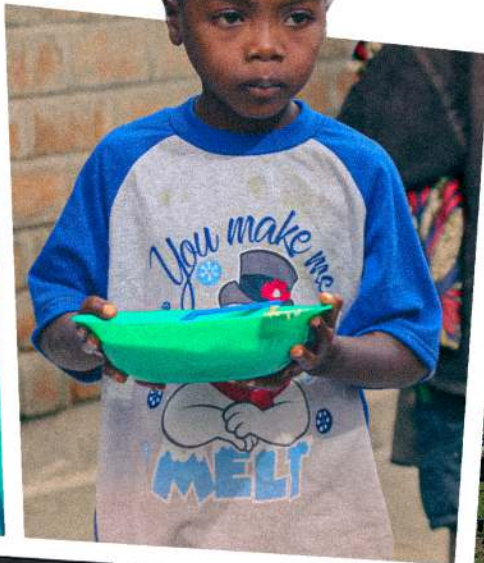


Semi Annual Report



2023

MALAWI SCHOOL
FEEDING AND AFTER
SCHOOL PROJECT







| | |
|----------------------------------|---|
| Grantee Organization Name | Centre for Youth Empowerment & Civic Education (CYECE) |
| Project Title | 2023 Expansion Project- Elimination of Child Labour through school feeding and after school activities in tobacco growing areas of Dowa, Mchinji and Kasungu District |
| Project start date | October, 2023 |
| Project end date | September, 2025 |

1.0. Please describe the key activities and the progress you have made towards the expected outcomes?
1.1. Briefing meetings with District Officials (Head of departments) in Mchinji, Dowa and Kasungu districts

CYECE conducted meetings with head of departments in Mchinji, Dowa and Kasungu districts. A total of 38 people attended the meetings thus 10 people (8 Males, 2 Females) in Mchinji, 8 people (all Males) in Dowa and 10 people (9 Males, 1 Female) in Kasungu.

During the meetings, CYECE gave an update on the achievements, challenges, recommendations and key lessons learnt during the implementation of school feeding and after school activities in the 11 existing schools in the districts. One of the challenges that was presented during the meeting was a challenge in identifying 7.5 acres of land within the school campus as most of the schools do not have enough land. The district officials further made a recommendation on the need of exploring other means of identifying the required acres of land for the growing of Maize, Soya bean and Ground nuts i.e. subleasing from communities surrounding the schools.

In addition, CYECE also informed the district officials of the expansion 2 of the project to 8 more schools in the districts namely;

- Kasungu- Chimatiro, Mtunthama and Kamuzu
- Mchinji-Tasekera, Pinda, Kankhande and Kaigwazanga
- Dowa- Chambidzi

The meetings helped the district officials to be informed on the progress made in the project and also ensuring proper alignment with the district council and the community towards a common goal of ensuring that children are in school and are being provided with vital meals. The district officials also made a recommendation on the need of CYECE

Figure 1: A briefing meeting with Mchinji DEM Officers



having district offices for proper and timely communication and coordination within the districts. With the recommendation made by council officials, CYECE managed to open 2 offices and recruited field officers in Mchinji and Mponela- Dowa. Appreciating the meetings, the DEM for Kasungu said,

“it is very important that you thought it wise to brief the council on the progress made during the implementation of the project. We can see that the project is yielding a lot of good results. On the challenges, make sure that you include the council or the PEAs in the monitoring visits to ensure that some of the challenges that you are facing are solved at an early stage”.

1.2. ADC meetings in school areas

CYECE conducted ADC meetings in all the 8 targeted schools. The meetings were attended by 40 Participants (27 Males, 13 Females) at Tasekera, 40 Participants (19 Males, 21 Females) at Kankhande, 40 Participants (34 Males, 6 Females) at Kaigwazanga, 40 Participants (24 Males, 16 Females) at Pinda, 40 Participants (27 Males, 13 Females) at Kamuzu, 38 Participants (21 Males, 17 Females) at Chimatiro, 40 Participants (23 Males, 17 Females) at Mtunthama and 40 Participants (22 Males, 18 Females) at Chambidzi primary schools.

During the meetings, CYECE made a presentation to the ADC members on the project goal, objectives and expected results. One of the recommendations that was made during the meeting was a need for the ADC members to participate in the project activities i.e. review meetings so that they should keep track on the achievements and challenges that children are facing in their communities. This will further help the ADC members to be informed and include issues that concerns children in the Village Action Plan (VAP) for community developments. Appreciating the activity, ADC member from a community around Kankhande said, “it’s always good to brief the ADC on developmental issues in the area. It helps us to track progress and also to hold the committees accountable as we will be demanding reports and presentation every quarter.

This will also help us to know child labour related issues that are affecting children’s education and including them in the Village Action Plan (VAP)”.

Further to that, CYECE field Officer, Lloyd Nyirenda, commented that, “We are working with all the existing structures at community level especially the structures that look at issues to do with child development and protection. ADC are key to development and we want them to be part and parcel of the project”.

1.3. Sensitization meetings with school committees, chiefs and teachers

CYECE conducted sensitization meetings with school committees, chiefs and teachers in the 8 targeted schools. A total of 50 Participants (36 Males, 14 Females) at Tasekera, 50 Participants (27 Males, 23 Females) at Kankhande, 50 Participants (26 Males, 24 Females) at Kaigwazanga, 50 Participants (31 Males, 19 Females) at Pinda, 50 Participants (34 Males, 16 Females) at Kamuzu, 50 Participants (39 Males, 11 Females) at Chimatiro, 50 Participants (35 Males, 15 Females) at Mtunthama and 50 Participants (28 Males, 22 Females) at Chambidzi primary schools.

During the meetings, CYECE made a presentation to the community stakeholders on the project goal, objectives and expected results. The presentation also highlighted some of the possible challenges with lessons learnt from the previous 11 schools i.e. mismanagement of project funds that affect the sustainability of the project and how the communities can work together to make sure that such challenges are addressed before they occur. As a way forward the local leaders led a session in specifying harmful practices, behaviors and community laws that need to change in order to address challenges that may

Figure 2



Figure 2 &3: Sensitization meeting at Pinda and Chimatilo

.Some of the recommendations that came from the discussions was a need for a guard especially to the schools that do not have one. The recommendation was made to make sure that crops and irrigation system materials and equipment's in the school premises are secured. The recommendation was made on an agreement that chiefs will be contributing money for the monthly remuneration of the guards. Appreciating the initiative, the Group Village Headman for Pinda said, "Pinda is an old school and children do not perform well during standard 8 exams. A number of factors contribute to their poor performance but hunger is one of them. Most of the children at this school come from families that are not well to do and they can't even afford 2 meals per day. This initiative will help to motivate these parents to send their children to school as they are assured that they will find food. As chiefs we will work together with the school to make sure that this project is a success. We will put security measures in place for the irrigation system and also make sure that communities participate in farming activities for the sustainability of the project".

