Kupilira

A community engagement strategy and action plan for 'last-mile' flood-affected communities in southern Malawi

by

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Facts & Figures from targeted districts

Facts and Figures	Chikwawa District	Nsanje District	Zomba District	Malawi
Total population	565,000	299,000	746,000	17,564,000
% of total population	3.2	2	5.5	
Number of children	290,000	158,000	386,000	8,895,000
Number of orphans	34,000	23,000	44,000	978,000
0 to 12 months	18,000	9,000	22,000	263,837
1 to 4 year olds	69,000	38,000	85,000	1,002,598
5 to 9 year olds	87,000	48,000	117,000	1,333,916
10 to 14 year olds	79,000	43,000	113,000	1,286,091
% of population who have completed primary education	5.7	5.2	7.1	7.1

Source: 2018 Malawi Household & Population Census, Main Report

Facts & Figures on Malawi's children

50% of the population are under 18 years of age

70% live on less than $1.90 per day

1 in 3 children are stunted

40,000 children die every year
(primarily due to diarrhea, pneumonia, malaria)

30% of babies are born to women under 19 years of age

50% of women married by the age of 18 years

6% of births are registered

1 in 3 women are beaten in front of their children

40% of children enrol in pre-school

35% of children complete primary school

Source: UNICEF, 2018. Country Development Programme (2018-2023)

Introduction

As well as being one of the world's poorest countries, Malawi is on the frontline of climate change and is prone to many natural and man-made hazards including floods, droughts, cyclones, earthquakes, fires and disease outbreaks. At the beginning of 2019 over 3.3 million people were classified as being in need of urgent humanitarian support due to consecutive poor harvests. These needs were exacerbated due to Cyclone Idai which hit Malawi in March 2019. Heavy rains and fierce winds resulted in severe flooding across 15 districts, affecting an estimated 869,000 people including 443,000 children.

Malawi's most rural communities are also commonly among its poorest, most under-served (especially in health and education services) and are most frequently hit by floods and food insecurity. The confluence of these circumstances is very apparent among the island and 'last-mile' rural communities of Chikwawa, Nsanje and Zomba: three of Malawi's districts worst hit by Cyclone Idai in 2019.

Although highly vulnerable and extremely poor, the coping strategies employed by these communities so regularly affected by flooding may hold the answer to how UNICEF, in partnership with Government and other key stakeholders, can more effectively target and deliver tailored, multi-sectoral support in a sustainable manner that supports these communities' home-grown efforts to become better prepared and more resilient to future shocks.

To this end, in June 2019 UNICEF-Malawi, with the support of Irish Aid's Rapid Response Corps, deployed a community engagement specialist to communities worst-hit by Cyclone Idai to conduct community consultations and engagement activities.

This report outlines the findings and insights gathered during this work and proposes a 'Community Engagement Strategy and Acton Plan' to establish fluid, 2-way communications between UNICEF, Government and 'last-mile' flood-affected communities to help determine and support the most effective and sustainable resilience building solutions articulated by these communities. For brevity, this 'Community Engagement Strategy and Action Plan' will be referred to as 'Kupilira', a name that was recommended during a community meeting. Kupilira means 'perseverance' in Chichewa.

Despite the deeply entrenched poverty in these disaster-prone areas, the projected increase in the frequency and intensity of natural disasters in Malawi due to the impact of climate change, if UNICEF can leverage and focus the expertise of its different sectors and its comparative advantage among UN agencies as the custodian of the Convention on the Rights of the Child, there are clear opportunities to develop a versatile and multisectoral tool to help UNICEF and Government listen to and learn from these communities and support them in devising and realising larger-scale but sustainable solutions to the problems they face, and over the long-term enable them to be more child-friendly and inclusive, and laying the foundations for these communities to claim their child-related basic rights.

Monyo Village Children's Corner, Nyachikadza Island, Nsanje

Methodology

Combinations of the community engagement exercises listed below were conducted with more than 700 members of 20 flood-affected communities (displaced and hosts) in Chikwawa, Nsanje and Zomba districts between June and December, 2019, to inform the design of the 'Community Engagement Strategy and Action Plan'/Kupilira.

Dozens of meetings with traditional leaders, community group leaders, Government officials and NGO representatives, took place during the same period. Insights gained from these exercises and meetings are listed in the 'Description' section of each community engagement exercise below.

Find a step-by-step instructions for each exercise in Annex 1.

Exercise #1 – Information flows through the floods
Exercise #2 – Draw a picture and write your name
Exercise #3 – Draw a map of your Group Village
Exercise #4—Send a story competition
Exercise #5(a) – Who's Who?
Exercise #5(b) – Coping strategies: Vuto & Maganisa (Challenges and Solutions)
Exercise #6 – Cinema Discussion

'Community Engagement in Malawi' Google Map

All of the communities visited and the location of their schools and CBCCs can be found on this interactive Google Map, click here.

Communities visited

Chikwawa	Nsanje	Zomba
Chikuse Island, GVH Chikuse	GVH Bande	Chilipaine Village, GVH Kathebwe
Chisanu Village, GVH Nyambalo	Bitilinyo Camp/Village, GVH Bitilinyo	Kathebwe School, GVH Kathebwe
Dwanya (Old and New), GVH Nyambalo	GVH Monyo, Nyachikadza Island	Chisi Island, GVH Tchuka
GVH Jombo	Kadyamba Camp, GVH Sorgin	Namachete School/Camp, GVH Kimu
Mazongoza Island, GVH Mazongoza	GVH Kadyamba	Namkhombe School/Camp, GVH Kadwere
Namitcheni School/Camp, GVH Besta	Botoman Village, GVH Kadyamba	Mwambo VH, GVH Kadwere
Nyamchenga Camp/ Village, GVH Pakamwa		
Ubale Village, GVH Balala		

Key:
Blue – Flooded communities
Green – Host communities
Orange – Flooded island communities
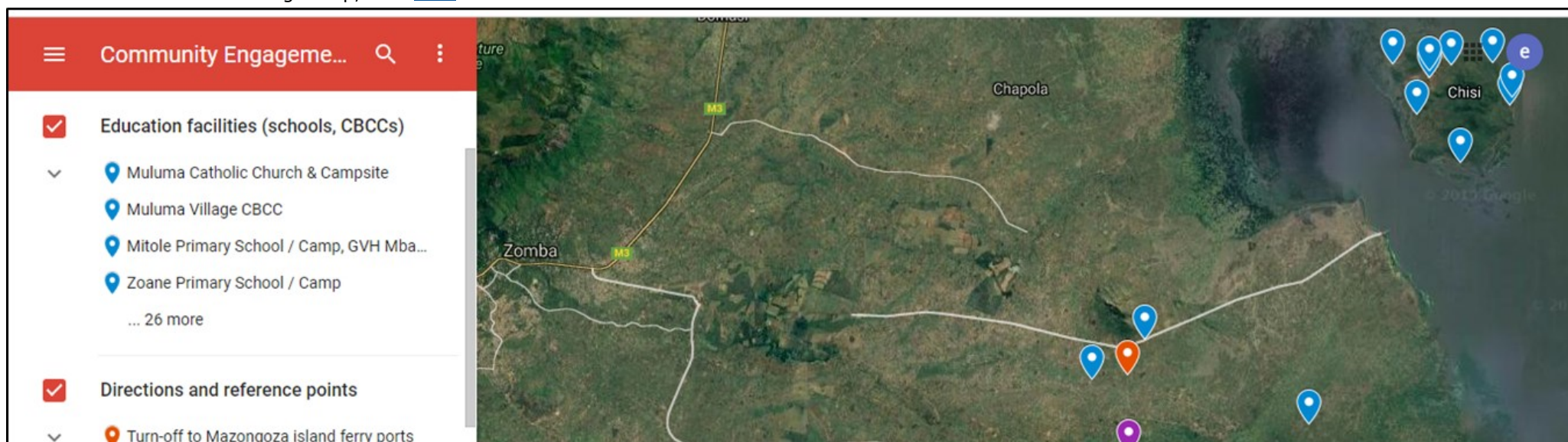
Exercise #1 –
Information flows through the floods

"The message we didn't receive but that we needed was how to escape when the weather changed"

"We were asking for nsima and getting blankets, or blankets and getting nsima. There is need for coordination among NGOs. They were not listening to us"

Children, Namkhombe School Camp, Zomba: *"We needed messages on how parents should live in harmony (in the camp)"*

Objective:

To understand what information flood-affected communities received, or needed but did not receive, before during and after being displaced by Cyclone Idai, as well as the communication channels through which they received this information and/or would prefer to receive it the next time they are flooded.

Description:

Different groups of p to 6 community members (e.g. young mothers, chiefs, men, school children) use post-its to answer a grid of 35 questions about their information needs and access to information channels at different stages during the floods (see photos opposite).

Findings & Insights:

- Phones, radios and chiefs – are the most desired and trusted sources of info in the village in times of flooding and in normal times.

- There are almost always a couple of people in a community who have WhatsApp (e.g. school teachers, heath surveillance assistants, ADC members)

- Approximately 50% of people have phones. Two thirds of men have a phone, one third of women.

- The poorest do not own phones or radios.

- C4D activities do not currently reach the poorest, most rural communities, **except** during emergencies when these people are living in camps.

- People received assistance and information that did not correspond to their most acute needs at different stages of the emergency.

- Communities are annoyed by an absence of transparency about decision-making in a way that risks causing resentment between communities (*"Why did one community get maize three times, but we did not get any?"*)

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Above—The 'Information flows through floods' exercise in Bitilinyo Camp, Nsanje

Below—Info flows through floods' exercise Nyanchengwa Camp, TA Makwhira, Chikwawa

"Weather reporters should inform us earlier that we need to be prepared"

"On the first day at the camp we received messages about taking care of ourselves and we were allocated sleeping areas, men and women separately."

"(When we arrived) we needed messages about security and how to keep the children safe"

Namkhombe School Camp, TA Mwambo, Zomba 20/06/2019

"We need information on how to encourage our parents to build stronger houses and not to plough along the river bank"

"We want messages on how to take care of our environment to avoid future disasters"
"We want messages on sustainable agriculture"

"Encouraging us to focus on our education. How to be hygienic and how to reduce violence against children."

Adolescent girls, Namkhombe School Camp, 18/06/2019

Accusations of witchcraft against those who weren't flooded is one of the biggest problems since people moved back"

Village Head, TA Mwambo, Zomba

"Your informant is always right, you just have to find out why."

Tanja Hendricks, Anthropologist, Chikwawa

Above— A woman outside her house that was damaged by the floods. She needs 90,000 kwacha (US$110) to rebuild it exactly as it was. GVH Kathebwe, TA Mwambo, Zomba.

Below—The residents of Nyanchengwa Camp, TA Makwhira, Chikwawa on 21/06/2019

Exercise #2 – Draw a map of your Group Village

Objective:

To obtain a map and a shared perspective with community members, that can be used as a basis for discussion about topics affecting their community.

Description:

Community members compete in groups to draw the most detailed A1-sized map of their Group Village/community.

Findings & Insights:

Distances to education and health facilities are much greater for communities in flood-prone area, as far as 18 km to a primary school.

The flood-prone areas offer much higher food production than upper lands due to highly fertile and moist soils. As a result flood-prone areas experience significant inward migration from nearby upper-land communities from March to December.

There are no government primary schools on flood-prone islands in Chikwawa and Nsanje, despite populations of more than 7,000 people on one island (Nyachikadza).

The rate of construction of houses by INGOs in close-by upper lands is much lower than demand (less than 10% of the amount needed), a more large-scale and sustainable solution is required.

Despite Government's persistent instructions for communities in these areas to move to upper lands, this only appears to happens when:

- Their Chiefs (GVHs/TA) says people should move

- The distance to their farmland is still within walking distance (maximum 5 kilometres)

- Amenities (boreholes, clinics, schools) have already been provided in upper lands

- The regularity of flooding has obviously increased and people have suffered great trauma during Cyclone Idai (people died, trapped on roofs or up trees for days, houses completely washed away)

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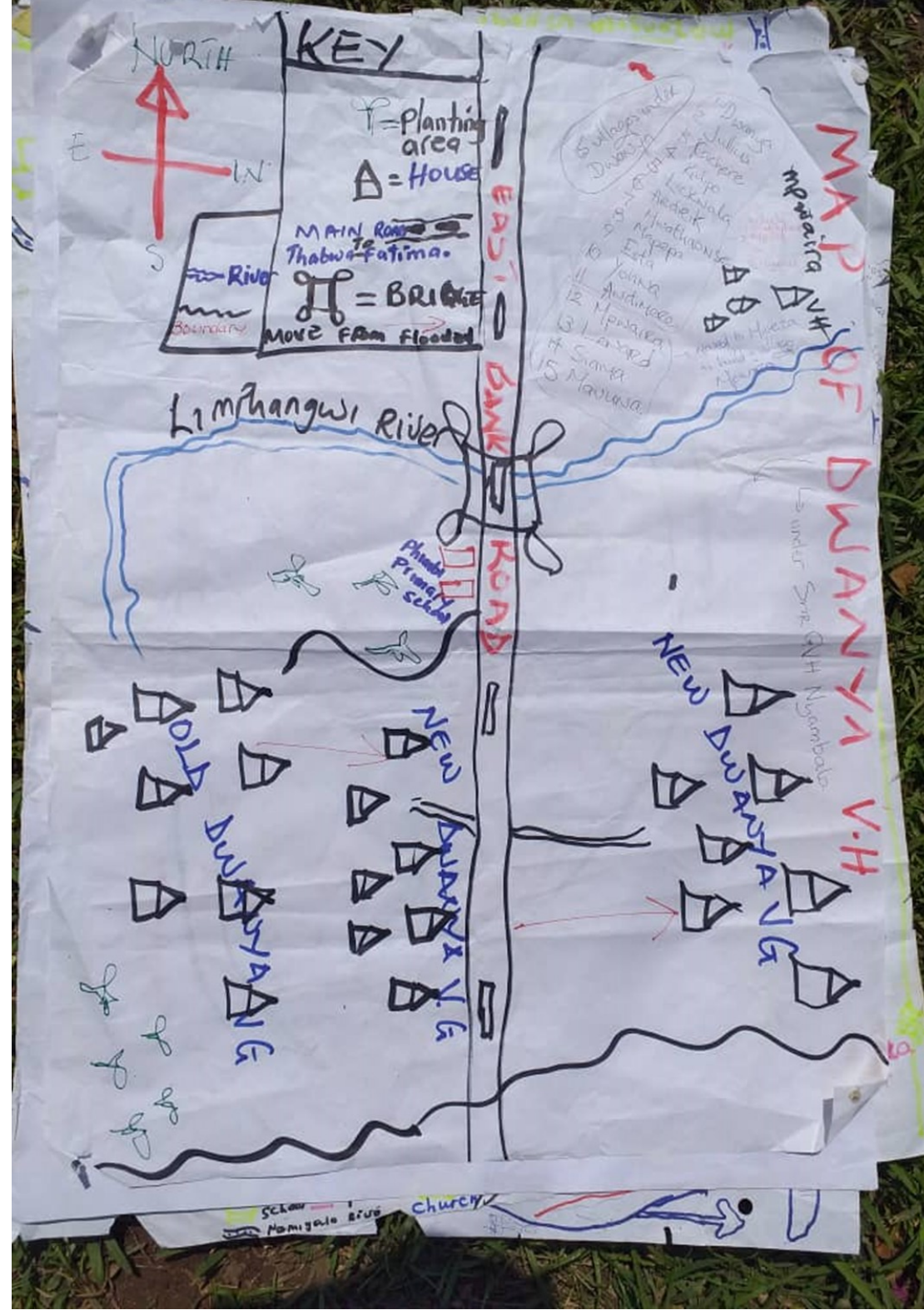
Exercise #3a –
Draw a picture and write your name

Objective: Gain insight into children's priorities, opinions and perspectives, and their access to and quality of education

Description: Ask children to draw a picture on a post-it and write their name and age on the back.

