Republic of Zambia





# MINISTRY OF EDUCATION

# **Basic Education Sub-Sector Investment Programme (BESSIP)**

**School Health and Nutrition Component** 

# Annual Work Plan

January to December 2001

# 6.0 SCHOOL HEALTH AND NUTRITION COMPONENT

#### **SITUATION ANALYSIS:**

The main activities carried out in the year 2000 were preparatory activities. Most of these activities were started and some are completed while others are not. The tasks for the year 2001 therefore, will be to complete those preparatory activities and to implement the health and nutrition interventions in the pilot. The SHN pilot will be implemented in Eastern Province starting with Chadiza, Chama and Chipata. There will be 40 schools to start with, 20 will be intervention schools and 20 will be none intervention. The SHN interventions will be expanded for each subsequent year to other districts and provinces depending on the results of the pilot. It is therefore, important to note that the objectives and activities for the year 2001 will be from short to long term and others will be implemented in the pilot while other activities will go national wide.

One of the preparatory activities was to finalize the SHN policy. The draft policy was circulated to different stake holders and comments were received for incorporation into a second draft. The SHN Situation Analysis tender was awarded to MEDOFF Systems and this was disseminated at a symposium. The cognitive assessment instrument was a continuous activity of which preparations were undertaken and items were developed. The completion of the work will be done in the pilot.

Basic school and teacher education curriculum was reviewed in collaboration with CDC and other stakeholders from MoH and NFNC. The health and nutrition issues were integrated according to themes as indicated in the curriculum framework which has recently been developed. The training of teachers will be commenced this year and roll over in the next year. Teaching and learning materials were also reviewed.

# School Sanitation and Hygiene Education:

This activity was implemented in collaboration with UNICEF. A global workshop was held in Netherlands in which Zambia was included as one of the six pilot countries. As a follow up to the global workshop, a national workshop was held in Lusaka in which the piloting Districts from Eastern and Southern Provinces developed their annual work plans with detailed budgets for the year 2000.

# **Nutrition Education in Primary Schools:**

Nutrition Education in Primary Schools is being piloted and implemented in Luapula Province in three districts, namely, Mwense, Nchelenge and Chienge. A situation analysis was conducted in Luapula province a way of documenting information to use for piloting the nutrition interventions. A training workshop in Participatory Research Appraisal (PRA) and Rural Research Appraisal (RRA) was conducted for the Provincial SHN Committee.

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#### **OVERALL OBJECTIVE:**

The overall education objective for the SHN Component is to improve learning and equity among children attending basic education through integrated health and nutrition interventions in collaboration with community and inter-sectoral partners.

#### Specific objectives are:

- Improve the cognitive functioning of children and their overall education performance.
- Provide health and nutrition education, including reproductive health, HIV/ AIDS, psycho-social life skills, drugs and alcohol abuse, guidance and counseling through pre and in-service training of teachers.
- Impart basic knowledge on health and nutrition so that teachers can effect health promoting behaviour among pupils and the community.
- Integrate HIV/AIDS strategies into school health and nutrition interventions.
- Establish and promote the physical, emotional, social and mental well being of every school child and teacher.
- Provide a healthy and conducive school environment.
- Strengthen community—based health activities and promote youth friendly health services.
- Strengthen community-based health and nutrition activities through child-tochild methodology.
- Monitor the health and nutrition status of school children.
- Facilitate linkages among partners for pupils to have access to safe water and sanitation (new objective).
- Demonstrate the impact of deworming and micro nutrient supplementation on pupil performance (new objective)

#### PRIORITIES:

The following are the priority interventions:

- (a) Complete the preparatory activities, which are the foundation for initiating health and nutrition interventions.
  - Adopt SHN policy
  - Complete cognitive assessment instrument
- (b) Test the health and nutrition integrated interventions
  - Deworming, micronutrient supplementation in form of capsules and food supplementation through the use of production unit gardens
  - Physical examination (screening)
  - Health and nutrition education
  - Integrate HIV/AIDS strategies in health and nutrition interventions
  - Increase community participation in school health and nutrition activities
  - Pilot the collection of health and nutrition information to feed into the main Ministry of Education Management Information System
- (c) Facilitate linkages among partners for pupils to have access to safe water

supply and sanitation

- (d)
- Develop and implement IEC strategic plan.

  Provide in-service training to teachers in reproductive health, HIV/AIDS, drugs and drug abuse, alcohol abuse, psychosocial life skills, guidance and (e) counseling.
- Integrate health and nutrition issues into basic school and teacher education curriculum. **(f)**

Narrative Summary	Performance Indicators	Targets (2001)	Source of Verification	Baseline	Status 1999	Status 2000	Statu
Complete     preparatory activities     which are the     foundation for     initiating the health     and nutrition     interventions     1.1 Adopt the SHN     policy     1.2 Complete the     cognitive     assessment	1.1 SHN policy document 1.2 Cognitive Assessment Instrument	SHN policy adopted     Cognitive Assessment     Instrument validated	SHN policy document Cabinet memo Cognitive Assessment Instrument validation report Cognitive Assessment Instrument	No SHN policy as of 1998 No cognitive assessment instrument as of 1998	SHN draft     policy was     developed     Draft plan for     the cognitive     assessment     instrument	Circulated the draft policy to different stakeholders for comments and also presented at a symposium Draft items developed and validation commenced	