Further to that, the PEA for the zone at Pinda primary school said, "we are happy that you have included us in the monitoring of the project activities. We will make sure that we provide support and guidance to the project. School feeding has proved to be a good strategy in keeping children in school. And we want to see an improvement in children's performance". The meetings resulted in empowering the school committees, chiefs and teachers with first hand and reliable information so that they should own the project for its sustainability and also cascading the information to the community members who did not attend the meetings.



Figure 3

1.4. Identification of sites in the target schools for play centers, school feeding and IGAs (i.e., maize, groundnuts and soybean gardens, kitchens, play centre grounds, vegetable gardens etc.)

CYECE engaged the community stakeholders and teachers in identifying sites within the school campus. Sites for maize, groundnuts and soybean gardens, kitchens, play center grounds and vegetable gardens were identified in all the schools. One of the challenges that was encountered in the process of identification of land was that most of the schools did not have the required amount of land i.e. 2 acres of vegetable garden and 7.5 acres of land within or close to school campus. However, due to the scarcity of land within the school premises it was resolved that the schools should at least have 2 acres of the

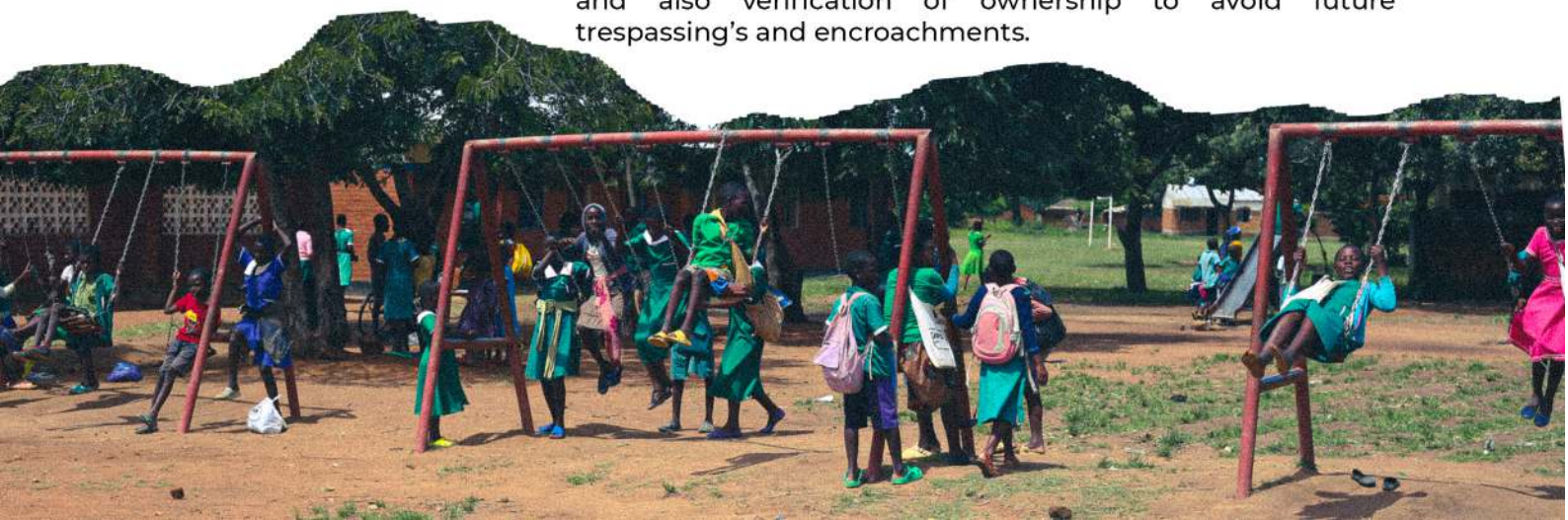


The table below provides details of land identified per school;

| | Primary schools | Play centre | Vegetable garden 2 acres | Own grown crops 7.5 acres | Kitchen site |
|------|-----------------|-------------|-----------------------------|---|--------------|
| AOI | Pinda | Available | 2.121(Owned by the school) | 9.5 acres (Owned by the school) | Available |
| | Kankhande | Available | 2.0 (Owned by the school) | 7.5 acres (Subleased by the chiefs) | Available |
| | Tasekera | Available | 2.221 (Owned by the school) | 8 acres (Subleased by the chiefs) | Available |
| | Kaigwazanga | Available | 2.5 (Owned by the school) | 5.5 acres (Subleased by the chiefs) | Available |
| LLTC | Kamuzu | Available | 2.4 (Owned by the school) | 6.5(Owned by the school) | Available |
| | Mtunthama | Available | 2.886 (Owned by the school) | 8.25 (6.75 Owned by the school and 1.5 subleased by the chiefs) | Available |
| | Chimatiro | Available | 2.324 (Owned by the school) | 9.5 (8 freely given by the chief, 1.5 school owned) | Available |
| | Chambidzi | Available | 2.749 (Owned by the school) | 9,5 (8.5 School owned, 1 acre subleased by the chiefs) | Available |

| | |
|---------------|---|
| Achieved |  |
| Not Achieved |  |
| Not Available |  |

The activity was very important as it helped CYECE and the schools to agree on the exact land that is ideal for the maize, groundnuts and soybean gardens, kitchens, play centre grounds, vegetable gardens. The activity further helped to accurately determine boundaries, measurements of lands and also verification of ownership to avoid future trespassing's and encroachments.





1.5. Formation of project committees

CYECE facilitated the formation of 2 committees at each and every school. The committees were formed from already existing community (school) and district structures. The committees were formed with the aim of monitoring, resolving conflicts, managing the IGA's, school feeding, own grown crops and after school initiative. Further to that, CYECE managed to open 2 offices and recruited field officers in Mchinji and Mponela-Dowa for smooth implementation, monitoring and coordination with the district officials.