Findings & Insights:

The majority of children living on islands between the ages of 6 and 14 cannot write their names.

Children are not attending school (these exercises were conducted with children hanging around the community meetings during school hours). Reasons given included: 'school is too far away', 'no money for uniform', 'no money for school fees' (particularly 'School Investment Fund fees' (usually between 500 and 1,500 kwacha per term)).

When asked to draw a picture about how people should prepare for the next floods, children drew stronger houses, tree planting, cars (as a means of transport to evacuate quickly when the floods come), phones (to communicate warnings).

When asked to draw a picture of something that makes them happy, 11 of 23 children living in a camp drew pictures of houses.

Exercise #3b—
Nursery Story Competition

Objective: To gain insights into local cultures and mythologies to inform interventions relating to social behaviour.

Description:

Pre-school nursery (CBCC) volunteers from targeted communities are invited to submit the nursery stories they tell their children into a competition. Stories are submitted through WhatsApp. Every person who makes an entry will receive a 250 kwacha Airtime coupon. The best entry from the area/community will re-ceive a 1,000 kwacha coupon. Top entries are shared with all CBCC volunteers and in an inter-community WhatsApp group.

The same competition, followed by basic training, varying the rewards, could also be organized for: Nursery rhymes, songs and dances (submitted by WhatsApp video); Fuel-efficient stove construction; Tippy-tap hand-washer construction; Local production of toys and puppets; Puppet show (submitted by video); Participating in community radio panel discussions;

Insights: See opposite.

Above— Out of school boys draw pictures at Maliko CBC, TA Mwambo, Zomba

Below—A nursery story competition submission from Chisi Island, TA Nkhumbira, Zomba
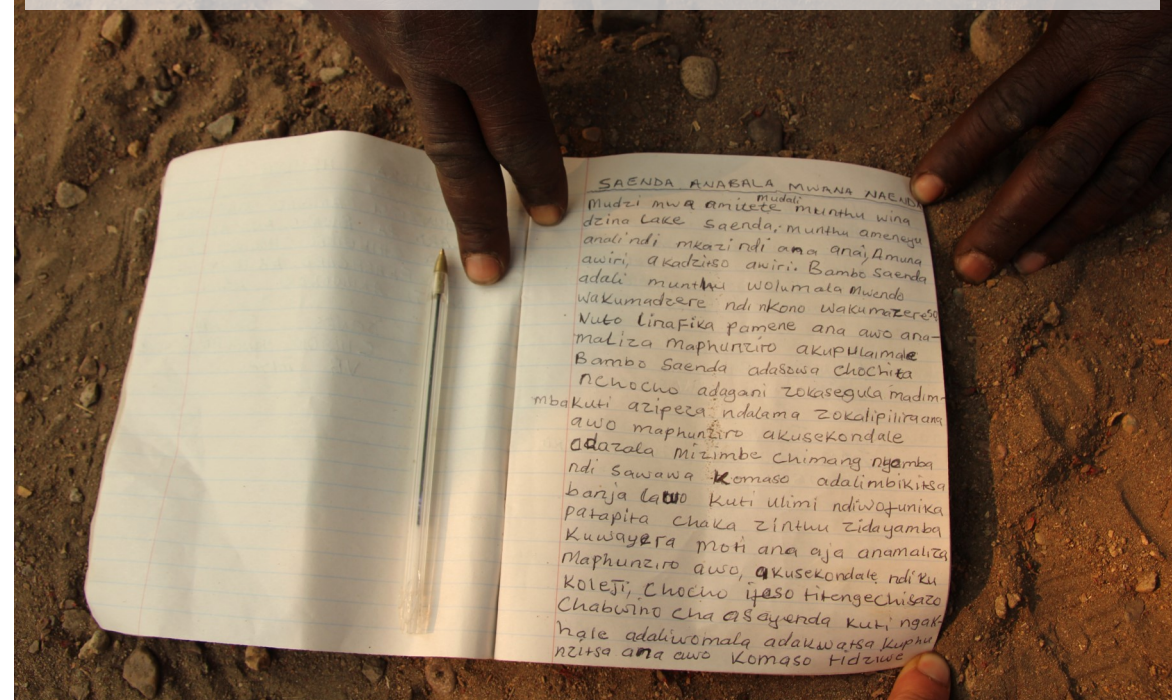
Exercise #4(a) – Who's Who?

Objective:

To identify the variety of local groups, committees, government and non-government stakeholders, and influential characters, between the poorest, most isolated farm-labourers and the District Council, and how information moves (or does not move) between everyone.

Description:

Community members are asked to list and then map all of the people and groups from village to district level, who get things organized and/or who make decisions affecting their communities. Emphasis is given to understanding what information the poorest and most vulnerable households receive, from who, through what channels, and who helps them and/or who do they go to if they have a problem and need help.

Findings & Insights:

Chiefs (aka Village Heads and Group Village Heads) are the closest, most accessible, best known, most respected figures of authority for the poorest members of rural communities.

Most communities have several volunteer groups, organized and run by committees. Supported by Government extension workers where they are available, these volunteers account for the majority of face-to-face social service provision in 'last-mile' rural communities.

Not all groups and committees appear in all communities, this depends on local volunteers and leadership.

The groups and committees that provide services to vulnerable groups (e.g. orphans, child-headed households, support to the sick and elderly and PLWHIV, meeting groups for mothers) and who were listed by community members most frequently included:

- Community-Based Childcare Centres (CBCCs) pre-school nurseries
- Mother care groups
- Support and Care groups
- Village Loan and Savings Schemes

Of all community-level groups CBCC pre-school nurseries have the most frequent contact with children and young mothers (3 to 5 times per week).

Most village/Group village-level committees usually meet once per month.

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Above— Chiefs of Nyachikadza Island illustrate the groups and structures that exist between their communities and the district council.

Below— Smaller orange and green postits detail the means and type of communications between stakeholders.

Groups and stakeholders from the most rural households to the District Council

Area-level

Primary Education Advisor

Ag Extension Worker

Social Welfare Officer

DEC

ADC

District Council

Chief (TA)

ACPC

Sub TA

Cmty Dev Asst

DoDMA Officer

Health Surveillance Assistant

Cmty Police

Police

Police Forum

Group Village-level

Parent Teacher Assoc

Head Teacher

School Mgmt Comiti

Village Development Comiti

Group Village Head

VCPC

Bwalo

VAC

Victims of HH Violence Comiti

Child Protection Volunteers

Village-level

Last-Mile & Island Communities

Drama Group

Mother Care Group

Cmty-based orgs

Pre-school nursery volunteers (CBCCs)

Nutrition Group

Youth Club

Children's Corners

Village Saving Group

Village Head

Nduna ya mfumu

Dis RM Group

Pastors

Pastors' Comiti

Borehole 'Pangiko' Comiti

Radio Listening Clubs

Health Centre Man C

Health Comiti

Cmty Health Volunteers

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Community banks' (aka Village Savings and Loan Schemes) have the most frequent meetings at village level. They usually meet once per week so that people can withdraw and lodge.

One common motivating factor to be on a committee appears to be the opportunity to attend trainings and receive allowances for attendance. However that is not to say that the motivations of most committee members to acquire more training to help them improve the effectiveness of their work for vulnerable people in their communities is not sincere: see quote below from Mary Chilembwe.

"We need updated information on Child Protection and training for the Child Protection committee we have set up. For example, we need guidance on how to reach out to the community to deal with harmful cultural practices and defilement, and how to talk to the families of teen pregnancies to make them return the girl to school: we need guidance on how to encourage them. We also need tailor-made messages to address child abuse, currently the messages are too generic."

Lucy Chilembwe, Child Protection Volunteer,

Mwambo Village Child Protection Committee (03/12/2019)

Dual, triple and quadruple membership of different committees is common, leading to quasi-professional committee members.

There are commonly more than 10 different churches within a Group Village. A small number of communities said they have a 'Pastors Committee' where pastors discuss matters. This requires further research.

Outside of committee meetings messages are communicated by phone calls (more than by SMS), through church gatherings, Chiefs' messengers and through schools where children bring home messages to parents.

Communities want to know the cost(s) and timelines of the projects being implemented in their communities. Community members said they regularly request this information from the NGOs, ADCs and District Council, but it is not provided.

Above— Almost 90 members of communities from Balala GVH, TA Ngabu, Chikwawa come together in Ubale village to help identify who's who.

Below— Community members on Nyachikadza Island, Nsanje, use green postits to illustrate the potential links they can see between people, structures, tools and technologies.

Chiefs

"When someone dies in a village, before you cry, you tell the chief"

"If you want to communicate with people, get the Chiefs' buy-in"

"The beautiful part of the chiefs and the traditional authority system is that they are permanent, versus the politicians. If chiefs are strong they can keep programmes and impacts going"

Of all the stakeholders between the District Comissioner and the poorest farm-labourer, local chiefs appear to be the most crucial in maintaining order and harmony, especially between displaced and host communities in times of flooding. During floods these chiefs are the key decision-makers and dispute-resolvers about who will sleep on whose land and who can use what amenities. During displacements chiefs and TAs make (rental) agreements to harmonise relations between displaced and host communities.

Typically a chief is (a):

- gate-keeper to their community and a figure of authority whose endorsement and support are prerequisite for sustainable and meaningful changes in social behaviour and development within their community.

- known, respected and obeyed by all of their 'subjects'

- custodian of 'indigenous knowledge' and of centuries-old local governance structures and traditional authorities, with a birthright to maintain and uphold this heritage

- duty-bearer with life-long responsibilities and obligations to the communities they govern, and who is held accountable by his/her 'subjects' through customary traditional authority structures and complaints feedback mechanisms.

- Duty-bound to maintain harmony within and between communities in normal times and in times of crisis

- Regularly accused of fraud, corruption and nepotism. Accusations of chiefs diverting resources during the Cyclone Idai response (e.g. non-matching or absent distribution lists, at community/camp-level) should take community-level political economies into consideration.

"We need to develop a 'Chief's Policy', within which one of the things we need to highlight is the need to put Chiefs at the forefront of implementing government policy, where we can put it in black and white the roles and responsibilities of the Chiefs"

Chiefs are our custodians of culture and customs.

If Chiefs don't agree with your plans, nothing will change

The support we most need from UNICEF is to orientate new chiefs on their roles and responsibilities. For example, on the SDGs, chiefs need to know about them, at least the basics, so that when partners are coming the chiefs know what they are talking about. Where you find educated chiefs you find programmes that work"

Peer learning trainings and inter-community field visits for chiefs have been used before and are a very useful activity.

Chiefs and English: *"Chiefs are supposed to be advisors on these Area Development and Village Development Committees – how can they be when they do not understand what is being said?"*

(Mr. Charles Makanga, Director of the Department of Chiefs, 08/10/2019)

Below—Chief (GVH) Monyo, Nyachikadza Island, TA Nyachikadza, Nsanje

Pre-school Nursery Volunteers

Aka CBCC (Community-based childcare centre) volunteers

Preschool nurseries, more commonly known as Community-Based Childcare Centres (CBCC), are present in most villages (approximately every 4 km), much more widely dispersed than primary schools, especially in flood-prone areas where there are no primary schools. The preschool nursery volunteers, also known as CBCC caregivers, who look after the children meet with their parents 3 to 5 times per week, and are usually among the best educated people in their communities.

A Typical CBCC Nursery Volunteer…

(Based on a survey of 90 volunteers working in 40 nurseries in 3 districts

(49 in Chikwawa, 8 in Nsanje, 33 in Zomba))

Is aged between 18-40 years old. Average age: 29

Is a women

Has started but not completed secondary education …returning to the village because they couldn't find employment and/or afford to continue their studies

Has an average of 9.6 years of education (dropping to an average of 'primary education only' on the islands)

Has a basic mobile phone

Is a volunteer for some other community-based social activity (58%)

…including as Children's Corners, YONECO teen pregnancy support, One Community life-skills coaching, CBOs, PTAs, Community health volunteers

Looks after an average of 70 children per nursery

Has been a nursery volunteer for 5 years on average

Receives no payment (90%)

Has received no training (52%)

…31% have received some type of ECD training

Wants to continue their education (100%)

…42% want to become teachers

These preschool nursery (CBCC) volunteers are already realistic role models (for children and teens) in their communities, naturally vetted by their years-long voluntary commitment to their community's betterment, and would be enthusiastic candidates for training to become community-based facilitators and interlocutors for discussions within the community on issues including:

- Parenting practices; Nutrition; Needs of the disabled and vulnerable; Climate change adaptation and resilience building; Disaster risk management; Mental health; PSEA awareness and case referral pathways; Vaccinations; Early marriage and teen pregnancies; Pregnancy check-ups; Safe sex & HIV prevention

Above— Brenda, Cotrede, and the children of Namakwaila Nursery, Chisi Island, Zomba

Below— Monyo CBCC nursery, Nyachikadza Island, Nsanje

Exercise #5 –
Income and Expenditure Analysis

Objective:

To gain a better understanding of livelihoods and coping strategies for different groups within flood-affected communities at different times of the year.

Description:

Community members form groups of not more than 6 (e.g. mothers, men, the elderly, village-level committees, chiefs, Child Protection Workers) and exhaustively list, by month, all of their sources of income and expenditures over the last year, how they were impacted by the floods and which decreases caused the most suffering.

Findings & Insights:

School fees are the highest and most commonly listed expenditure that frequently suffers across all groups surveyed: poor mothers cannot afford school uniforms or the 500 kwacha/term 'School Investment Fund' fee; wealthier community members cannot afford secondary school fees for their children. Subsidising school fees could free up households' income for other expenditures for all groups.