2. Test the health and nutrition integrated interventions  2.1 Deworming, micro-nutrient supplementation in form of capsules and food supplementation through the use of production unit gardens	2. 20 Basic Schools piloting health and nutrition integrated interventions  (i)All school children in 20 intervention Basic Schools receiving deworming drugs and micro-nutrient supplementation in form of capsules (Vitamin A and iron)  (ii) 40 pilot schools with food production unit	2. Health promoting schools established  (i) All children in 20 intervention schools receiving deworming drugs, micronutrient supplements and immunizations (ii) 40 piloting basic schools with school food production unit gardens and annual plans	<ul> <li>Monitoring and evaluation reports and field visits</li> <li>Inspection reports</li> <li>Teachers' health record cards</li> <li>School food production unit gardens</li> <li>Field visits reports</li> </ul>	To be collected by end of 2000 To be collected by end of 2000	<ul> <li>Pilot did not start due to lack of information but the pilot design was produced</li> <li>A food production unit feeding scheme was introduced in 10 pilot schools in Serenje</li> </ul>	Preparatory activities completed A food production unit feeding scheme in 10 pilot schools in Serenje District in Central Province Eastern Province DEOs conducted a study tour to learn lessons on feeding scheme. Plans under way to start feeding schemes
2.2 Physical examination (screening)	gardens and annual plans  (i) Health specialists visiting 20 intervention Basic Schools at least 3 times in a year to conduct physical examination (screening) to all pupils (ii) Class teachers checking personal cleanliness of pupils before starting lessons	(i) All pupils in the 20 intervention schools are physically examined by health specialists at least 3 times in a year	<ul> <li>Health workers reports</li> <li>Teachers' health cards</li> <li>Inspection reports</li> </ul>	Information from the piloting districts in Luapula Province to be collected by the end of 2000	District in Central Province	
2.3 Health and nutrition education	(i) 80 teachers from pilot schools trained in the administration of the health and nutrition integrated interventions including the cognitive assessment instrument	(i) At least 2 teachers from a piloting school trained in health and nutrition issues	<ul> <li>Inspection reports</li> <li>Monitoring and evaluation reports and field visits</li> </ul>			

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	(ii) Teachers receiving training in nutrition education including participatory methodologies from 3 Disticts in Luapula Province	(ii) Teachers who are trained are effectively utilizing the knowledge gained for positive behaviour change of pupils	Consultant and national coordinators reports     Teachers reports	To be collected		
2.4 Integrate HIV/AIDS strategies in health and nutrition interventions	(i) Pilot school with HIV/AIDS plans for integration in SHN activities	(i) Pupils and teachers using various strategies to disseminate information on HIV/AIDS to both in school and out of school children	HIV/AIDS plans	None		
2.5 Increase community participation in school health and nutrition activities	(i) Pilot school communities with action plans in SHN activities	(i) 40 communities have action plans for supporting SHN (ii) Sensitization meetings conducted	Minutes and reports from community and school meetings     Evaluation reports and filed visits     IEC materials     School Focal Point reports		MOU     between     MOE,     Smithkline     Beecham and     World Bank     on     communicatio     n strategies     signed	IEC Specialist contracted     National and district sensitization workshops     Conducted field visits to Eastern province with partners
2.5 Pilot test the collection of health and nutrition information to feed into the main Ministry of Education Management Information System.	(i) Updated cards with health and nutrition information	(i) All teachers in piloting schools recording health and nutrition information on record cards propely (ii) Teachers from the 20 intervention schools using health and nutrition information from the cards for decision making and referrals	<ul> <li>Heath and nutrition cards with reliable information</li> <li>Inspection reports</li> <li>Monitoring and evaluation reports</li> </ul>		• None	Preparations started on health record cards and cognitive assessment instrument

3. Facilitate linkages among partners for pupils to have access to safe water supply and sanitation	(i) 40 piloting schools meeting minimum requirements for safe water supply and sanitation (ii) Hand washing facilities in 40 pilot schools	(i) Production and distribution of hygiene education materials for safe use and maintenance of sanitary facilities (ii) 40 pilot schools have hand washing facilities (iii) Availability and proper use and maintenance of water and sanitation facilities in piloting schools and communities.	•	Hygiene education materials in schools Reports from field visits	17.7	A few materials available in schools need updating	Toilets in 10 schools in Chipata were constructed under WASHE project	District action plans developed     Curriculum and materials review workshop recommended adaptation of some materials with modifications and development of others
4. Develop and implement an IEC strategic plan	(i) Communications strategic document (ii) IEC research document	(i) Completed IEC plan and implemented	•	IEC strategic document	•	Not available	MOU signed between MOE and Smithkline Beecham and World Bank on communication strategies	IEC specialist contracted     Video conferencing training on communication strategies
5. Provide in-service training to teachers in reproductive health, HIV/AIDS, drugs and drug abuse, psychosocial life skills, guidance and counseling	(i) Teachers in the pilot schools who have received in-service training in health and nutrition (ii) teachers in pilot schools who are using knowledge and skills gained to disseminate information to school children for positive behaviour change (iii) Children in piloting schools demonstrating positive health behaviour change	(i) At least 2 teachers from piloting schools are provided with in-service training in pedagogical skills as they relate to reproductive health, HIV/AIDS, drugs and drug abuse, psychosocial life skills, guidance and counseling		Inspection reports Monitoring and evaluation reports Number of teachers trained from TED records Teachers records				40 teachers from the intervention pilot schools trained