The table below shows the composition the 2 committees per school;

| School Project Advisory Board | Operational Committee |
|--|--|
| <ul style="list-style-type: none"> • PEA • CDA • GVH • Agriculture Extension Worker • 2 Learners (male and female) • VDC chairperson | <ul style="list-style-type: none"> • SMC Chair • SMC treasurer • Head teacher • Deputy Head teacher • PTA Chairperson • Sub committees (School feeding, IGAs, Own Grown crops) |

The formation of the 2 committees was following recommendations that were made from the review meetings with the council to ensure that they keep track of progress made in the implementation of project activities and also for the sustainability of the project. The senior Chief of Chambidzi Community also commented saying that, **“we are custodians of people in the communities and our involvement in the project is crucial for promoting active participation of community members in the project. We will work together and we will make sure that review meeting is conducted every month so that we should be informed of progress made in the implementation of the project and if there challenges to do with the community members should be resolved.**

2.0. Objective 1. To reduce children idleness after school hours in tobacco growing communities of Kasungu, Mchinji and Dowa by 2024



2.1. Establishment of a play center

CYECE established play center grounds in the 8 targeted schools. A total of 8 play centre grounds were established (one at each school) and it comprised of games such as monkey bars, slides, see-saws among others. The installation of the play centres was done using metal poles/bars which was as a result of a recommendation that was made after observations that the wood play centres were usually attacked by termites. This resulted in regular maintenances which was a challenge for the schools as some of the materials are costly and not locally found in the communities.



The installation of the play centre grounds in the schools will help the children to develop and improve in the following areas among others;

- Cognitive development- The children are able to learn from their peers, share experiences and also acquire new skills as they are playing.
- Social development- Children are able to make friends at school and also they learn how to communicate with each other which encourages them to attend classes on daily basis
- Emotional development- Through the play centre activities the children can make and follow rules that are set on the playground

Appreciating the project, Lameck Lafa, a standard 6 learner at Chimatiro primary school said, “the play centre will indeed keep us busy after school hours. We will make sure we make proper use of the development and we are grateful to the project for such initiative to help us”

Further to that, a Sports teacher for Pinda primary school said, “it is very important for children to be playing and we are very expectant that this development will help children to learn and practice new skills, develop problem solving abilities, and language development”.



Figure 4, 5 & 6: Play Centers at Chambidzi, Tasekera and Pinda schools

CYECE procured and delivered indoor and outdoor games to all the 8 targeted schools. The indoor and outdoor games that were delivered were skipping ropes, football goal posts and nets, netball hoops and nets and indoor games such as scrabble, chess, ludo, bawo, volleyballs, snakes and ladders etc.

The indoor and outdoor games that were delivered at schools will help in child development and also laying a foundation for a healthy and active life among the learners. The schools have developed schedules for interclass competitions and they have been encouraged to include other indoor and outdoor activities that were not included in the project i.e. cooking/baking, gardening, quiz, and debates. The activities will encourage the learners to learn from their peers and also provide them with opportunities to explore real world topics and issues. Appreciating the project, Head teacher of Pinda primary school said that, ***“the games are very helpful and most of them are new to the learners and they are very excited to practice them. I am very sure that talents will be identified among the learners and some of games like chess will help the learners to improve their reading skills and concentration in class.”***

Further to that, a standard 8 learner, Mustafa Gama at Chambidzi said, “we are very excited with the games and we will form clubs so that we compete amongst ourselves. I am very excited to join the football team because I love football”.

2.3. Conduct training of teachers and learners in extra murals and OHS

CYECE conducted trainings of teacher and learners in extra murals and OHS in all the 5 targeted schools. A total of 8 trainings were conducted thus 1 per school. A total of 25 Participants (15 Males, 10 Females) at Tasekera, 25 Participants (17 Males, 8 Females) at Kankhande, 25 Participants (12 Males, 13 Females) at Kaigwazanga, 25 Participants (16 Males, 9 Females) at Pinda, 25 Participants (21 Males, 4 Females) at Kamuzu, 25 Participants (11 Males, 14 Females) at Chimatiro, 25 Participants (18 Males, 7 Females) at Mtunthama and 26 Participants (13 Males, 13 Females) at Chambidzi primary schools.

The training covered topics such as usage of the tools and materials including how some games are played, occupational health and safety, how to care for the tools and materials and security of the materials. Through the trainings the schools have acquired various skills and are scaling up the interventions by teaching other children who were not part of the orientation meetings.

As a result of the trainings learners will have an opportunity to participate in healthy competitions in various sports and activities, against students from the other schools that are also benefiting from the program.

2.4. Training of teachers and community members on management and maintenance of the play centers

CYECE conducted trainings on the management and maintenance of the play centers. A total of 8 trainings were conducted thus 1 per school 15 Participants (10 Males, 5 Females) at Tasekera, 15 Participants (8 Males, 7 Females) at Kankhande, 15 Participants (13 Males, 2 Females) at Kaigwazanga, 15 Participants (9 Males, 6 Females) at Pinda, 15 Participants (11 Males, 4 Females) at Kamuzu, 15 Participants (12 Males, 3 Females) at Chimatiro, 15 Participants (9 Males, 6 Females) at Mtunthama and 15 Participants (7 Males, 8 Females) at Chambidzi primary schools.

The trainings covered areas such as roles of stakeholders in the initiative, maintenance of the infrastructure, hygiene practices, monitoring, reporting, local resource mobilization and enhancement of local community participation etc. The participants were also assigned other responsibilities such as routine inspections of the play centres to check for wear and tear, and other safety issues that may compromise safety and also to conduct regular maintenance of the play centre using locally available materials i.e. worn-out tires.

2.5. Initiate inter-class/inter-school indoor and outdoor competitions for learners in the target schools (once a month)

CYECE facilitated the formation of schedules for inter-class indoor and outdoor competitions for learners in the target schools. The schedules were formed with the aim of encouraging learners to develop and use their skills in a variety of areas, including academics, athletics, debates, music, art and others. Through the competitions it is expected that learners will improve their talents and become more skilled in their chosen areas of interest through preparation and practice.

In addition, the inter class competitions will further help the students to meet and interact with their peers from different classes. This will help to build their social skills, developing new friendships and expanding their network.



3.0. Objective 2. To facilitate Implementation of school feeding program in 5 new schools in tobacco growing areas of Kasungu, Mchinji and Dowa districts by August 2024.

3.1. Construction of the kitchen with store-rooms and feeding space

The project constructed 8 kitchens in all the 8 targeted schools in Mchinji, Dowa and Kasungu Districts. The kitchens have 2 store rooms - one for the storage of food stuffs and one for storage of utensils and perishables. CYECE engaged the technical services of contractor for actual construction of the kitchen and also engaged the technical support of the district council technical services unit for the guidance and ensuring the compliance with the standards for such infrastructures in schools.

The kitchens were constructed with the aim of providing a space where meals are prepared, cooked, and served to the learners. The construction of kitchens in the schools will help to promote healthy eating habits, improve dietary intake and reduce rates of malnutrition, stunting and wasting among the children.