People spent longer than necessary living in camps to receive assistance

Health care may be free but the cost of transport to distant clinics is not. Island communities are as far as 17km from a clinic, requiring a 3 to 4 hour journey costing 1,000 kwacha return on a bicycle taxi.

People living with HIV (PLWHIV) can spend more on transport to health facilities than on food production.

The PLWHIV group suffer most from not being able to afford to hire day labourers in November and December to help with planting their farms.

The months of January, February and June are the most difficult for most groups.

Making bricks as a day-labourer is a very common source of income across groups in the three months following the floods

People need but can't afford construction materials

Following the floods and during the lean season, people borrowed money (at a 100% interest rate over 3 months) to meet food needs

Above— Women of Kathebwe GVH, Zomba, complete their expenditure lists

Below— 6 groups in Kathebwe village participated and discussed the differences between their incomes and expenditures

Exercise #4(b) – Coping strategies:
Vuto & Maganisa (Challenges & Solutions)

"We don't want our children to be ignorant"

"We want a school here. Our children are just sitting here. Our studies should go forward."

"The big challenge is when we are pregnant or get sick at night, especially when it rains and the river rises. It is very frightening to take the canoes"

"Many babies are born at home on the island because it's too far (to the clinic). Others have been born on the road"

Objective:

To identify and begin to understand people's perception of how all of the local groups (from the poorest farm-labourers to the District Council) are working together to solve the biggest challenges the community faces.

Description:

Community members map all of the people, groups and structures (e.g. schools, health clinics, markets, ferry ports) from village-level upwards and vote on what they consider their biggest challenges and ideas for solving them.

"We want help but we have been labelled as a disaster-prone area, so government officials won't come here. We want a helper to come and talk to the Government for us"

Village Headman, Nyachikadza Island, 25/10/2019

Findings & Insights:

Schools and accessible health facilities are the most common challenges and needs cited across all groups of community members. Where there are schools and health facilities, staffing remains an issue. Communities' most frequently proposed solutions were to train local volunteers to be teachers and nurses.

Communities hit increasingly frequently by floods and drought are forced to resort to increasingly harmful coping strategies, including:

Above— Men and women of Chikuse Island cast their 'solutions' votes

Below— Chikuse Island, Chikwawa

- Taking children out of primary school because of: the cost of school uniforms; for farm-work; to live in camps to receive aid.

- Sacrificing secondary school fees

- Marrying off children

- Sacrificing necessary medical expenses or visits for check-ups and treatment (even if medicines are free, the cost of transport & queuing may be unaffordable)

- Selling productive assets and nutritious foods

"The most important thing preventing our community to improve is that we are unable to finish secondary school because of the distance and school fees."

Teenagers group, Kathebwe GVH, TA Mwambo, Zomba, 05/07/2019

Vuto (Biggest Problem) Votes on Chikuse Island

"Once our children finish Standard 4 (in the community-run primary school on Chikuse Island), the closest school for Standard 5 is Nchalo (distance of 9 km)"

"When we carry someone to the hospital but we do not have stretchers"

"We need hospital blocks and government nurses because it's too far. / We want a hospital because at times pregnant women do not make it in time."

"We want education for ourselves too" / "We want adult education"

Women's group, Chikuse Island, 24/10/2019

Maganisa (Solutions) Votes on Nyachikadza Isalnd, Nsanje:

- 9 votes for 'School' – "We have no school, no teachers, no building"

- 10 votes for 'Healthcare' – "It is 15 km from here to the clinic"

- 5 votes for 'Agriculture' – "We have no training on agriculture activities. The government officials never come"

Above— Preschool nursery (CBCC) volunteers from Mazongoza Island, Chikwawa consider solutions to the biggest challenges their communities face.

Below— CBCC nursery volunteers from Chisi Island, Zomba, reorder their village structures

"The big challenge is when we are pregnant or get sick at night, especially when it rains and the river rises. It is very frightening to take the canoes"

Mother & preschool
nursery volunteer,
Chikuse Island,

Chikwawa

Exercise # 6—School Debate on Disaster Risk Management (run by the Malawian Red Cross)

Objective:

To get primary school children to reflect on and discuss issues of disaster risk management.

Description:

Primary school teachers of grades 6 to 8, give lessons about climate change and disaster risk management with their classes. Organise two teams of 5 pupils on each. Debate on the following motion:

'Is it good for learners and the community to participate in disaster risk management?'

Insights:

Arguments for:

"Disaster block our education"

"It is easy to take part"

"We need to stand united against cholera"

Arguments against:

"Donors will pump in money when disasters come thereby reducing poverty"

"Donors give money to Government during disasters"

"Government should do it. Politicians are paid to do this."

Above— School debate at Saint Peter's Primary School, Kimu, TA Mwambo, Zomba

Below—Children and mothers from Namkhombwe school camp, Zomba, 20/06/2019

Key Findings & Recommendations
(to inform Kupilira's design)

Community engagement that puts the farthest behind first

"We need information on how to encourage our parents to build stronger houses and not to plough along the river bank"

"We want messages on how to take care of our environment to avoid future disasters"

"We want messages on sustainable agriculture"

"We need information on how we can fight climate change"

Community engagement and C4D social and behaviour change communication activities do not current reach last-mile communities, except when they are in camp settings during emergencies.

In emergency settings, C4D activities are not systematic, responsive or cumulative (i.e. they do not target specific communities with pre-tested messages, in an ongoing phased strategy, through multiple, complementary, (2-way) communication channels) in their goal to achieve social and behavioural change.

UNICEF's C4D partners complain that the contracts they receive from UNICEF are too short (maximum 6 months) and often they do not receive the money to implement activities until the second or third month even though the end-date for implementation does not change.

There is an urgent need to establish engaging, ongoing, fluid 2-way communications with 'last-mile' flood-affected communities during normal times. Such a communication system should be built upon these communities' preferred communication channels: mobile phones; radio; their chiefs.

By doing so UNCIEF can have as a listening and learning tool to understand how to support these communities' coping strategies to make them more resilient. This tool can also serve as a early warning mechanism for future floods and a means to promote key C4D messages (promoting positive parenting practices; getting and keeping children in school; ending child marriages; reducing teen pregnancies).

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Above— A newborn and her grandmother in Mchenga Camp, Chikwawa 21/06/2019

Child Protection issues with 'self-boarding' in upper lands
"I am 15 years old. I have been self-boarding here (in Bitilinyo) since I was 6. I live in a house with 10 other children from Nyachikadza We pay 5,000 kwacha rent per month. It is very bad. Men can come in. When I was 10 a thief can in and took everything. We can also have objects taken by the landlord if the rent is late, or they want sex. (…) We don't go to the police because of fear. We tell our village headmen on Nyachikadza but normally nothing happens because of payments. (…) These chiefs must stop loving money"
15 year old girl from Nyachikadza Island attending primary school in Bitilinyo,

Flood-adapted primary education & access to healthcare

"We have never had a school on Kadyamba Island. The community and traditional leaders have created temporary schools on the island where we have got retired teachers to assist volunteers to teach, but it would never last because it is all voluntary"

GVH Kadyamba, TA Mololo, Nsanje 17/07/2019

"Normally children here only start school at 8 years of age because the distance is too far, 8km."

GVH Pakamwa, TA Makwhira, Chikwawa, 29/08/2019

The lack of Government schools and health facilities on islands is the most serious and pressing need, consistently expressed by community members. The majority of the tens of thousands of children living on these islands are not receiving any primary education.

Basic healthcare facilities are commonly more than 15km from island communities. The distance and cost of transport to these facilities disincentivises parents to attend and is wholly inadequate in the event of emergencies:

About one quarter of babies are born on Chikuse Island (e.g. unattended births). Women don't go (to the clinic 17km and a boat ride away) because it's too far." "Others have been born on the side of the road"

Catherine Nbitu, CBCC Nursery Volunteer, Chikuse Island, Chikwawa,13/08/2019

"We loan each other bicycles to get sick people to clinic. When they are too sick to sit on the bicycle we carry them on a stretcher and they are passed from one community to the next to get to the clinic"

Community member, Kathebwe village, TA Mwambo, Zomba, 05/07/2019

'Build Back Better' plans launched following Cyclone Idai (recommended by the interagency 'Post-Disaster Needs Assessment, 2019') should consider building flood-resistant schools and health facilities in last-mile communities that have never had such facilities as urgently as the reconstruction and rehabilitation of ones damaged in less isolated and better-served communities.

For the minority of parents from these islands (highest wealth quintile) who can afford to send their children to "self-board" at primary schools on the mainland, the situation is not ideal, see 'Child Protection issues…' box, left.

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Above— Community and volunteer-run primary school on Nyachikadza Island, Nsanje

Below— Monyo Children's Corner, takes place twice per week and is the closest most of Nyachikadza Island's children get to a classroom

The reality of two-way seasonal migration ...will not change soon

"The population (of this island) is increasing because of babies and immigration. Some come for piece-work (day laboring) but most come to farm. There are many who come to work at Illovo (nearby sugar estate) but when they finish their contract they come here. They come from Lundu, Ngabu, Masaya, Champananga, Ndakwera, Thyolo, even from Northern Region. Mostly they buy land, and about one quarter rent land. It costs 300,000 kwacha now for a plot 70 metres squared."

What is the solution?

"We can move to upper lands in Jombo Village from January to March after planting, then we come back in March. We only need small plots in Jombo, only for the house, no space for gardening."

Representative of GVH Chikuse, Chikuse Island, Chikwawa, 13/08/2019

Above— Fishing on the Shire River

Below— Secondary school students go home to Nyachikadza Island on a Friday evening

In order to incentivise vulnerable communities to move to higher land Government's Disaster Risk Management (DRM) policy towards these flood-prone communities has been to stop the building and staffing of schools and health facilities in these areas and their comfortable reach.

However these islands are highly fertile and offer more reliable, higher food production without fertilizer than close-by upper lands. As a result, these island experience net inward migration for most of the year (March to December).

However, this policy commonly does not consider the following important points from the communities' perspective:

· Is the distance from a new house in the upper lands, within walking distance of our farmland on the island (maximum 5 kilometres)?

...if not, can we cultivate on the new (sometimes virgin) upper land?

· What land can we build on?

· How can we afford to purchase this new land to build on?

· Will there be any boreholes, schools and health facilities on these new upper lands?

And perhaps most importantly, at least for the chiefs of these communities, the biggest consideration determining their decision to tell their communities to move or not is based on how the movement of these communities into another traditional authority would impact upon the status and role of the chiefs.

"Nyachikadza is a no-go area for any development plans for the Disrict Council. They're ready to move. The only barrier is that they need to rebuild on land a short enough distance from their farms so that they can still walk home to farm everyday, (…) and the poverty of people is stopping them to buy land"

District Council Official, Nsanje

"People don't want to move from Nyachikadza because it is their place of origin, they have space, lots of fertile land that doesn't need fertilizer, and they can do things freely"

Resident of Nyachikadza Island, Nsanje, 16/07/2019

"Nyachikadza is habitable. Flooding isn't every year. Therefore there is no reason to not build schools and clinics there. It is 18 km to travel here (Nyachikadza Island) to there (Bitilinyo). Government's suggestion doesn't make sense: buildings and school would survive. We have rights like everyone else.

Bonface Chamambala, CBCC Volunteer and Children's Corner Coordinator, Monyo Village, Nyachikadza Island, Nsanje

"This is where we belong. This is where our ancestors are from. The Government wants us to move to a national park in Chikwawa but this is too far. We can only move within the same TA (Traditional Authority) but all of Nyachikadza is the same TA and all of it gets flooded. Our only solution is to move when the rains start in January, and move back when it stops, normally in March."

"We need UNICEF to make it public and ask Government for more understanding that our children are not going to school. We are 17 GVHs on Nyachikadza. In my GVH only, we have 320 children who are not going to school. (Nyachikadza Island has a population of 7,643 according to the 2018 Census). Some parents from Nyachikadza send their children to 'self-board' in Bitilinyo (i.e. children live in rented accommodation by themselves from Monday to Friday and then return to Nyachikadza at the weekend), however because of rental and school fees only a few families can afford this."

"Our biggest request to the District Commissioner is that the "disaster and flood-prone label that was given to Nyachikadza in 1997 is cancelled. Because of it we have no schools, no clinics and we don't see any agricultural extension workers"

Representative of GVH Monyo, Nyachikadza Island, Nsanje

Further research and open discussions in well-facilitated fora between all relevant stakeholders is urgently required on these issues and dynamics.

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Above— Namakwaila Fishing Village, Chisi Island, Zomba

Below— Chisi Island CBCC preschool nursery, damaged by storms during 2019

Seasonal Migration Success Stories

"There is a need for building flood-resistant structures (on the flood-prone islands), better housing so that they can 'live' with the floods. For example, houses with raised foundations. The idea of resettlement is not working. We need to show initiatives that are sustainable by combining the indigenous knowledge communities have about the floods. And then to validate, document and disseminate the viable indigenous knowledge."

District Council Officer, 12/08/2019

Dwanya Village, GVH Nyambalo, Chikwawa—

Dwanya is a village of approximately 500 households situated at the confluence of the Shire River and one of its estuaries in northern Chikwawa (see photo opposite). Dwanya was severely flooded during Cyclone Idai as it had been on other occasions in recent years. Its residents were forced to take refuge in the nearby primary school and want to resettle on nearby upper land rather than rebuild their old houses. A local NGO called VOICES facilitated discussions between local chiefs, the District Council, INGOs and the Area Development Committee to enable 158 households to resettle on higher ground within walking distance (3km) of their farmland thanks to a contribution of just US$2,000.

Other flood-affected communities in Chikwawa would like to find solutions like the one in Dwanya:

"Tell the DC that we're ready to move, we just need a discussion where Government officials talk to GVH Jombo so that we can get the land for free. (…) The cost of land in Jombo is 150,000 kwacha for a plot 10 metres squared"

GVH Mazongoza Island, Chikwawa, 12/08/2019

Above— 'Drone imagery of 'Old' Dwanya village, the white sand indicates the flow of the floods in 2019

Below— Income & Expenditure discussions in Ubale village, GVH Balala, Chikwawa

Kadyamba Island, TA Mololo, Nsanje —

Communities from Kadyamba Island in Nsanje are another success story, thanks to support from the Nsanje District Council following floods in 2015:

"We are regularly flooded on our island and we have always moved here to TA Mbenje. When government saw that flooding was recurrent they worked with NGOs to support us.

When we were first allocated land and moved the surrounding chiefs (in TA Mbenje) tried to impose power over us. They didn't want us to be independent. TA Mbenje said we have to go home to TA Mololo for traditional ceremonies and customs like convening bwalo, having court ('bwalo aan mfumu milandu'), for instauring a new chief, for Chinamwale initiation for adolescent girls and when people die …In the same way that people from TA Mbenje who farm on our island have to (go home for their traditional customs)."

