTH

Mavungwe primary school has a flourishing organic school garden. The Home Grown School Meals Committee (HGSMC) established a commercial vegetable garden replicating the school garden model as promoted by Afikepo/NAPE. The members grow local vegetables in an organic way as learned during the training session: they use mulching and sunken beds to keep the soil moist and manure to increase soil fertility. They also apply natural remedy for pest control and make use of intercropping. The vegetables are sold to the surrounding communities. Money realised from the sales is used for milling the grains or buying salt or soap for the school.

2. NJERENGWA PRIMARY SCHOOL, CHITIPA

Njerengwa primary school has a very committed school community: Out of their own initiative, each of the seven surrounding villages contributed

MWK4000 to buy soap and to pay for milling and grinding maize. They also continued feeding during the last week before the end of the term.

On top of that, the school has a vibrant school garden with many different vegetables such as pumpkins, cow peas, okra, beans and mustard. To keep the garden up and running, each vegetable bed is allocated to one student who is responsible for it. Knowledge about the gardening activities is actively shared among all teachers and learners. After hearing about Wozi and Mavungwe schools in Mzimba South that have replicated school



Good practice school garden: Every school garden club member is responsible for one bed.

gardens for income generation, the teachers were quick to state that they will encourage their HGSMC to do so, too.

3. KATAMBAWANTHU PRIMARY SCHOOL, KARONGA

The HGSMC of Katambawanthu primary school mobilised remarkable food contributions from the community. Maize, soya and groundnuts were contributed by each village and stored in the storeroom. Consequently, learners could still receive school meals until the end of the term. The HGSMC will continue doing so to prepare for the next academic year.

4. THUNDUTI PRIMARY SCHOOL, KARONGA

Thunduti primary school's HGSMC has taken initiative to source sweet potato cuttings from the communities and cultivated it on school land. The communities also contributed rice for school meals of the learners. When food ran out two weeks before the end of the term, sweet potatoes or rice porridge mixed with groundnuts (harvested from the seed provided by Afikepo/NAPE) were prepared. ■

Photo Gallery



Members of the Cooks Team at Vulundiya primary school, Mzimba South, present nutritious meals.



Learners at Isyalikira school, Chitipa, receive porridge.



One of the cooks teams at Isyalikira school, Chitipa. Thanks to their voluntary work learners receive a school meal every day.

School Health Clubs – A Vehicle for Change

Recipe of the Month: Instant Cassava Porridge

Ingredients

- 1 tablespoon instant cassava flour
- ½ cup cold water
- ¼ teaspoon salt
- 1 teaspoon sugar (optional)

How to prepare

1. Mix the instant cassava flour with the cold water; make sure there are no lumps.
2. Bring to heat and continue stirring until it starts to simmer.
3. Simmer for 5 minutes.
4. Add the salt and optional sugar.
5. Serve while the porridge is warm.

Enjoy your meal!

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By Percy Paul Chipchanda, Karonga Field Officer, Welthungerhilfe

Afikepo/NAPE's Home Grown School Meals Approach is more than feeding hungry learners. It is also about nutrition and hygiene knowledge and behavior change. That is why Welthungerhilfe implements school health clubs (SHC) using the participatory hygiene and nutrition education (PHNE) approach.

SHCs are after school activities that 'catch the children young' and promote hygiene and nutrition seeking behavior. It is a highly participatory child to child education approach. Club members become advocates of improved nutrition and WASH services in the communities by talking about and practicing the basic good hygiene and nutrition practices within their communities. The education sessions are facilitated by school health & nutrition (SHN) teachers who were trained in the PHNE.

Chonanga primary school is one of the schools in Karonga benefitting from the project. The SHN teacher was trained in

February and conducts educational sessions once a week. The 30 club members, 15 girls and 15, boys are learners from standard 5 to 7. As members they have the responsibility to share the knowledge with their fellow learners through songs, poetry and drama.

Today hygiene practices have improved at the school and good sanitation is being observed and prioritized at the school. With the help from the School Management Committee the school could maintain the latrines and urinals, construct permanent handwashing stands and procure the hand washing facilities through the school improvement plan as well as digging rubbish pits around the school, and find locally available resources to make drop hole covers. The learners are also able to use the latrines properly and wash hands with soap. For effective behavior change, the learners are encouraged to share the messages with their families at home demonstrating that SHC can serve as a vehicle of change. ■



A learner demonstrates how to use a handwashing station which was locally made from plastic bottles and are easy to replicate at home.

Questions, feedback or topic ideas for the next issue?
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