Figure 9: Newly constructed kitchen at Chambidzi Primary



3.2. Procurement and distribution of kitchen utensils (i.e., pots, stoves, plates etc.)

CYECE facilitated the procurement and distribution of kitchen utensils to the 8 targeted schools. The project supplied the schools with kitchen utensils in terms of stoves, serving buckets, plates, cups, server pots, washing basins for use during the feeding program.

The activity helped to ensure that the schools have adequate facilities, kitchen equipment and utensils to manage the food items at the schools.

3.2.1. Training of the school feeding committees on vital meal preparation, management, hygiene practice and OHS including production of vital meals from locally grown crops (Maize, Soya bean and ground nuts)

CYECE conducted trainings of school feeding committees on vital meals preparation, management, hygiene practice and OHS including production of vital meals from locally grown crops in all the 5 targeted schools. A total of 8 trainings were conducted thus 1 per school 15 Participants (5Males, 10 Females) at Tasekera, 15 Participants (2 Males,13 Females) at Kankhande, 15 Participants (7 Males, 8 Females) at Kaigwazanga, 15 Participants (6Males,9 Females) at Pinda, 15 Participants (7 Males, 8 Females) at Kamuzu, 15 Participants (5 Males, 10 Females) at Chimatiro, 15 Participants (4 Males, 11 Females) at Mtunthama and 15 Participants (6 Males, 9 Females) at Chambidzi primary schools.

The training covered formula for the production of vital meals from grown maize, soybean and groundnuts, sugar and salt. The trainings will help to prepare the committees for the continuity of the project after first year of implementation by CYECE.

As a result of the trainings, the school feeding committees have acquired skills on how to prepare vital meals for the learners using their own grown crops.



Figure 10: Trainings with school feeding committee on preparation of vital meal trainings at Pinda and Kankhande

1.1.1. Preparation and provision of vital meal to learners

CYECE provided meals for learners at Tasekera, Pinda, Kankhande, Kaigwazanga, Kamuzu, Chimatiro, Chambidzi and Mtunthama primary schools. The learners were provided with the meals once a day and all learners from standard 1-8 benefited from the initiative in all the schools. CYECE engaged the SMC's and together they facilitated formation of school feeding committees in the 8 targeted schools to oversee the provision of vital meals to the learners. The committees are responsible in developing a school feeding schedule for villages surrounding the schools to come and prepare meals for the learners.

The table below shows number of bags that were distributed per school and their average daily usage. ;

| SCHOOL | # OF PORRIDGE FLOUR BAGS DISTRIBUTED (25 KGS) | DAILY USAGE (25 KGS) |
|-------------|---|----------------------|
| Tasekera | 105 | 3 |
| Pinda | 120 | 3 |
| Kaigwazanga | 195 | 5 |
| Kankhande | 135 | 4.5 |
| Chimatiro | 100 | 3 |
| Mtunthama | 190 | 7 |
| Kamuzu | 119 | 3.5 |
| Chambidzi | 130 | 3.5 |

The meals are provided during the lean period when shortages of food and hunger is a very huge problem in Malawi. The food crisis affects the education of children and most especially girls coming from poor families. The situation contributes to increase in school dropouts as children focuses on their stomachs rather than studies and most of these families find it of little importance to send their children to school.

| School | Enrolment | | | | | | % in increment from August to March |
|-------------|-----------|----------|------|-----------|------|------|-------------------------------------|
| | Year 2023 | | | Year 2024 | | | |
| | July | | | March | | | |
| | B | G | T | M | F | T | |
| Tasekera | 316 | 307 | 623 | 326 | 331 | 657 | 5% |
| Pinda | 535 | 610 | 1145 | 552 | 610 | 1162 | 1% |
| Kaigwazanga | 617 | 617 | 1234 | 848 | 808 | 1656 | 34% |
| Kankhande | 536 | 479 | 1015 | 563 | 489 | 1052 | 4% |
| Chimatiro | 354 | 385 | 739 | 412 | 444 | 856 | 16% |
| Mtunthama | 1115 | 114 9 | 2264 | 1160 | 1194 | 2354 | 4% |
| Kamuzu | 385 | 408 | 739 | 464 | 450 | 914 | 24% |
| Chambidzi | 313 | 337 | 650 | 306 | 298 | 604 | -7% |

The daily provision of vital meals in schools has provided a strong incentive to parents to send their children to school and keep them there. This has helped the learners to focus on their studies at the same times increase enrolment and attendance thereby decreasing the drop outs rates among children especially girls. Further to that, the school meals have improved childhood nutrition as learners are provided with nutritious meals.

The above achievements and improved school's enrolment is evidenced in the table below that compares enrolments for 2 terms in all the targeted schools. The table has captured enrolment for September 2023, when the school feeding program commenced in schools and April, 2024, when the schools closed for the second term.

Figure 11: School Feeding at Kamuzu Primary School



3.2.2. Support schools with farm inputs and materials for growing of maize, soybean and groundnuts

CYECE supported the 8 targeted schools with farm inputs and materials for growing of maize, soybean and ground nuts. The project supported the schools with equipment, farm inputs and materials such as irrigation pumps and other implements including a hired tractor for land preparation. The agricultural extension workers were also engaged to orient communities on modern farming techniques. The schools are expected to use their own resources raised from the IGAs to procure farm inputs for the 2023 growing season.

During the 2023/24 growing season, one of the challenges that the schools faced was that the field crops were affected by dry spell which affected the maize growth and delayed fertilizer application which is expected to affect the yields. The situation was worse to G/nuts and soya beans as they dried up in most of the schools.

The table below shows estimated percentage of germination of seed per school, expected yield from general observations during the visits against the recommended expected yield from the agriculture extension workers;