GVH Kadyamba, Nsanje, 15/08/2019

A Land Trade Agreement between island and upper-land TAs in Nsanje

"There are good relations and an agreement from generations ago between Bitilinyo and Nyachikadza. Bitilinyo has 800 households and a lack of land for cultivation and is regularly affected by drought, so we can farm below on Nyachikadza, paying no rent."

"When the floods come the people of Nyachikadza come here. Usually they lose lots of property so we give them plots. The biggest challenges during the floods when the people from Nyachikadza come up are accommodation, food, sanitiation and education. The complaint I get most often is about open defecation. And we're still waiting for a borehole at the camp."

"We (Bitilinyo/host community) are normally excluded from the development programmes. We have no access to support, and are just told to go back and register with our chiefs"

Senior GVH Bitilinyo, Nsanje, 30/08/2019

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Data to Adapt

"We have disjointed data and UNICEF is one of the culprits for this. Your WASH guy arrives and asks for figures, then your education guy comes asks for different figures. During Cyclone Idai the national clusters worked in isolation and did not give us feedback on the data we were providing. We need to centralize local data at the DC (district council) level. I advise you to choose a TA (traditional authority) with whom we can run a pilot to come up with a "TA-based socio-economic profile", that will show us the data gaps, that we build an M&E framework on the same (for example, water-point mapping, flood vulnerability mapping), where we can see the gaps and also the interconnections, and that we can scale up if it works. Look at the SDGs, we're already 5 years in: we'll need to add SDG indicators to this M&E (monitoring and evaluation) framework."

Mr. Walter Chikuni, Zomba's District Planning Director,
Zomba District Council, 03/12/2019

Community volunteers who are gathering and inputting data to Government extension workers (e.g. about child protection cases, CBCC attendance, nutrition screening) are not able to see and use this (aggregated) data. As well as being frustrated, this makes the data they gather less meaningful to them and leads to poor quality data entry. If these volunteers are given feedback on and can see, interpret and take action on disaggregated data that drills down to community level, it is likely to incentivise them to provide better quality data and use this data to improve their ongoing, home-grown, volunteer-led, community-based initiatives.

"The DC has this data (TA-level household figures) but not the ADC (area development committee). We need this information at community-level so that we can tell if the relief provided is filling the gap".

TA Mwambo Area Development Committee Chairman, 03/09/2019

Improving the flow of data at local-level is also a priority for District Councils:

"The data collection tools keep changing. We need one standardized tool that we can use across the board. Can UNICEF link with WHO to agree on such a tool for all districts and then train us on how to use it before the next floods?"

Director of Administration, Zomba District Council, 15/06/2019)

Above— UNICEF drone imagery of the Shire river meandering through the flat lands in Nsanje

Below— Chisi Island, Lake Chilwa, Zomba

Digital Infrastructure—Rapid Pro & U-Report

UNICEF's U-Report free-to-use, SMS survey tool offers huge potential to gather, visualize and feedback data to last-mile communities.

U-Report's automated, real-time data collection, aggregation and visualization tool, built on Rapid Pro software can show geo-specific data down to village-level and offers a ready-made, public, free-to-use tool that can make community-specific data visible to all relevant stakeholders.

Keyword detection within U-Reporters' messages allows for real-time identification of outbreaks and emergencies, supporting data collection and the design of of interventions both for emergency preparedness and response, and long term development. This data can complement nationally available data and data systems (e.g. the Government's Unified Beneficiary Register).

Community volunteers will need initial training to sign-up, use and interpret U-Report data (e.g. bar charts, graphs and maps).

Feeding into UNICEF's regional and global priorities, such as UNICEF's 4P2C data intelligence initiative, this Community Engagement Action Plan and its use of U-Report, which currently operates only as an SMS-fed platform, may provide an interesting test case to integrate WhatsApp within the Rapid-Pro software.

Drones

UNICEF-Malawi's drone team can also provide crucial support in accelerating community engagement and resilience building efforts. The drone team's plans in 2020 already include surveying the change in numbers of metal and grass roofed houses in flood-prone and nearby areas to improve our understanding of seasonal migration and broader migration trends in these areas.

"Drones would've been so useful here given the shortage of vehicles and impassable roads (after Cyclone Idai hit). And we lacked a comprehensive disaster impact assessment: VCPC's (Village Civil Portection Committees) information was dubious but we couldn't verify"

Mr. Francis Kozakodya, DoDMA Officer, Chikwawa District Council, 24/10/2019

This work will be part of a larger flood modelling project in Chikwawa and Nsanje.

"We allow you to use the drones here so that you can witness it, so people up high can also see the problem, otherwise they do not believe us"

GVH Mbambatula, Chikuse Island, Chikwawa, 24/10/2019

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Above— 'New Upper Dwanya Village' (see yellow dot in photo below also) established on virgin land in mid-2019 4km from Old Dwanya Village

Below— Old Dwanya Village, the white sands indicate the path of the floods in 2019.

The Forgotten Poorest

"The challenge (during the 2019 floods) was for the very poor families who couldn't afford to send their children to school. Street kids who didn't go to school were stealing at the market"

Senior GVH Chief Nyantondora, Nyachikadza Island, Nsanje

"We have to take the bricks from our old houses in the lowland or make more, and bring them up here. Some people are elderly and can't make their own bricks. They can't manage on their own. We have 13 people who are disabled"

Dwanya Village Headman, GVH Chief Nyabalo, Chikwawa, 12/07/2019

As seasonal migration ebbs and flows according to the river level, people descend from the upper lands to the islands between March and December to cultivate crops on the fertile islands, and move from the islands to the upper lands in January and February as the rains cause the Shire River to rise and islanders to take refuge. The poorest households in flood-prone communities are likely to be last in line for everything from farm tools at planting time to education for their children: their children have the least chance of a normal school year, following their parents who will be longest in the fields before the floods arrive and the first ones back once the flood water recedes to do day-labour (/piece-work) on wealthier farmers' land, and are often paid in food.

"The poorest are usually given land (in the upper lands) on credit or they pay with their labour"

GVH Chief Pakamwa, TA Makwhira, Chikwawa, 29/08/2019

Above— Children get a drink from an unprotected well on Nyachikadza Island, Nsanje

Below— Girls at the Monyo Children's Corner, Nyachikadza Island. What will their lives look like by 2030?

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Principles—
for sustainability & scalability

Based on the dynamics listed above, a community engagement strategy and action plan with these communities should consider incorporating a **Kupilira Consensus document** listing principles that are agreed with participating communities during the initial project consultations. These might include:

Reach the farthest behind first

> …target communities farthest from primary schools

> …in flood-prone, underserved areas and islands

> …support the poorest of the poor (at household and individual-level in targeted communities)

Volunteerism

> …build upon ongoing voluntary-led initiatives at community level

> …support volunteer graduation and professionalization pathways

> …interventions that require the payment of sitting allowances/DSAs that are not directly related to performance, will not be sustainable

Transparency

> …all money and information flows are seen by a variety of community-based stakeholders

> …by using mobile technology

Community-owned, driven and managed

> …within a well-defined but responsive results– and performance-based rewards framework set by UNICEF (see page 28)

Actively involves and is supported by relevant District Council staff

Actively involves and is supported by the Village Heads, GVH and TA

Keep it as local as possible

> …supports village economies whenever possible

Contributes to/Aligns with Malawi's National Resilience Strategy

Recommended 'Community Engagement Strategy & Action Plan' / Kupilira

The proposed Community Engagement Strategy and Action Plan, aka Kupilira, will use chiefs and CBCC nursery volunteers as key community-level interlocutors, to launch a series of community-based, inter-community trainings and competitions that reward participating community volunteers nominated and overseen by their chiefs, with CBCC resources and cumulative training (on early childhood stimulation, development, education and nutrition and child protection), on the condition that these community volunteers engage in activities and discussions about their coping mechanisms for climate change adaptation and traditions and culture relating to parenting practices.

Community-meetings, SMS, WhatsApp and community radio shows will be the primary communication channels within this Action Plan.

Depending on initial trials, this Action Plan can be developed into a longer-term transparent, rewards-based graduation framework aiming to empower community role-models who improve the education of children and their communities about big issues, that are endorsed, nurtured and owned by progressive partnerships between traditional authorities and District Councils.

Mazongoza Island, Chikwawa

Breaktime at Muluma Village CBCC Nursery on Chisi Island means a trip to the water pump

Last boat back to the mainland from Chisi Island, Zomba

FUNCTION – Coordination, partnership building, training development. Database, SMS, chat-bot, and WhatsApp group management to serve as a community engagement, programme design, M&E and a Complaints and Feedback tool to support all of UNICEF's sections

ACTION – ECD radio show production

Community Radio station

FUNCTION – Broadcast ECD teach-along programmes
…and later: Host panel discussions on other C4D related issues

Kupilira

ACTION - Providing "School in an Envelope" flashcards and nursery volunteer training
(2 day community-based) and other performance-based rewards (e.g. airtime, training, t-shirts, WFP supplied porridge/CSB, subsidised school fees

Last-Mile Community
(Nursery volunteers & Chiefs)

FUNCTION (of nursery volunteers) – Use improved educational methods in their nurseries; Train volunteers from nurseries in other communities
…and later: facilitate discussions on other C4D related issues; Participate in radio programmes to share their nurseries best-practices/lessons learned (e.g. new games)
FUNCTION (of chiefs) – Oversee the selection process of new nursery volunteers; ensure communities engagement (e.g. creation and management of nursery gardens; that parents contribute maize for nursery-feeding)
…and later: host bwalos on C4D/Resilience-related issues

ACTION – Sending M&E reports (e.g. on nursery attendance, lessons given, training of other nursery volunteers; meetings & discussions held) by SMS
…and later: through WhatsApp groups

ACTION - Chiefs and nursery volunteers participate in radio panel discussions on C4D-related issues and ECD teaching, respectively

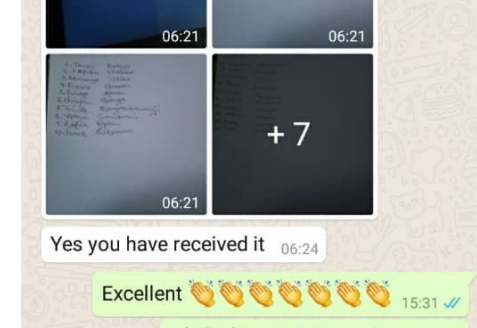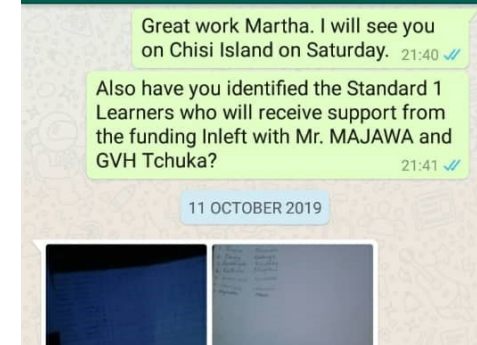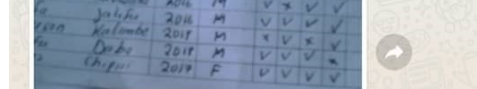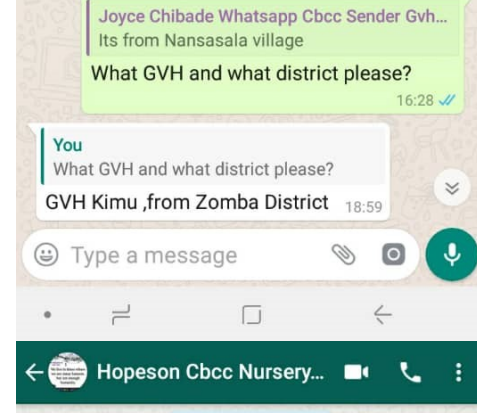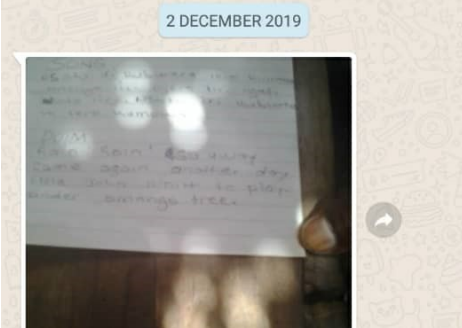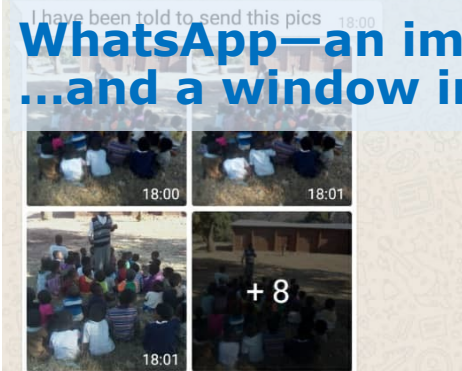# Mobile phones are owned by more than 90% of CBCC preschool nursery volunteers...
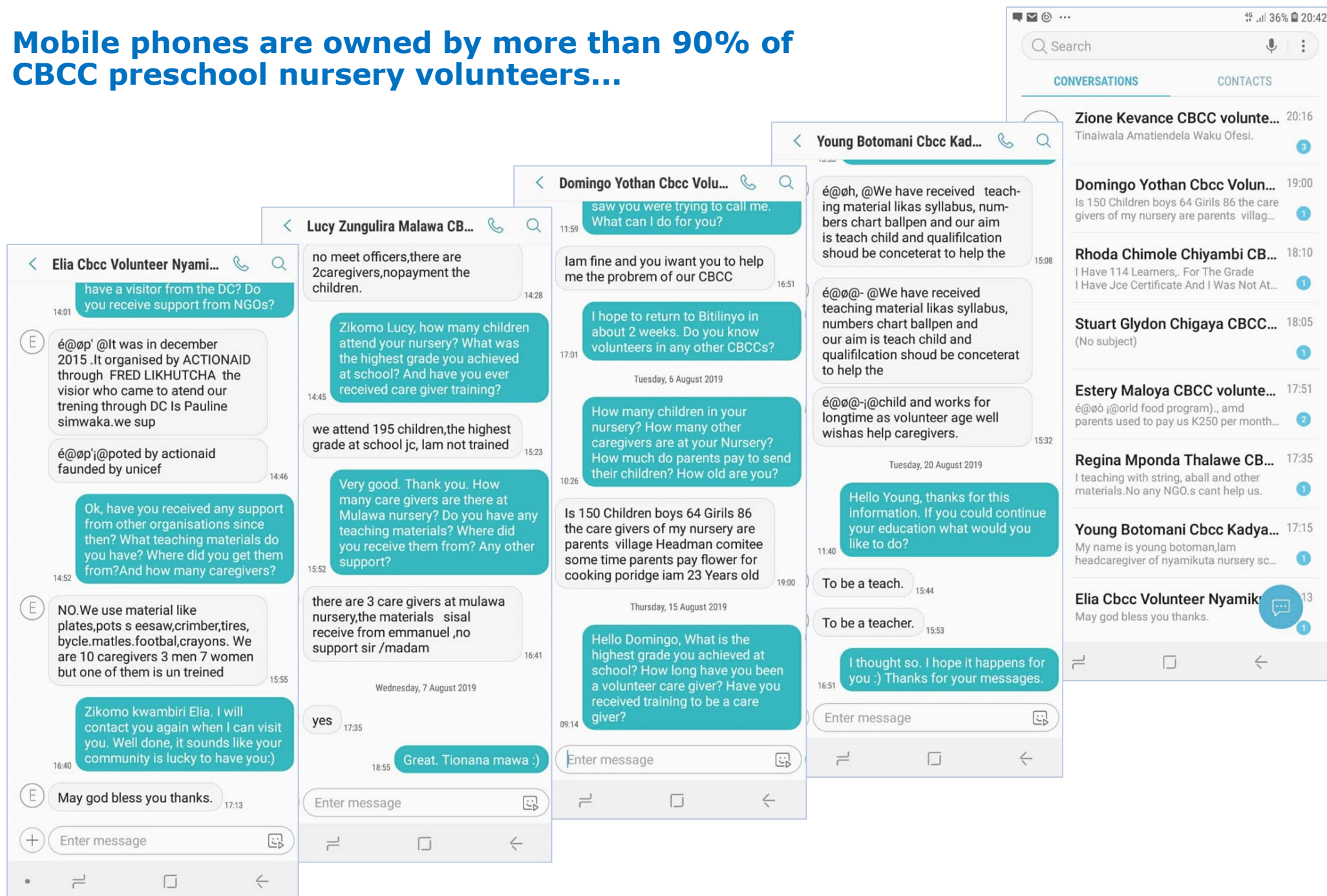
WhatsApp—an important tool for low-cost community engagement
...and a window into these communities customs and cultural norms:

Tasks, Rewards, Indicators

CBCC preschool nursery volunteers, alongside their chiefs, will be the key inter-locutors between UNICEF and their own communities to discuss broad issues affecting their communities. To stimulate engagement and enable remote learning, nursery volunteers, overseen by their chiefs must meet milestones of a responsive rewards framework set by UNICEF (see "Kupilira task pathway" opposite).

Given the realities of funding constraints and the need for a solid proof-of-concept quickly, participation in this pilot can only be offered to communities and CBCC volunteers who graduate through the different milestones. Chiefs will also need to follow a pre-agreed task pathway. Although unsympathetic to community volunteers who do not succeed to follow the 'Task Pathway', if rigorously followed in the initial pilot stages, this approach will enable UNICEF to more precisely determine the minimal amount of support different communities and volunteers of different capacities require in order to succeed. Communities that fail during the pilot phase can be reincluded and given more capacity building support at a later phase of the project. This approach will help the programme become sustainable and scalable.

Below— Nursery pupils on Chisi Island take charge of their Register of Attendance forms that will be sent monthly to UNICEF via WhatsApp once completed

KUPILIRA TASK PATHWAY		
Tasks (...for Community Volunteers)	**Rewards (...for Community Volunteers)**	**Indicators/Means of Verification**
Complete U-Report surveys	SMSs of encouragement	Automatically registered and responded to within U-Report chatbot
Submit monthly CBCC attendance records	SMSs of encouragement	Automatically registered and responded to within U-Report chatbot
Submit an entry to the 'What should be written on your Kupilira t-shirt?' competition	10,000 kwacha Airtime voucher for the winning entry	Automatically registered and responded to within U-Report chatbot
Attend and pass Kupilira training camps	Certificate of Award, project t-shirt, Kupilira Training Manual	Completion of training camp
Get more people in their communities signed up to U-Report	500 kwacha Airtime voucher for 10 people	Automatically registered and responded to within U-Report chatbot
Submit an entry to the 'Kupilira nursery rhyme/song video competition'	100 kwacha Airtime voucher for entry. 1000 kwacha voucher for the winner	WhatsApp video
Submit an entry to the 'Kupilira nursery story competition'	100 kwacha Airtime voucher for entry. 1000 kwacha voucher for the winner	WhatsApp photo
Organise the production of locally-made puppets and other toys for nurseries	500 kwacha Airtime voucher for puppet, up to a maximum of 10 puppets	WhatsApp photo
Submit an entry to the 'Kupilira puppet show competition'	250 kwacha Airtime voucher for entry. 2000 kwacha voucher for the winner	WhatsApp video
Organise the construction of a tippy-tap hadwashing facility at their CBCC	10,000 kwacha in Airtime vouchers to pre-agreed community members (e.g. 5 x 2,000)	WhatsApp video
Organise the construction of a feul efficient stove at their CBCC	1 month supply of CSB porridge	WhatsApp video
Submit an entry to the 'Invent a flash-card game competition'	100 kwacha Airtime voucher for entry. 1000 kwacha voucher for the winner	WhatsApp video
Conduct home-visits to survey parents on Early Childhood Nutrition and Stimulation	250kwacha Airtime voucher per completed household questionnaire	Automated data collection software on CBCC volunteers smartphone
Organise and moderate cinema-night discussions	SMSs of encouragement	Automatically registered and responded to within U-Report chatbot
Complete app-based online learning course on their project smartphone	Certificate of Award	Automatically registered in the learning app's user account
Participate in Community Radio Panel discussions	Celebrity!	Recordings from Community Radio Station
Graduate as a Kupilira Project Ambassador	Grant of 50 percent of the CBCC volunteers' next years' school fees (plus rental and living allowance) to attend 1 year of studies for a pre-agreed course.	Based on performance across all of the other indicators and completion of Kupilira Ambassador Training
Recruit, mentor and train new Kupilira project/CBCC volunteers	Grant of the remaining 50 percent of the CBCC volunteers' next years' school fees (plus rental and living allowance) to attend 1 year of studies for a pre-agreed course.	Field visit and formal handover of CBCC roles and responsibilities to the new volunteer.

'School in an envelope' flash card pack
for CBCC preschool nurseries *(see Annex p.*

Educational materials and training on how to use them and be a better teacher are the most consistently cited by CBCC preschool nursery volunteers. Laminated flashcards may provide a low-cost, effective way to begin to meet these needs. Within the Kupilira Task Pathway for CBCC volunteers, sets of flashcards, and games and competitions using them, can offer a useful tool to incentivise volunteers engagement with Kupilira to their communities' benefit.

- 43 laminated flashcards making up 8 sets of lessons and games on: the alphabet; numbers; colours; nature, animals & the environment; foods & nutrition...
- ...with instructions to play 20 games with each set (see Annex),
- Based on the 'National Early Childhood Development Training Manual'
- Costs less than 5,000 kwacha (€7) per set. Only one set required per nursery
- Highly durable and will not need replacement for 2 years or more (versus pencils, copies and schoolbooks)
- Requires minimal teacher training to use effectively
- Highly engaging for young children

UNICEF's role

Greater than the sum of our parts

Communities will not define their coping strategies, emergency preparedness solutions or barriers to becoming more resilient according to UNICEF's sectoral expertise. They see these issues more holistically and UNICEF can use their per-spective to devise more holistic and effective support. As well as demanding nursery volunteers and chiefs to deliver on pre-agreed tasks and meet certain milestones, the Kupilira prototype will demand the same of UNICEF-Malawi experts from its different sections (see Workplan opposite).

ACTIVITY	Q1	Q2	Q3	Q4
Programme U-Report Kupilira surveys and chatbot (for Community volunteers and Chiefs)	x		x	
Establish Kupilira data management system (including data visualisation and feedback mechanisms, aligned with district-level and national data systems and registries)	x	x	x	
Prepare tailored, actionable DRM, Early Childhood Nutriton, Child Protection and Early Childhood Stimulation messages for Community Volunteers	x	x		
Consult Kupilira volunteers on 'Graduated Results and Rewards Framework'	x			
Local government partnership & capacity building	x	x	x	x
Conduct Kupilira community volunteers' and chiefs' training camps	x			
Write Kupilira Training Manual for Community volunteers and Chiefs	x			
Design Kupilira M&E plan (gathering inputs and indicators from all UNICEF sections)	x			
Consult with the DCs and present Kupilira to the DECs of project districts	x			
Establish digital (metred) financial tracking system	x			
Set up smartphones for distribution to Kupilira communities	x			
Kupilira human-centred design training camp for DC Staff	x	x	x	x
Conduct competitions with community volunteers (e.g. stories, songs, flash-card games)	x		x	
Print Kupilira project t-shirts				
Conduct multisectoral baseline (of Early Childhood Stimulation, CBCC Vs. Standard 1 numeracy and literacy, DRM coping strategies, ...)	x			
Integrate 'home-visits' household survey information, and drone data, into a Kupilira map of project districts (see Google Map, p. _ _)		x	x	x
Survey community volunteers and select and procure corresponding app-based online learning courses they can follow on their Kupilira smartphones	x			
Create and curate WhatsApp discussion groups between Kupilira Community volunteers	x	x	x	x
Establish/support/attend district-level Community Engagement Working Groups	x	x	x	x
Workshops on design ideas for a multi-sectoral Complaints Feedback Mechanism (with communities and DCs)	x		x	
Map project areas with drones	x		x	
Conduct Kupilira community volunteers' and chiefs' training camps	x		x	
Develop MoUs with community radio stations in Kupilira districts	x			
Recruit 'realistic role model' Kupilira project staff		x	x	
Organise Inter-Chiefdom Peer Learning Field Visits (with Dept of Chiefs and DCs)	x	x	x	x
Support community cinema-nights and discussions				
Trial prototype of Kupilira Data Feedback mechanism		x	x	
Support community radio station's production of jingles, announcements and panel discussions related to Kupilira's objectives		x	x	
Catalogue, repackage and dessiminate competition submissions (stories, songs, flashcard games) with Kupilira communities and relevant stakeholders			x	x
Trial prototype of multisectoral Complaints Feedback Mechanism			x	x
Develop Child Rights Monitoring system			x	x

Opportunities for (multi-sectoral) synergy building

Kupilira's approach, structure and means of gathering information and communicating with communities are versatile enough to be put to use by all of UNICEF's sections, including as a(n):

- sounding board with the community to ground-truth and test assumptions and inform programme design.

- information channel to better understand issues, barriers and challenges faced by the poorest and furthest behind

- Complaints Feedback Mechanism between UNICEF and the people it serves.

- inter-community, peer-learning programme rewarding voluntary-based initiatives in vulnerable communities

- transparent, demand-driven way to allocate limited resources more directly to volunteer-run community groups

- way to build the capacities of voluntary community groups through remote smartphone trainings, U Report, inter-community peer learning field visits and carefully curated WhatsApp groups

- Emergency Communications Tool for communities vulnerable to disasters (e.g. an early warning system for weather alerts)

- interactive village-specific map and phone directory

- online WhatsApp group feed of issues raised by communities

- tool to increase inter-community (e.g. host and displaced communities) and inter-TA communication and learning by sharing examples of best practices (from disaster risk management activities to Chiefs' bye-laws on child marriage).

- new tool to fight PSEA in emergencies by informing beneficiaries what assistance they should receive and with what conditions (if any).

- tool for social mobilization and accountability

- portal for learning, research and policy development

Above— Vote for your 'Vuto & Maganisa' exercise Mazongoza Island, Chikwawa

Below— Cinema night on Nyachikadza Island: BBC Planet Earth, 'Grasslands' episode

Annex

Exercise 1:
Information flows through the floods

PURPOSE/OBJECTIVE

To understand what information flooded communities received, or needed but didn't receive, before during and after being displaced, as well as the channels through which they received this information and would prefer to receive it the next time they are flooded.

PREPARATION

Step 1 – Gather the materials required:

12 different colours of postits; 50 bic pens; 300 small stones; 1 pack of permanent markers; 12 A4 coloured cards, each marked in big writing, in Chichewa, with one of the bullet points below:

Vertical axis / Rows

When the floods hit…

When you were moving…

When you arrived at the camp (Day 1)…

When you were living in the camp (after 2 weeks)…

When you decided to return home…

When you were moving

When you arrived back at your home…

Horizontal axis / Columns

What was your biggest challenge/greatest need?

What information did you receive?

How did you receive it?

What other information did you need?

What would be the easiest way for you to receive this information?

Step 2 – Explain the exercise to the community (3 mins)

Ask the community members if they would like to participate in an exercise to help UNICEF better understand what information they received, and did not receive, at different stages during the last floods.

Divide the community members into groups of not more than 6 (e.g. mothers, teenagers, men, school children, teachers, chiefs, community health volunteers, etc.).

Lay the vertical axis cards in a row along the ground, reading each out loud as you do. Then lay the horizontal axis cards in a perpendicular line to form a grid, reading each out loud as you do.

Mark out the 35 squares of the grid with a stick.

Give each group a different coloured pack of postits and a pen, and tell them this is their group's colour.

Explain what each box in the grid means by giving 2 or 3 examples: "So to answer this square, I need to follow the line down from the "When I arrived in the camp (on Day 1)" box, and the other line across from the "What information I received" and then you answer the question: " "When I arrived in the camp (on Day 1) … What information did I receive?""

Ask if anyone has any questions. Encourage questions.

Tell them you would like to have at least one answer in each box from each group. If a group has many answers for one box they should put all of the answers in the box. The groups should discuss the answer before writing it – it should not just be one person writing by themselves. However, although the group members should talk to each other, they should not talk to members of other groups about their answers.

Ask if everyone is ready to start. Guide everyone to do the first square in the grid together: "When the floods hit"… "What was your greatest challenge/need?" …and then tell groups to continue by themselves.

Drop by each group every few minutes to answer questions and make sure they are progressing.

Exercise 2: 'Draw a picture …and write your name and age on the back

PURPOSE/OBJECTIVE

To get an indication of the standard of literacy among the children in a community

PREPARATION

Step 1 – Gather the materials required:

> 60 colouring pencils or crayons

> 60 post-its

IN FRONT OF THE COMMUNITY

Step 2 – Gather the children and explain the exercise (3 mins)

> Ask the children if they would like to draw a picture. If they say yes…

> Ask the children to draw a picture of whatever makes them happy.

>> This instruction can be varied for provide different insights. For example, for a disaster risk reduction insight, you could ask the children to draw something that will help them be better prepared for the next floods.

> N.B.: Tell the translator not to give any examples or ideas of what the children could draw when they repeat this in the local language to the children.

> Tell the children that they should fill the post-it, and not just draw something small in one corner.

> Tell the children that they should have at least 5 different colours on their picture when it is finished so they will have to swap colouring pencils

> Distribute the post-its and colouring pencils

Step 3 – Write your name and age on the back of the postit

> Ask the children to write their full name and age on the back of their picture, but that if they cannot write their name and age they should just draw a picture of themselves so that we will know it is their picture.

> Observe to make sure that children are not getting adults or older children to write their names.

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Exercise 3b:
Nursery Story Competition

PURPOSE/OBJECTIVE

To gain insights into communities' cultural beliefs.

PREPARATION

Step 1 – Gather the materials required:

250 kwacha Airtime coupons x10

1,000 kwacha Airtime coupon x1

IN FRONT OF THE COMMUNITY

Step 2 – Ask CBCC Nursery volunteers if they ever tell stories to the children in the nurseries. If so, they are invited to enter a nursery story competition: they must write their story out on paper, bring it to the person in their community with WhatsApp (pre-arrange) and send it to your WhatsApp number. Every person who makes an entry will receive a 250 kwacha Airtime coupon. The best entry from the area/community will receive a 1,000 kwacha coupon. Give a deadline date for submissions and a date by which you will select the winner.

Step 3 – Share the top entries with all CBCC volunteers and in an inter-community WhatsApp group

*** The same competition, followed by limited training, varying the rewards, could also be run for:

Nursery rhymes, songs and dance (submitted by video)

Fuel-efficient stove construction

Tippy-tap hand-washer construction

Local production of toys and puppets

Puppet show (submitted by video)

Participating in community radio panel discussions

Exercise:
Cinema Discussion

PURPOSE/OBJECTIVE

To stimulate cross-community discussion about climate change and other broad issues to gain insights on coping strategies and livelihood options.

PREPARATION

Step 1 – Gather the materials required:

BBC Planet Earth 1 video files (episode 5, 'Grasslands')
Projector; 1 small genset; 3 double bed sheets; 10 metres of cord
1 pack of cable ties; 1 pack of big safety pins; Knife
50 metre extension cable

IN FRONT OF THE COMMUNITY

Step 2 – Set up the cinema, announce screening time & ask children to spread the word.

Step 3 – Screen the film, and at the end fix a meeting to discuss the film the following day with anyone who is interested, and a visit to the school to discuss it with the children – explain that you just want to hear what they think about it.

Exercise # 4a & 4b: 'Who's who?' & 'Challenges & Ideas'

PURPOSE/OBJECTIVE

To identify and begin to understand people's perception of all the local groups, committees, structures, governmental and non-governmental, and influential characters, between the poorest farm-labourers to the District Council, and how everyone is working (or not working) together to solve the biggest challenges the community faces.

*** Steps 1 to 5 explain 'Who's who?' exercise. Steps 6 & 7 explain 'Challenges & Ideas' exercise. It takes approximately one hour to do each exercise***

PREPARATION

Step 1 – Gather the materials required:

50 A5 pieces of coloured paper…

…mark the A5 sheets with the following in Chichewa, one label per card: 'Parent, Child, Family, Teacher, Village Head Chief, Village Development Committee, Health Surveillance Assistant, Agricultural Extension Officer, pastor, imam, District Commissioner, picture of a school, picture of a hospital, picture of a church, picture of a market'

12 permanent markers

50 bic pens

15 packets of different coloured post-its

…mark 50 post-its of a single colour with 1 large arrow on each

IN FRONT OF THE COMMUNITY

Step 2 – Explain the exercise to the community (3 mins)

Ask the community members if they would like to participate in an exercise to help UNICEF better understand who are the people who get things organized, have discussions and make decisions in their communities, and how this community and its decisions are linked to the District Council. Emphasise that you do not want to only know about the big bwanas in the community, you also want to know about the poorest and

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most vulnerable households: what information they receive, from who, who helps them and/or who do they go to if they have a problem and need help.

Step 3 – List everyone

Lay the 10 A5 cards that you have already written on, on the ground in front of the community, and ask who else do we need to write a card for… Write a card for each of the community members' suggestions. Prompt the quiet ones to make suggestions. Ask if there are some families in this community who only do piece-work/farm laboring, if they reply 'yes' write a card for 'Ganyo'. Once the suggestions slow down, wait in silence for a minute to make sure they have made an exhaustive list.

Step 4 – In groups

Divide the community members into groups of not more than 6 (e.g. mothers, teenagers, men, school children, teachers, chiefs, community health volunteers, committee members, etc.).

Step 4 – Put the cards in order

Choose one of the least influential groups, for example, young mothers. Ask this group to arrange all of the cards to help you better understand who each person and group connects with the other. Try not to give examples. Pick up the cards and hand them the stack. Tell them they have just 5 minutes to arrange them.

Once they have finished, ask one of the young mothers to present their layout.

Ask people from the other groups if they would make any changes. This discussion should lead to the need for more cards to be drawn and added (for example, around the school you might need to add 'Parent Teacher Association' and 'School Management Committee'). Ask the Chief if he/she would like to rearrange the cards in anyway. Ask the Chief if the connections between him/herself and the District Council are correct and detailed enough. Add cards where necessary.

Step 5 – How does information moves between these groups and people?

Distribute post-its and bic pens to each group

Explain that you want the groups to put postits between the cards to show how information moves between the groups (e.g. phone calls, SMS,

WhatsApp, standard report forms, meetings, face to face, messages to children at school, other)

Give them 2 minutes, then discuss. Ask what the information is about? (e.g. support and care, education, medicine, money, other)

Step 6 – Understanding challenges - 'Vuto' Votes

Distribute different coloured post-it to each group, noting which group is given which colour. Instruct every person to take 3 copies of their group's coloured postits and give the rest back to you.

Explain that each of their 3 postits is a vote they can make about the biggest challenges they see in the map of cards on the ground: where are the biggest problems that are causing people to suffer in this community. They can use their three votes for three different challenges or if they feel one big challenge deserves all three of their votes, they can put all three postits on the same place in the map.

Ask if anyone has any questions. Give them one minute to silently reflect on their 3 votes while standing in their groups. Ask if everyone has decided where they will put their 3 votes. Starting with the least influential group (e.g. young mothers), when you say 'Go' everyone in that group should put their votes on the biggest challenge in the map.

Once all of the groups have voted, count and announce the different votes for each group for each Vuto, and discuss.

Step 7 – Ideas & Solutions - Maganisa Votes

Do the same as for Vuto votes, 3 for everyone. However, this time also give people a bic pen, so that they can write their ideas and solutions on the postit (assigning scribes where necessary).

Once all of the groups have voted, count them and read out the different votes for each group for each Maganisa, and discuss.

Exercise 5: Income & Expenditure Analysis & Community Discussion

PURPOSE/OBJECTIVE

To gain a better understanding of livelihoods and coping strategies for different groups within flood-affected communities at different times of the year.

PREPARATION

Step 1 – Gather the materials required:

1 flipchart

18 markers (6 blue, 6 red, 6 black)

1 package of bluetack

Step 2 – Draw grids on 12 flipchart sheets

6 marked 'Zolowa' (Income), 6 marked 'Zotuluka' (Expenditure), see picture:

IN FRONT OF THE COMMUNITY

Step 3 – Explain the exercise to the community (5 mins)

"We want to have a better understanding of your livelihoods. How do you manage? How do you make money and receive things? How do you spend money? What are your Zotuluka? What are your biggest challenges with Zolowa and Zotuluka? What are the most difficult times of the year? And what are the opportunities you might have to make more money? We would like you to try an exercise where you will work in groups to list all of your zolowa, EVERYTHING you did to receive things and get money during the last year, …and all of your zotuluka: EVERYTHING that you had to give for and pay for over the last year. You will need to think through each month of the year. Please provide as much detail as possible. The first step is for you to divide into groups…"

IMPORTANT: Do not restrict the definitions of zolowa and zotuluka to 'money', it can also include the exchange of objects or services. Do not give examples of different incomes and expenditures while explaining so as not to influence the community members.

Step 4 – Divide into groups (5 mins)

Divide the community into groups no larger than 6 people and give each group one flipchart sheet marked Zolowa and another marked Zotuluka, and 3 markers

For example, 1 group of 6 women, 1 group of 6 men, 1 group of the people from the community's VDC, one group of Community Health Volunteers, one group of teachers, one group of pieceworkers (ganyo), one group of CBO or Mother Care Group volunteers, etc.

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Step 5 – Exhaustively list ALL examples (10 mins)

> Instruct the groups to exhaustively list all of their incomes and all of their expenditures in the column on the left, see pic:

Tell them they have 10 minutes to do this.

Step 6 – …ALL examples (10 mins)

> Pass by each group to make sure they are writing a list. If they are not, re-explain the exercise. Try not to give examples of what they should write.

> To ensure the groups list everything, **once groups have listed 6 or 7 items and can't think of anymore**, ask them do they receive or spend any money because of: piece-work; firewood; charcoal; loans; putting money in a savings group; selling animals; making bricks; etc.

Step 7 – Mark the months for each income & expenditure (10 mins)

Once all of the groups have finished listing all of their Zolowa and Zotuluka, ask them to put a tick mark (ü) for the months when they have this Zolowa and Zotuluka, see picture:

Step 8 – What caused the most suffering? (10 mins)

Once all of the groups have marked all of the months, give each group a red marker. Tell them "with this red marker, can you please indicate the Zolowa and Zotuluka that caused you the most suffering during the last year? To do this please draw a circle around the ü for the zolowa and zotuluka. You only have 10 red circles for all of the zolowa and another 10 circles for the zotuluka. You can use all of the 10 circles on one type of zolowa if that caused you much suffering or you use each of the red circles on different zolowa and zotuluka.

Remind the groups that they must agree where these red circles go before writing them, therefore they should discuss each red circle before writing it. They have 10 minutes for this Step.

Try not to give examples when explaining

Step 9 – Community Discussion (20 mins)

Once everyone is finished marking the red circles, bring the groups to sit together, stick up the sheets on a wall if available or lay them on the ground, have a representative from each group explain their red circles.

Start the presentations with the least influential/most vulnerable groups (e.g. piece-workers, then adolescents, then women, then men, then Chief or VDC representatives)

BACK IN THE OFFICE

Step 10 – Finding trends and specificities (HOURS)

Enter the 'Causes of Suffering' (red circles) different groups from different communities in an excel spreadsheet to see inter-community trends and geographic specificities.

Below— Flashcard sets are very   popular with CBCC nursery volunteers as they are durable, easy-to-use, many games can be played with each set of flashcards and children love them. Namakwaila CBCC nursery on Chisi Island, Zomba.

Above— Flashcard testing in Botoman village, Kadyamba Island, TA Mololo, Nsanje

Below— Locally produced wooden dice can complement many flashcard games, and provide local carpenters with a new source of business

'School in an Envelope'
Flashcard Games & Ideas

The Modelling technique:

First time, the teacher says the word on each flashcard as she presents the flashcards one by one, and **the children listen**.
Second time, the **teacher and children say the words together** as the flashcards are presented.
Third time, the teacher remains silent while the **children say the words by themselves**.

Game num-ber	Name of the game	How to play	Set of flash-cards	Works as a team game
1	What is it?	The teacher shows a flashcard to the children. The children must raise their hands and say what it is. This game can be played in English and Chichewa.	All	ü
2	True or false	After practicing a set of flashcards, show the children a flashcard and ask "Is this a _ _ _ _?"	All	ü
3	Lightning Flash-cards	Two teams, everyone sitting down. Teacher calls out "1,2,3" and then shows everyone a flashcard. The first team to shout the correct word gets a point.	All	ü
4	Alphabet Song	Teacher distributes all of the flashcards. Children line up in the order of the alphabet, then children sing the alphabet song calling out their letters one by one.	1,2	ü
5	Alphabet Soup	Teacher gets the children to lay the alphabet flashcards on the ground in a line. Children pick a flashcard at random and must place it on the corresponding letter flashcard.	1,2	ü
6	Charades	Two teams. Children must mime what image is on the card to the other children on their team.	2, 6, 7, 8, 9	ü
7	20 Questions / Guess what flash-card I have behind my back?	The teacher hides a flashcard behind her back. The children must ask questions to find out what the flashcard is. The teacher can only answer 'Yes' or 'no' to the children's questions	All	
8	'Put the letters in order' race	Two teams. Give each team one set of alphabet or number flashcards that are mixed up. The children must arrange the flashcards on the ground in the correct order.	1	ü
9	'Put the numbers in order' race		3	ü
10	3 Hints to guess the animal	Children ask the teach questions about the animal. The teacher can only reply with "Yes" or "No" …If the children get stuck, the teacher can offer hints (for example, "I have long yellow hair around my neck.")	7	
11	Match the letter/ word to the image	Two teams. Lay 10 image flashcards on the ground. Distribute letters/words flashcards to children. Children must place the letter/word flashcard on the image card that begins with that letter.	All	ü
12	Cross the River	Teacher lays 5 to 10 flashcards on the ground. Children must shout the word of the flashcard as they 'jump across the river'.	All	ü
13	Karuta Race / Fast As Rabbits	Two teams. Teacher lays two rows of the same flashcards on the ground. Children line up 5 me-tres away from the flashcards. Teacher calls out the words of the flashcards and children must race to touch the flashcard.	All	ü
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14	Memory	Teacher places 10-16 flashcards on the ground face-down. Children take turns to turn over 2 flashcards at a time, trying to get matching pairs. If a child gets a match they keep the two cards. The child with the most cards at the end is the winner.	All	ü
15	Bean Bag Toss	Two teams. Teacher lays 20 cards on the ground face-down. Children stand 5 metres back and throw a stone towards the cards. Children must say the word of the flashcard the stone lands be-sides to get a point.	All	ü
16	Race Track	Teacher lays 20 flashcards on the ground in a curved pathway. Children pick a number flashcard at random to see how many steps they can take. The child must say the word of the flashcard they land on to keep their place. If they can also say the English word they get another turn.	All	ü
17	Say everything … except the word	Two teams. Teacher shows a flashcard to one child. This child must describe the image on the flashcard to the other children without saying the word on the flashcard.	All	
18	Catch me if you can	Children sit in a circle. One child is selected to begin. This child chooses a 'magic word' which must be one of the words from the set of flashcards that has just been studied (for example, if the children have been studying the colours, 'blue' could be chosen as the 'magic word'). The child walks around the circle and says a colour as he touches each child on the head (for example "yellow (touch on head), green (touch on head), red (touch on head)) …when he touches someone on the head and says the magic word, he must race around the circle and sit down in the place of the 'magic word' child.	All	
19	Four corners	Teacher places 4 flashcards to make a large square (10m x 10m). One child sits in the middle, closes their eyes and counts to 10 while the other children choose which of the 4 flashcards they will stand behind. At 10, the child in the middle says the name of one of the 4 flashcards, and all of the children standing at that flashcard are out. The game continues until there is only one child left. This child then sits in the middle.	All	
20	Ostrich	Children pair off. Each one holds a flashcard behind their back. They must run around each other to see the other child's flashcard without letting the other child see theirs.	All	

Principles

1) Children will teach each other

…Putting it into practice: when one child says the correct answer, get all of the children to repeat the correct answer afterwards.