Figure 12 & 13: Own grown crops (Soya bean and Maize) at Kaigwazanga



| School | Acres of land | | Percentages of germination of seed | Recommended/expected yield from the Agriculture Extension Workers (50Kgs Bags) | Expected yield (50 kgs bags) from the field observation |
|-------------|--------------------------|---------------------------|---|---|---|
| | Within the school campus | Outside the school campus | | | |
| Tasekera | 2 | 6 acres | Maize- 16% Soya Bean- 20% Groundnuts- 0% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize- 40 • Soya Bean-2 • G/Nuts-0 |
| Pinda | 9.5 acres | 0 | Maize- 40% Soya Bean- 60% Groundnuts- 15% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize-70-100 • Soya Bean-6 • G/Nuts-1/2 |
| Kankhande | 2 acres | 5.5 acres | Maize- 8% Soya Bean-70 % Groundnuts- 20% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize- 20 • Soya Bean-7 • G/Nuts- 2 |
| Kaigwazanga | 0 | 5.5 acres | Maize- 40% Soya Bean-30 % Groundnuts- 30% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize- 100 • Soya Bean- 3 • G/Nuts- 3 |
| Mtunthama | 8.25 acres | 1.5 acres | Maize- 84% Soya Bean- 10% Groundnuts- 20% | <ul style="list-style-type: none"> • Maize-250 • Soya Bean-10 • G/Nuts-10 | <ul style="list-style-type: none"> • Maize- 210 • Soya Bean-1 • G/Nuts-2 |
| Chimatiro | 3.5 acres | 8 acres | Maize-72 % Soya Bean-30 % Groundnuts- 40% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize-180 • Soya Bean-3 • G/Nuts-4 |
| Kamuzu | 6.5 acres | 0 | Maize- 60% Soya Bean-10% Groundnuts- 20% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize-150 • Soya Bean-1 • G/Nuts-2 |
| Chambidzi | 8.5 acres | 1 acre | Maize- 92% Soya Bean-51 % Groundnuts- 40% | <ul style="list-style-type: none"> • Maize- 250 • Soya Bean- 10 • G/Nuts- 10 | <ul style="list-style-type: none"> • Maize- 200-250 • Soya Bean- 5 • G/Nuts- 4 |

4.0. Objective 3. To support tobacco growing communities of Kasungu, Mchinji and Dowa to generate income for the school feeding initiative

4.1. Support the schools to establish school vegetable gardens

CYECE facilitated the process of establishing vegetable gardens per school. 8 vegetable sites were identified within the school campus. This was as a result of the lessons learnt from the previous projects whereby vegetable gardens were far from the schools and it was affecting the management by the SMC. As a way of addressing the challenge, the project managed to install high solar powered irrigation system within the school campuses and constructed water tanks for the storage of water during the dry season. The solar system will be able to irrigate the 2 acres of land per school.

| School | Acres of land per school | Suggested crops | |
|-------------|--------------------------|-------------------------------|-------------------------------|
| | | 1 st growing cycle | 2 nd growing cycle |
| Tasekera | 2.2 acres | Maize | Tomatoes |
| Pinda | 2.121 acres | Maize | Irish potatoes |
| Kankhande | 2.0 acres | Maize | Maize |
| Kaigwazanga | 2.5 acres | Irish potatoes | Maize |
| Mtunthama | 2.886 acres | Maize and Irish potatoes | Maize and tomatoes |
| Chimatiro | 2.324 acres | Maize and Irish potatoes | Maize and tomatoes |
| Kamuzu | 2.4 acres | Maize and Irish potatoes | Maize and Tomatoes |
| Chambidzi | 2.749 acres | Maize and Irish potatoes | Maize and Tomatoes |

CYECE facilitated development of vegetable gardens plans to avoid late planting and land preparation. The schools were further oriented on the vegetable garden tools and they suggested possible dates for implementation of vegetable garden activities. The vegetable gardens are expected to start immediately after harvest thus last week of April as most of the schools used the land for vegetable garden to grow crops for school feeding. The schools will have 2 vegetable growing cycles. The following is a table showing acres of land, suggested crops to be planted per school in the 2 growing cycles;



Figure 14: Installed irrigation system at Tasekera primary school



4.2. Training of the management committee in record keeping, financial literacy, banking and OHS
 CYECE conducted trainings of management committees in record keeping, financial literacy, banking and OHS in all the 8 targeted schools. The committee members were trained in business management skills, financial literacy, group dynamics, baking, management of maize mills and child related topics such as child labour work, hazardous work for a child and definition of a child and child labour among others.

A total of 8 trainings were conducted thus 1 per school 10 Participants (5 Males, 5 Females) at Tasekera, 10 Participants (6 Males, 4 Females) at Kankhande, 10 Participants (5 Males, 5 Females) at Kaigwazanga, 10 Participants (7 Males, 3 Females) at Pinda, 10 Participants (5 Males, 5 Females) at Kamuzu, 10 Participants (5 Males, 5 Females) at Chimatiro, 10 Participants (4 Males, 6 Females) at Mtunthama and 10 Participants (6 Males, 4 Females) at Chambidzi primary schools.

As the result of the trainings, the operational committee members have gained skills in record keeping, financial literacy and banking among others. The committee feel empowered and are ably managing the after school and school feeding initiatives.

Monitoring and Evaluation Activities

4.3. Weekly data collection, supervision and community support

CYECE conducted weekly data collection, supervision and support monitoring visits in all the targeted schools. This is conducted by CYECE field Assistants in the districts that are responsible in monitoring, supervising and also offering community support to the project.

4.4. Monthly monitoring visits per school

CYECE conducted monthly joint monitoring visits to all the 8 targeted schools. The visits aimed at validating data received from the schools, follow up with district and community stakeholders and also address challenges faced by the specific schools in order to improve project implementation towards objectives.

Evaluation

4.5. Baseline assessment

CYECE conducted the baseline study in these 8 schools in the month of October, 2023. During the baseline study, the data collected pertained to the month of July 2023, which marked the end of term 3. The assessment considered various variables including; school enrollment, school attendance, academic performance, school dropout rates, and crops grown by the schools, water, sanitation, hygiene (WASH) practices and after-school programs. The assessment of the variables involved structured questionnaires administered to head teacher and deputy head teacher, as well as the use of a checklist tool for observations.

Below are key findings of the school feeding and after School Program baseline





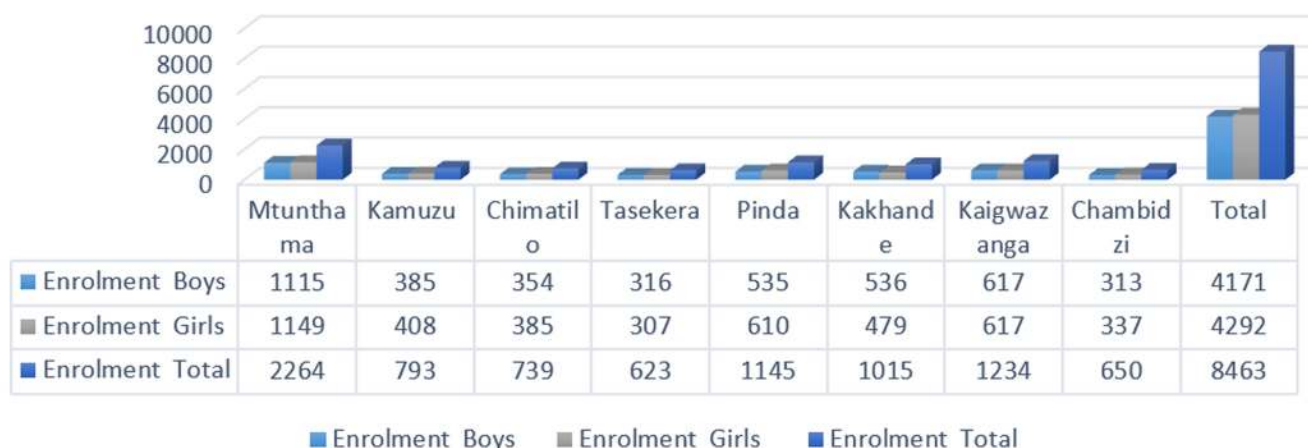
i. Availability of School Feeding Program in Eight Schools

The baseline explores the existence of school feeding program in the targeted schools namely Mtunthama, Kamuzu, Chimatiro, Tasekera, Pinda, Kankhande, Kaigwazanga and Chambidzi in tobacco growing areas of Kasungu, Mchinji and Dowa Districts. The results revealed that the schools mentioned above had no school feeding program in progress as of July 2023. The study also revealed that the schools had no kitchen utensil that could be used to prepare the meals and feed the learners e.g., pots, stoves, plates, serving buckets, cups. The school feeding infrastructures were not available in all schools. The study looked at school feeding committee, kitchen storerooms. The study observed that the feeding space was available within the school campus.

ii. School Enrolment

Figure 1: Summary School Enrolment I

2022/23 Enrolment for 2023 Schools in Kasungu , Mchinji and Dowa



The graph above represents the enrolment of 2023 schools the results shows that 4171 boys and 4292 girls were enrolment in 8 school in 2022/23 academic year. The graph above shows that Mtunthama enrolled 2264 learners, 1115 boys and 1149 girls while at Kamuzu primary 385 boys and 405 girls were enrolled. A total of 739 learners, 35

4 boys and 385 girls were registered at Chimatiro primary school in 2022/23 academic year. Tasekera Primary School registered 316 boys and 307 girls while 535 boys and 610 girls were registered at Pinda Primary School. Kankhande primary in 2022/23 academic year enrolled 536 boys and 479 girls while Kaigwazanga enrolled 617 boys and 617 girls. 650 learners, 313 boys and 337 girls were enrolled at Chambidzi. making a total of 8463 learners who were enrolled in 2022/23 academic year at all 8 targeted school.

iii. School Attendance

Table 1: Summary School Attendance

| Attendance rate for 2023 Expansion school | | | |
|---|--------|--------|--------|
| Name of School | Boys % | Girls% | Total% |
| Mtunthama | 44 | 43 | 87 |
| Kamuzu | 43 | 39 | 81 |
| Chimatiro | 44 | 46 | 91 |
| Tasekera | 44 | 42 | 86 |
| Pinda | 38 | 42 | 80 |
| Kankhande | 50 | 46 | 96 |
| Kaigwazanga | 33 | 31 | 64 |
| Chambidzi | 41 | 41 | 82 |

The table above presents the summary attendance results from eight targeted schools. on average on schools registered good attendance in July 2023. Kankhande registered the highest attendance rate 96% followed by Chimatiro Primary School. The rest of the school registered between 87 % to 80% except Kaigwazanga which registered the lowest, 64% attendance rate.

iv. Pass rate

The project not only measure the progress and performance of the project using Enrolment and Attendance. The project measures the proportion of learners who succeeded in passing examinations and any other assessment. Pass rate is another Key Performance Indicator in this project. Pass rate is being determined by dividing number of learners who have passed the examination by those who attempted the examination and multiply the results by 100.

Table 2 : Summary Pass rate for Schools.

| Indicator | | Mtunthama | Kamuzu | Chimatiro | Tasekera | Pinda | Kankhande | Kaigwazanga | Chambidzi |
|-------------------------------------|-------|-----------|--------|-----------|----------|-------|-----------|-------------|-----------|
| Number of learners who sat for Exam | Boys | 1015 | 314 | 245 | 266 | 363 | 382 | 617 | 303 |
| | Girls | 911 | 326 | 273 | 281 | 411 | 353 | 617 | 322 |
| Number of Learners who passed Exams | Boys | 713 | 163 | 154 | 141 | 277 | 261 | 459 | 196 |
| | Girls | 864 | 172 | 197 | 142 | 310 | 234 | 398 | 191 |
| Pass Rate % | Boys | 37 | 25 | 30 | 26 | 36 | 36 | 37 | 31 |
| | Girls | 45 | 27 | 38 | 26 | 40 | 32 | 32 | 31 |

From the table above 37% of 1015 boys and 45% of 911 learners who sat for the end of term examination at Mtunthama Primary school passed examination while at Kamuzu Primary school on 25 % of 314 boys and 27% of 326 girls managed to pass examination and at Chimatiro Primary school 30 % boys and 38% girls out of 245 and 273 for boys and girls respectively passed the examination in Kasungu district.

v. Transition

Table 3: Summary Primary School Leaving Certificate of Education Results for Schools.

| Indicators | | Mtunthama | Kamuzu | Chimatiro | Tasekera | Pinda | Kankhande | Kaigwazanga | Chambidzi |
|-------------------------------|--------------|------------|-----------|-----------|------------|------------|------------|-------------|-----------|
| Number who sat for Exams | Boys | 107 | 15 | 10 | 11 | 23 | 59 | 88 | 23 |
| | Girls | 128 | 20 | 13 | 24 | 26 | 44 | 72 | 27 |
| | Total | 235 | 24 | 23 | 35 | 49 | 103 | 160 | 50 |
| Number who passed Examination | Boys | 98 | 13 | 10 | 11 | 22 | 59 | 85 | 19 |
| | Girls | 101 | 20 | 11 | 24 | 27 | 40 | 67 | 13 |
| | Total | 199 | 33 | 21 | 35 | 49 | 99 | 152 | 32 |
| Pass Rate % | Boys | 42 | 37 | 43 | 31 | 45 | 57 | 53 | 38 |
| | Girls | 43 | 57 | 48 | 69 | 55 | 39 | 42 | 26 |
| | Total | 85 | 94 | 91 | 100 | 100 | 96 | 95 | 64 |
| Number who got selected | Boys | 52 | 4 | 2 | 11 | 2 | 5 | 2 | 7 |
| | Girls | 36 | 10 | 3 | 24 | 0 | 6 | 0 | 4 |
| | Total | 88 | 14 | 5 | 35 | 2 | 11 | 2 | 11 |

The table above shows the Primary School Leaving Certificate of Education results for the schools. The table outlines the number of learners who sat examination and those who passed the examination. The table further explains the number of learners who were promoted to secondary schools. Mtunthama primary school promoted 88 learners to secondary school, seconded by Tasekera which promoted 35 learners to secondary schools. Kamuzu promoted 14 learners while Kankhande and Chambidzi primary school also promoted 11 learners to secondary. 5 learners, 2 learners and other 2 learners were promoted to secondary from Chimatiro and Pinda and Kaigwazanga primary school respectively.