…this is especially true in groups of mixed-aged children

2) Minimise teacher's talktime, maximize children's talktime

A good lesson is where the teacher talks very little, but the children talk a lot. When you are planning your lesson, always try to think of how you can get the children to participate and talk more about the words and things that you are trying to teach them about.

…Putting it into practice: allow older children to volunteer to explain the rules and referee a flashcard game

3) Start in Chichewa

Play these flashcard games in Chichewa first. Only begin English versions of these games after the children are very used to playing in Chichewa

ALPHABET		FOODS		NATURE		ANIMALS	
Apple	Apple	Anyezi	Onion	Chitsulo	Metal	Bakha	Duck
Buku	Book	Apple	Apple	Duwa	Flower	Bulu	Donkey
Cabigi	Cabbage	Cabigi	Cabbage	Dzuwa	Sun	Chipembere	Rhino
Chimanga	Maize	Chimanga	Maize	Mphezi	Lightning	Fisi	Hyena
Dilesi	Dress	Kaloti	Carrots	Mtambo	Clouds	Kalulu	Rabbit
Foni	Phone	Mazira	Eggs	Mtengo	Tree	Mamba	Crocodile
Galimoto	Car	Mbwemba	Tamarind	Mtsinje	River	Mbalame	Bird
Galu	Dog	Mtedza	Groundnut	Mvula	Rain	Mbuzi	Goat
Hamala	Hammer	Nthochi	Banana	Mwezi	Moon	Mkango	Lion
Iwe!	You!	Nyemba	Beans	Nkhuni	Wood	Mphaka	Cat
Jug	Jagala	Suwiti	Sweet	Nyenyezi	Stars	Mvuu	Hippo
Kalulu	Rabbit	Tomato	Tomato	Phiri	Mountain	N'gombe	Cow
Lawi	Flame	Uchi	Honey	Tsamba	Leaf	Njati	Buffalo
Malaya	Shirt			Utawaleza	Rainbow	Njovu	Elephant
Mtedza	Groundnut	**CLOTHES**				Nkhuku	Chicken
Odila	Knock	Chipewa	Hat	**COLOURS**		Nkhumba	Pig
Pensulo	Pencil	Dilesi	Dress	Buluu	Blue	Nyalugwe	Leopard
Phiri	Mountain	Malaya	Shirt	Chikasu	Yellow	Swala	Giraffe
Suwiti	Sweet	Malipata	Flip flops	Lalanje	Orange		
Tisheti	T-shirt	Nsapato	Shoes	Ofiira	Red		
Utawaleza	Rainbow	Thalauza	Trousers	Wobiriwira	Green		
Wailesi	Radio	Tisheti	T-shirt	Wofiirira	Purple		

Kalulu	Rabbit
Swala	Giraffe
Mvuu	Hippo
Mamba	Crocodile

N'gombe	**Cow**
Mkango	**Lion**
Bulu	**Donkey**
Bakha	**Duck**
Nkhumba	**Pig**

Mphaka	Cat
Nkhuku	Chicken
Mbuzi	Goat
Fisi	Hyena
Njovu	Elephant

Nyalugwe Leopard

Mbalame   Bird

Leopard Kambuku

Rhino Chipembere

Buffalo   Njati
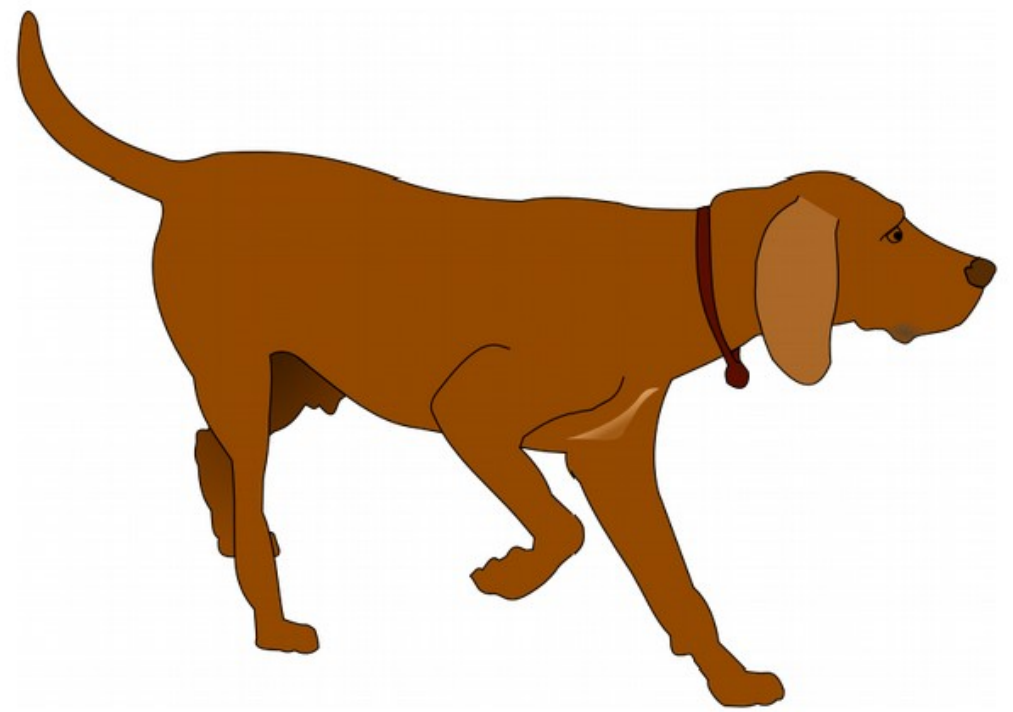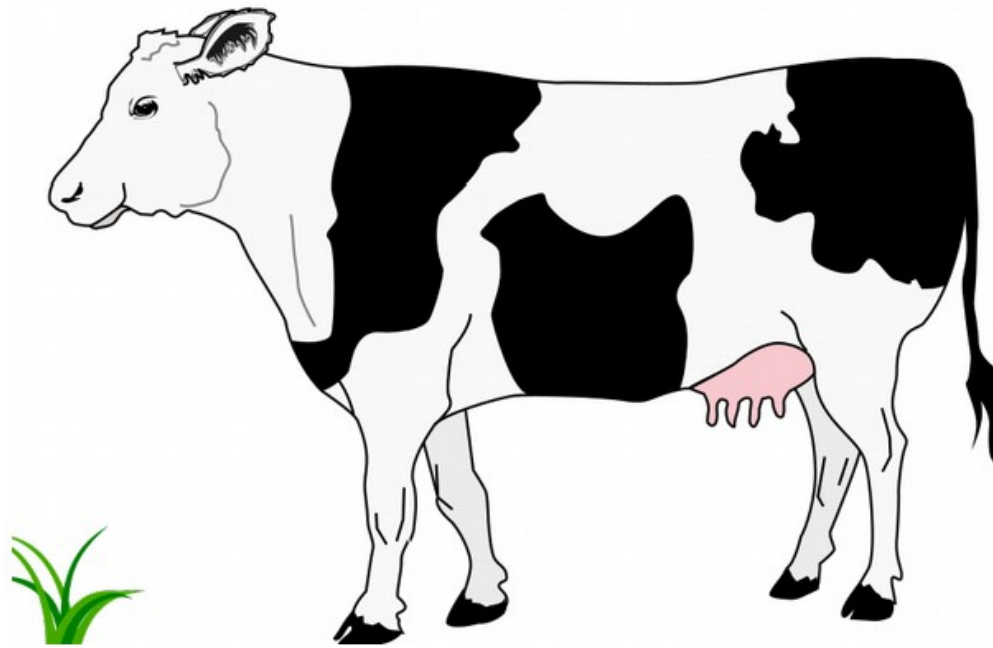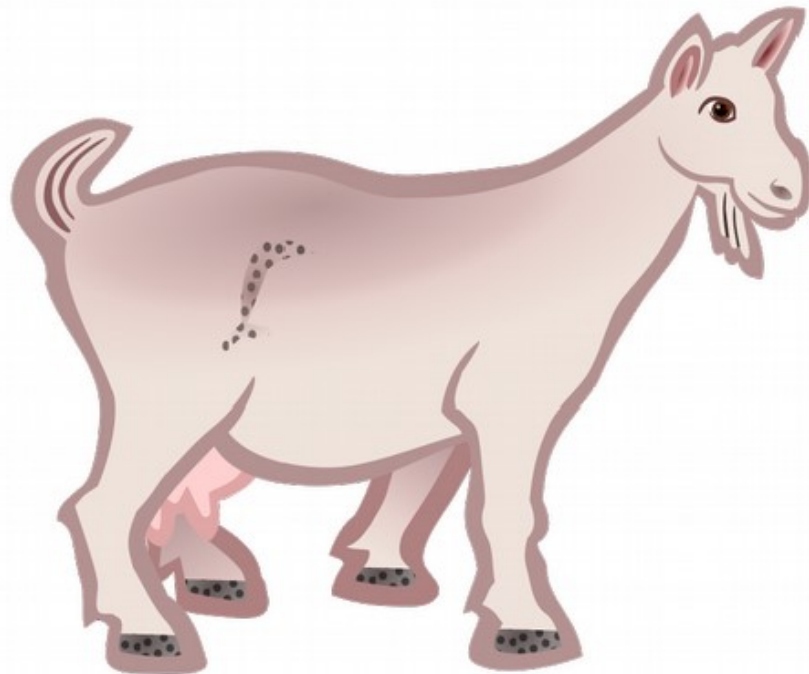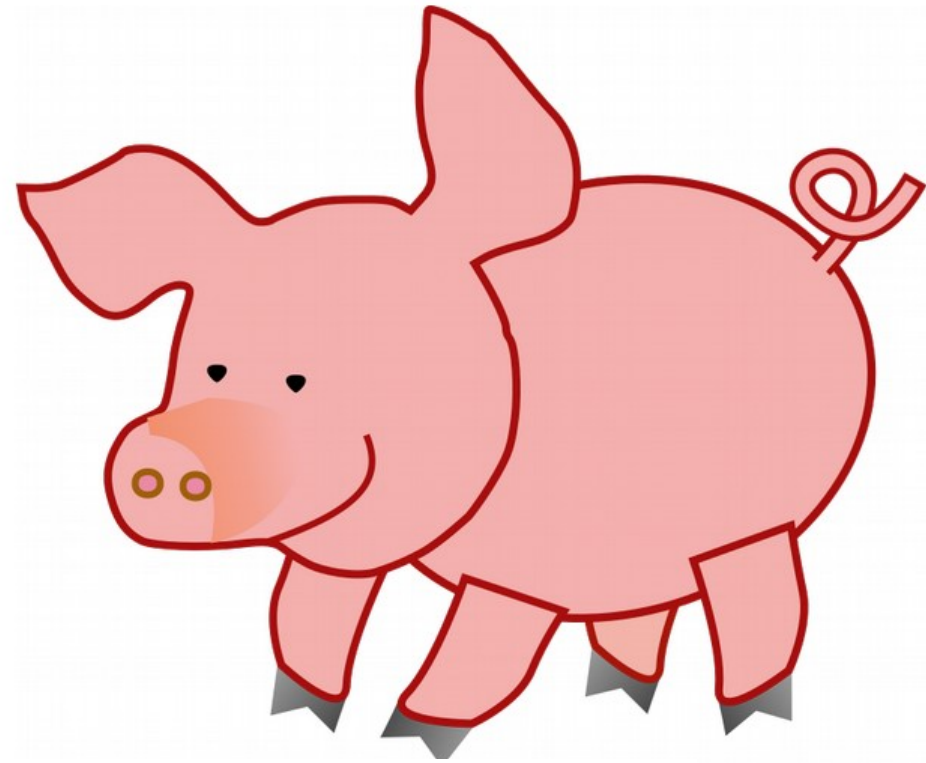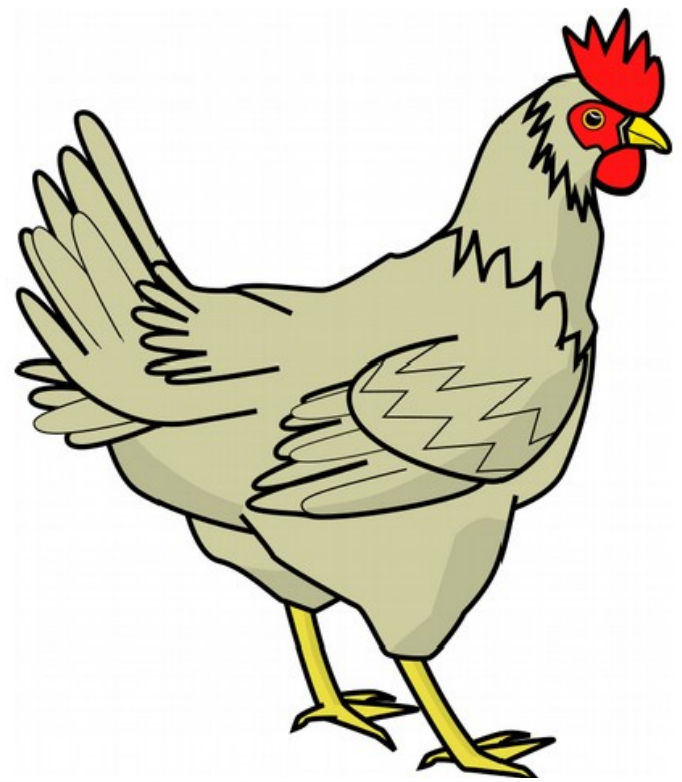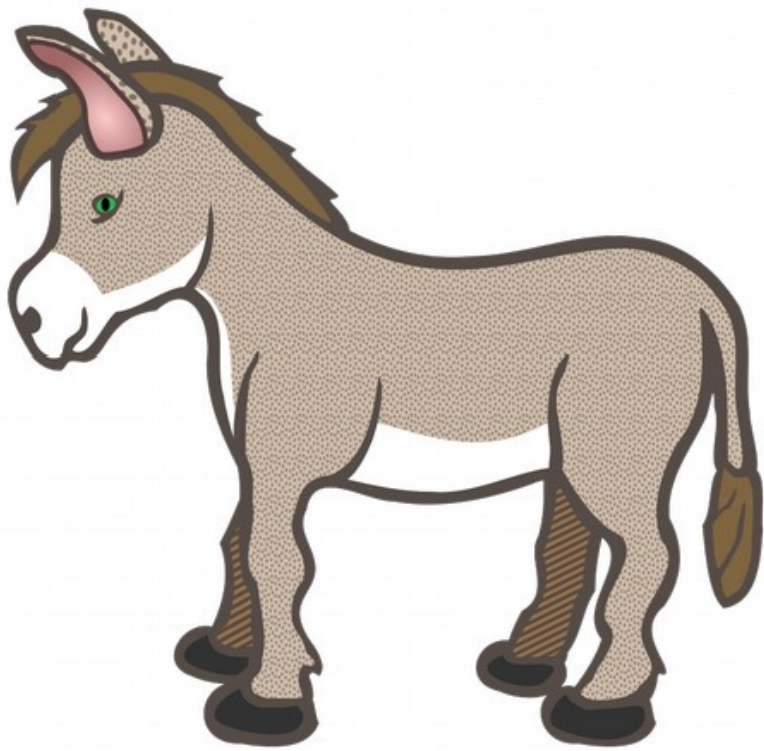
Galimoto	Car
Telela	Trailer
Njinga	
yamoto	Motorbike
Minibus	Minibus