vi. Dropout

Table 4: Summary Drop Out for Schools

| Indicators | | Mtunthama | Kamuzu | Chimatiro | Tasekera | Pinda | Kankhande | Kaigwazanga | Chambidzi |
|--------------------|-------|-----------|--------|-----------|----------|-------|-----------|-------------|-----------|
| Number of Dropouts | Boys | 131 | 0 | 38 | 50 | 14 | 1 | 46 | 2 |
| | Girls | 170 | 0 | 24 | 26 | 25 | 7 | 46 | 3 |
| | Total | 301 | 0 | 62 | 76 | 38 | 8 | 82 | 5 |
| Dropout Rate% | Boys | 12 | 0 | 5 | 16 | 3 | 0.2 | 7.5 | 0.3 |
| | Girls | 15 | 0 | 6 | 8 | 4 | 1.5 | 7.5 | 0.5 |
| | Total | 27 | 0 | 8 | 24 | 7 | 1.7 | 15 | 0.8 |

The project is designed to reduce drop out cases in the targeted schools. 27% of learners at Mtunthama did not finish the 22/23 academic year they dropped on the way. while Kamuzu Primary did not register any dropout cases. 8% of learners and 24% learners drooped from school at Chimatiro and Tasekera respectively. Pinda registered 7% drop out rate, 1.7% from Kankhande while Kaigwazanga and Chambidzi registered 15% and 0.8 % drop out rate in 22/23 academic year.

vii. Water, Sanitation and Hygiene

Good infrastructures and proper WASH facilities are also critical in attracting learners to attend the classes more especially girls. The baseline assessment further captured the WASH infrastructure and sanitation information from all eight targeted schools. The study also captured the availability of water in schools as it is an important element in the fight against water borne disease including COVID 19.

a. Main Source of Drinking Water

The study gathered data on the primary source of drinking water in all eight primary schools. It was noted that each school had at least one borehole on campus, providing safe drinking water for students, or access to piped water. However, the study also found a lack of handwashing facilities in these schools, which is essential for promoting good hygiene practices.

b. Presence of Toilets and Pit Latrines.

The baseline study assessed the availability and condition of toilets and pit latrines in primary schools, which are crucial for promoting sanitation and hygiene. The study observed that all schools had toilets and pit latrines for both boys and girls, as well as pit latrines for staff members, all of which were in good condition.

viii. Own grown crops.

For the sustainability of the School Feeding and After School program. The school are requested to engage into farming by growing, maize, Soya beans and Groundnuts from 7.5 acres to be used to make porridge flour to make sure the continued provision of vital meals to learners. The study also dwells on land ownership and farming activities happening in schools.

a. Land Ownership

This information presents the available land that the schools own or leased.

Figure 2: Land Ownership



The graph above presents the land that is available in schools for cultivation of maize, soya and g/nuts to support school feeding in the second year of implementation. From the graph above Mtunthama Primary school own 7.88 acres, while Kamuzu Primary school own 7.611 acres whereas Chimatiro in total own 7.62 acres from which 1.576 is owned by the school while 6.044 was freely given by the chiefs in Kasungu district. In Mchinji district Tasekera, Pinda Kaigwazanga schools have the same size of 7.5 acres which was subleased by the chiefs except Tasekera. Kankhande has 3.6 acres available that was subleased by the chiefs. In Dowa district, Chambidzi Primary school own 6.492 acres. The schools are expected to grow Maize, Soya Beans and G/nuts to support the school feeding program from the second year of implementation even after the project takes off.

b. Farming Activities

The study also assessed if the schools are engaged in any farming activities before the implementation of Support for School Feeding and After School program. The study observed that they never been engaged in any kind of farming activities.

ix. Income Generating Activities

The study also captured the Income Generating Activities data. The results shows that the school generate income through the contribution of the development fee by learners (1,000 per learners) to support school activities. The Government of Malawi also supports the schools with School Improvement Grants to support school activities and procurement of school materials.

x. Availability of After School Program

Another pillar for this project is After School Program to reduce children's idleness after school hours to prevent them from engaging into child labor.

a. Indoor Games

The study collected Indoor Games data. During the study it was observed that the learners are not engaged indoor games as the indoor games' facilities were not available in all schools.

b. Outdoor Games

The assessment also focused on the Outdoor games that are present in all the eight Primary School. It was observed that during the assessment, learners are only involved in Football and Netball. All schools had at least 2 balls for netball and football games.

5.0. What is your overall assessment of the achievements accomplished so far?

Despite the dry spell that affected the germination and growth of crops in the gardens, the implementation of the project is on track as all the planned activities in the reporting period have been completed.

The following are key outputs of activities accomplished so far;

- 8 briefing meetings were conducted reaching out to 38 people thus 10 people (8 Males, 2 Females) in Mchinji, 8 people (all Males) in Ntchisi and 10 people (9 Males, 1 Female) in Kasungu.
- 8 ADC meetings were conducted reaching out to 40 Participants (27 Males, 13 Females) at Tasekera, 40 Participants (19 Males, 21 Females) at Kankhande, 40 Participants (34 Males, 6 Females) at Kaigwazanga, 40 Participants (24 Males, 16 Females) at Pinda, 40 Participants (27 Males, 13 Females) at Kamuzu, 38 Participants (21 Males, 17 Females) at Chimatiro, 40 Participants (23 Males, 17 Females) at Mtunthama and 40 Participants (22 Males, 18 Females) at Chambidzi primary schools.
- 8 sensitization meetings were conducted reaching out to 50 Participants (36 Males, 14 Females) at Tasekera, 50 Participants (27 Males, 23 Females) at Kankhande, 50 Participants (26 Males, 24 Females) at Kaigwazanga, 50 Participants (31 Males, 19 Females) at Pinda, 50 Participants (34 Males, 16 Females) at Kamuzu, 50 Participants (39 Males, 11 Females) at Chimatiro, 50 Participants (35 Males, 15 Females) at Mtunthama and 50 Participants (28 Males, 22 Females) at Chambidzi primary schools.
- 8 sites were identified per school in 8 targeted schools. The sites were for sites for play centers, school feeding, vegetable garden, and farm.
- A total of 2 committees were formed per school in all the targeted 8 schools thus the Advisory Board and Operational committee
- 8 play centre grounds were established in Tasekera, Pinda, Kankhande, Kaigwazanga, Mtunthama, Kamuzu, Chambidzi and Chimatiro primary schools



- Training of teachers and community members on management and maintenance of the play centers were conducted reaching out to 15 Participants (10 Males, 5 Females) at Tasekera, 15 Participants (8 Males,7 Females) at Kankhande, 15 Participants (13 Males, 2 Females) at Kaigwazanga, 15 Participants (9Males,6 Females) at Pinda, 15 Participants (11Males, 4 Females) at Kamuzu, 15 Participants (12Males,3 Females) at Chimatiro, 15 Participants (9 Males, 6 Females) at Mtunthama and 15 Participants (7 Males, 8 Females) at Chambidzi primary schools.