Njinga yakapalasa   Bicycle

Ndege   Plane

Thilaki   Truck

Thilakita   Tractor
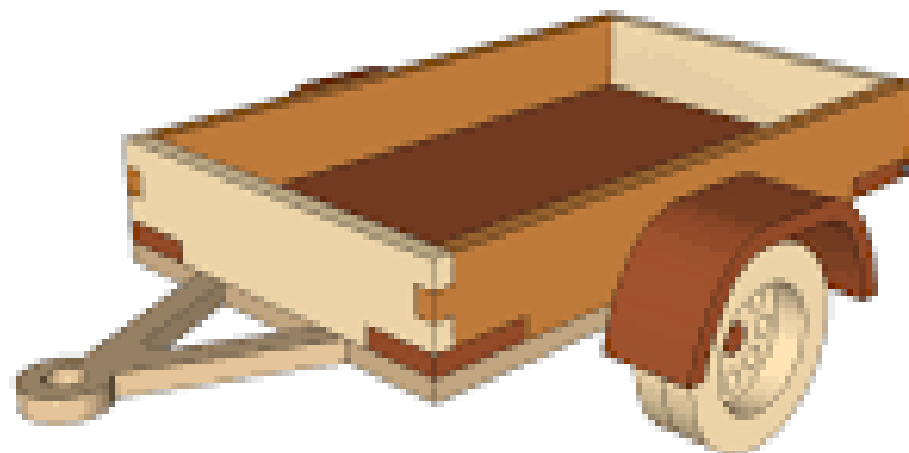
Mtambo	**Clouds**
Dzuwa	**Sun**
Mphezi	**Lightning**
Mwezi	**Moon**
Nyenyezi	**Stars**
Mvula	**Rain**

Phiri	**Mountain**
Mtsinje	**River**
Mtengo	**Tree**
Tsamba	**Leaf**
Utawaleza	**Rainbow**
Duwa	**Flower**
Nkhuni	**Wood**
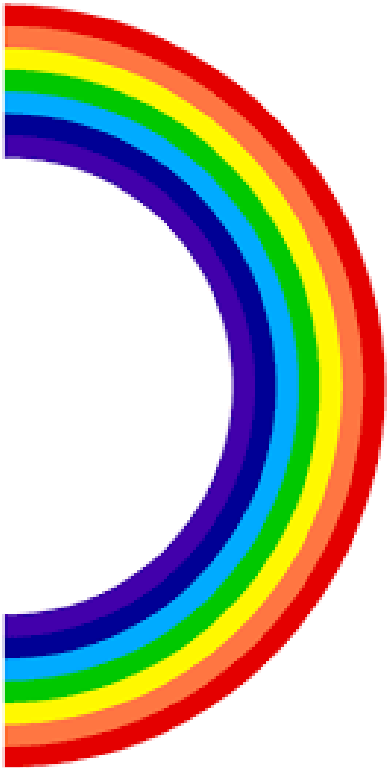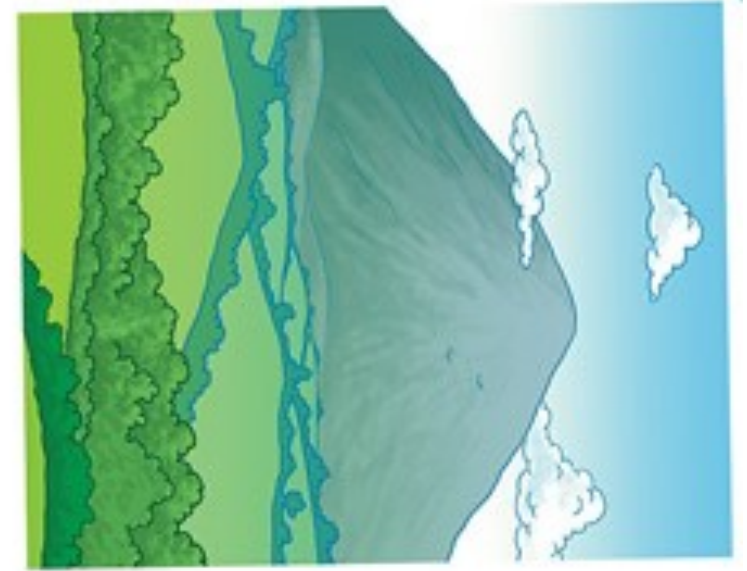
Cabigi	**Cabbage**
Apple	**Apple**
Chimanga	**Maize**
Nthochi	**Banana**
Tomato	**Tomato**
Suwiti	**Sweet**

Nyemba	**Beans**
Mtedza	**Groundnut**
Uchi	**Honey**
Mbwemba	**Tamarind**
Anyezi	**Onion**
Mazira	**Eggs**
Kaloti	**Carrots**
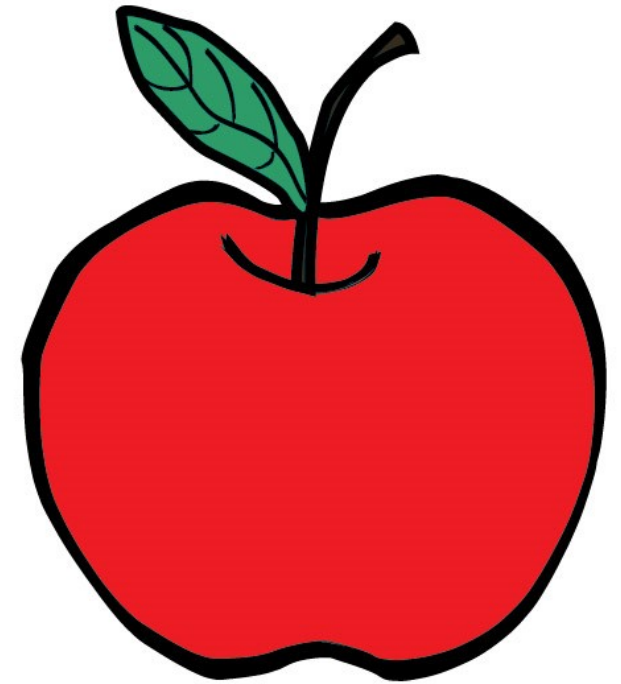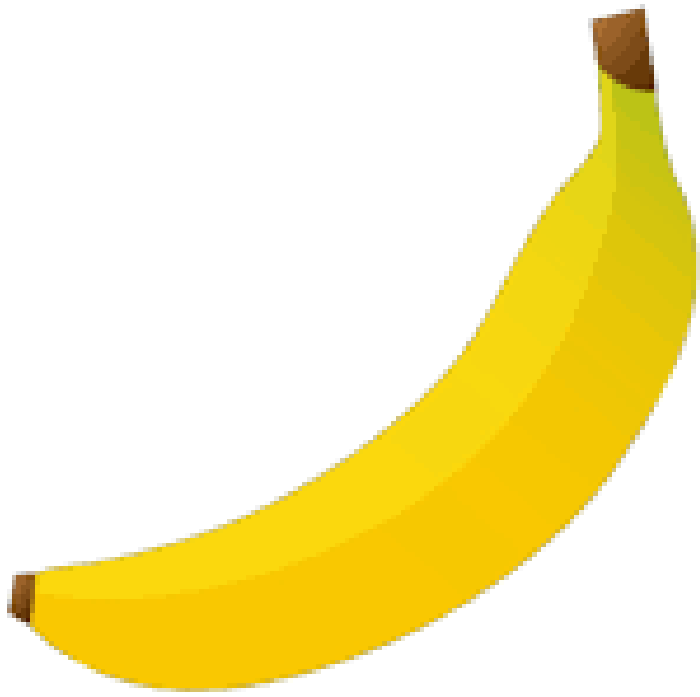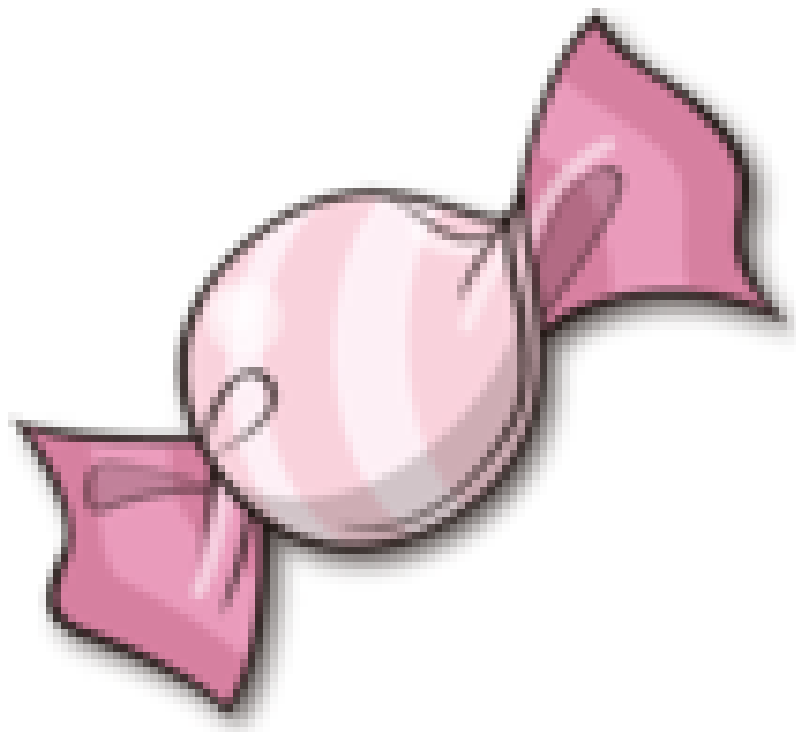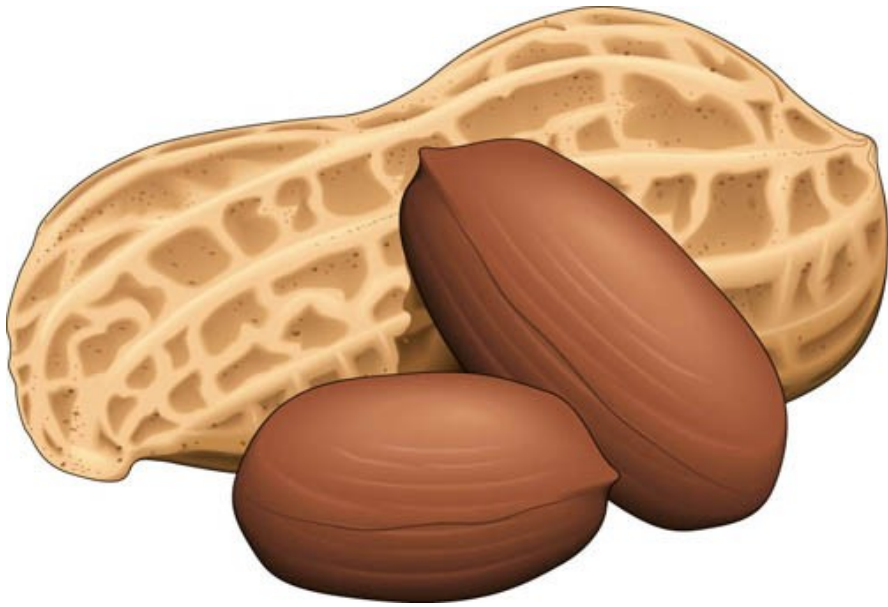
Blue
Buluu
Green
Wobiriwira
Red
Ofiira

73

Yellow

Chikasu

Orange

Lalanje

Purple

Wofiirira

1 2 3 4

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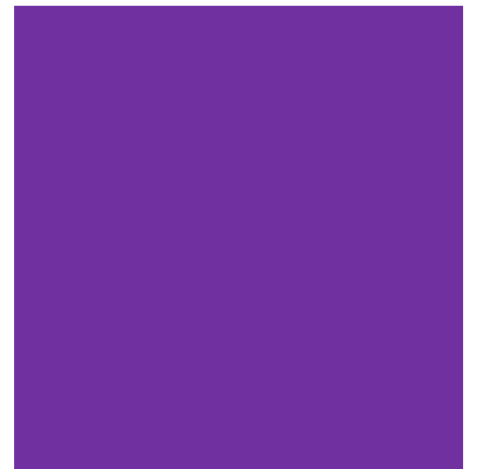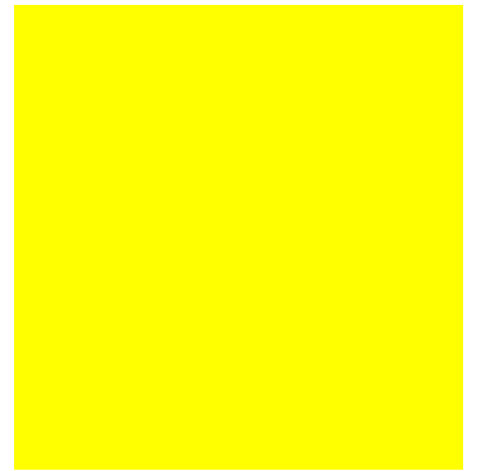
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"The 2030 Agenda places the goals of inclusion, empowerment and equality, and leaving no one behind at the heart of our efforts." **António Guterres, United Nations Secretary General**

"We don't want our children to be ignorant"
Parent & preschool nursery volunteer, Nyachikadza Island, Nsanje

"These children remind us why equity is at the heart of the Sustainable Development Goals, focused on leaving no child behind, and reaching the farthest behind first. No matter where they live."

Henrietta H. Fore, UNICEF Executive Director

"Muthu umodzi susenza denga"
(One head doesn't lift the roof)
Malawian Proverb

Photo credit: Evin Joyce, Community Engagement Specialist, Irish Aid Rapid Response Corps