- 8 kitchens were constructed in all the 8 targeted schools

- Training of school feeding committees on vital meal preparation, management, hygiene practice and OHS including production of vital meals from locally grown crops were conducted reaching out to 15 Participants (5Males, 10 Females) at Tasekera, 15 Participants (2 Males,13 Females) at Kankhande, 15 Participants (7 Males, 8 Females) at Kaigwazanga, 15 Participants (6Males,9 Females) at Pinda, 15 Participants (7 Males, 8 Females) at Kamuzu, 15 Participants (5 Males, 10 Females) at Chimatiro, 15 Participants (4 Males, 11 Females) at Mtunthama and 15 Participants (6 Males, 9 Females) at Chambidzi primary schools.

- A total of 657 learners (326 Boys, 331 Girls) at Tasekera, 1052 learners (563 Boys , 489 Girls) at Kankhande, 1656 learners (848 Boys, 808 Girls) at Kaigwazanga, 1162 learners (552 Boys , 610Girls) at Pinda, 914 learners (464 Boys , 450Girls) at Kamuzu, 856 learners (412 Boys , 444Girls) at Chimatiro, 2354 learners (1160 Boys , 1194Girls) at Mtunthama and 604 learners (306 Boys , 298Girls) at Chambidzi were served with vital meals. This is the enrolment as of March, 2024, this is the period when the schools were supported with vital meals as they closed for holidays in April.

- Training of management committee on record keeping, financial literacy, banking and OHS were conducted reaching out to10 Participants (5 Males, 5 Females) at Tasekera, 10 Participants (6 Males, 4 Females) at Kankhande, 10 Participants (5 Males, 5 Females) at Kaigwazanga, 10 Participants (7 Males, 3 Females) at Pinda, 10 Participants (5 Males, 5 Females) at Kamuzu, 10 Participants (5 Males, 5 Females) at Chimatiro, 10 Participants (4 Males, 6 Females) at Mtunthama and 10 Participants (6 Males, 4 Females) at Chambidzi primary schools.

- 1 baseline assessment was conducted

- Installation of 8 solar irrigation system for the vegetable garden was conducted in all the 8 schools

6.0.What key activities still need to be implemented?

- Support the schools to establish a vegetable garden
- Weekly data collection, supervision and community support
- Initiate interschool indoor and outdoor competitions for learners in the target schools
- Harvesting and storage of own grown crops

7.0.Please describe the population(s) served by the grant up to date. Use numbers and demographics such as age, gender, geographic location and percentage of low- and moderate-income served.

The table below shows the enrolment per school (for the month of March, 2024) representing the total population of learners served by the grant.

| | SCHOOL | BOYS | GIRLS | TOTAL ENROLMENT |
|-------------|-------------|------|-------|-----------------|
| LLTC | Kamuzu | 464 | 450 | 914 |
| | Mtunthama | 1160 | 1194 | 2354 |
| | Chimatiro | 412 | 444 | 856 |
| | Chambidzi | 306 | 298 | 604 |
| AOI | Tasekera | 326 | 331 | 657 |
| | Kaigwazanga | 848 | 808 | 1656 |
| | Kankhande | 563 | 489 | 1052 |
| | Pinda | 552 | 610 | 1162 |

8.0. Please describe any changes of the program from the original proposal.

N/A

9.0. Your work to date, are you on track to achieve the results with time and budget remaining? If not, please provide the rationale and describe what steps you are taking to finalize the activities on time.

The table below shows the status of activities implemented;

| KEY ACTIVITIES | STATUS |
|---|--|
| Briefing meetings with district officials (head of departments) in Kasungu, Mchinji and Dowa | Completed |
| ADC meetings in school areas | Completed |
| Sensitization meetings with school committees, chiefs and teachers (T/A to be available during this meeting) | Completed |
| Identification of sites in the target schools for play centers, school feeding and IGAs (i.e., maize, groundnuts and soybean gardens, maize miller shelters, kitchen, canteens etc.) | Completed |
| Formation of project committees (School feeding, Bakery, canteen, IGAs) | Completed |
| Training of project stakeholders (SMC, PTA, head teachers, Extension Workers, Chiefs, ADC, VDC) in project management | Completed |
| Establishment of a play center | Completed |
| Procurement and delivery of indoor and outdoor games | Completed |
| Conduct training of teachers and learners in extra murals and OHS | Completed |
| Training of teachers and community members on management and maintenance of the play centers | Completed |
| Initiate inter-class indoor and outdoor competitions for learners in the target schools (once a month) | On going |
| Initiate interschool indoor and outdoor competitions for learners in the target schools (once per term) | On going |
| Regular maintenance of the play centers (Once per term) | On going |
| Procurement and distribution of kitchen utensils (i.e., pots, stoves, plates etc.) | Completed |
| Procurement and distribution of startup vital meals (phala) in all the targeted schools | Completed |
| Construction of the kitchen with storerooms and feeding space | Completed |
| Training of the school feeding committees on vital meal preparation, management, hygiene practice and OHS including production of vital meals from locally grown crops (Maize, Soya bean and ground nuts) | Completed |
| Preparation and provision of vital meal to learners | Completed |
| Preparation of land (Clearing, ploughing, harrowing, tilling etc.) | Completed |
| Support schools with farm inputs and materials for growing of maize, soybean and groundnuts | Completed |
| Engage Agricultural Extension workers and other stakeholders to orient communities on modern farming techniques | Completed |
| Planting, weeding, fertilizer application, harvesting and storage | The crops are still in the field. Harvesting will be done at the end of April. |
| Training of the management committee on record keeping, financial literacy, banking and OHS | Completed |
| Opening of a bank account | Completed |
| Establishment of a vegetable garden | Completed |
| Baseline assessment | Completed |

10.0. Have you been publicly recognized so far?

The school feeding and after initiative grant has been publicly recognized by posting of activity pictures, success stories, posters on commemoration of child labour day on CYECE's website, WhatsApp forums and Facebook; Below are some of the links;

www.cyecemw.org
www.facebook.com/cyece
www.twitter.com/cyece
www.instagram.com/cyece



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