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6. Integrate health and nutrition issues into basic school and teacher education curriculum	(i) An integrated basic school and college curriculum with health and nutrition issues including HIV/AIDS for Positive behaviour (ii) Number of health and nutrition objectives in the national curriculum framework and syllubuses	(i) Establish a behaviour change monitoring instrument (ii) Health and nutrition issues including HIV/AIDS in school and college curriculum revised, approved and applied (iii) Trained teachers utilize the integrated curriculum for positive behaviour change	•	Curriculum framework Document Inspection reports Monitoring and evaluation reports Teacher reports Case studies Monitoring instrument for behaviour change	Existing syllabuses but with gaps	Preparatory work for review of the curriculum by CDC	•	Curriculum frame work revised and completed by CDC Revised syllabuses in health and nutrition according to themes Recommendations were made on adoption of some teaching and learning materials and development of others
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#### **CROSS-CUTTING LINKS:**

The SHN Component will link with the following components:

#### Infrastructure:

The link with infrastructure will be established to ensure that the hard ware provided by infrastructure is complemented by the soft ware which will be provided by SHN component. SHN Component will provide health education to enhance conducive learning environment.

# Teacher Development, Deployment and Compensation:

Teachers will be provided with pre and in-service training in health and nutrition including pedagogical skills. This will be done in collaboration with the TED.

### **Curriculum Development:**

The SHN team will work in collaboration with CDC to review and integrate health and nutrition topics in the basic school and teacher education curriculum.

## **Equity and Gender:**

The health and nutrition of girls and other vulnerable groups of children will be addressed in collaboration with Equity and Gender Component.

#### **Education Materials and Overall Procurement:**

Collaboration with this component is important in that all SHN procurements of materials and services will have be done through this component.

# **Capacity Building:**

There is need to strengthen the capacity of the SHN Component in terms of personnel and equipment through collaboration with capacity Building Component.

#### COMPONENT BUDGET SUMMARY:

ACTIVITY	US \$
Policy, Planning and Preparation for SHN Programme	9,000.00
SHN Management Information System	36,000.00
Community mobilization	24,500.00
Initiate SHN Pilot	403,586.00
Design and develop IEC and instructional materials	294,000.00
In-service training of teachers in health and nutrition	25,000.00
Revitalize Child-to-Child activities	86,000.00
Revitalize school food production units	10,000.00
HIV/AIDS	65,000.00
School Sanitation and Hygiene Education	500,000.00
GRAND TOTAL	1.428.086.00

CODE A	ONENT 6: School Health and Nutrit	соѕт	IAM	EED	1440	ADD	BEAV	II IIA	<del>                                     </del>	AUG	eer	OCT	NG.	DEC	ACTION BY	COMMENTS
	T	6091	JAN	LER	MAK	APK	IVIA Y	JUN	JUL	AUG	SEP	061	INU	PEC	AUTION BY	
6.2	Policy, planning and preparation for SHN programme															On going
6.2.1	Submit SHN policy to PCC and Cabinet														SHN F.P., MOE, MOH	
6.2.2	Print SHN policy	4,000													and SHN Committee	
6.2.3	Administration															
6.2.3.1	Procure stationery (printing and	5,000														
1	photocopying paper, envelopes,	[														
	stamps, diskettes, writing pads, etc														Sub-committee	
	Sub-total	9,000														
6.3	SHN Management Information									·					SHN Focal Points at	Links to
	System								Ì	<u> </u>	<u> </u>	<u> </u>	<u> </u>		all levels	capacity building
6.3.1	Maintain computer and printer	1,000														
6.3.2	Design, print and distribute	35,000													Cost covers any necess	ary redesign,
l	health cards								<u>ا</u>						reprinting and distribution	m
6.3.3	Collect health and nutrition information															
	to feed into the main EMIS															
	Sub-total	36,000							Π	Γ						
6.4	Community mobilization												П		Identified PLA	Start with pilot
6:4.1	Train the trainer of trainers	1,500									1				specialists	schools
6.4.1.1	Conduct training workshops to train				-										IEC specialist	
*.	school communities in health and nutrition	3,000	_					Ĺ			<u> </u>		<u> </u>	Ì		<u> </u>
6.4.1.2	Conduct sensitization workshops for															Supported by
	school community stakeholders	20,000							- 1. T. M							USAID
	Sub-total	24,500							<u> </u>	<u> </u>	↓	<u>L</u>		<u> </u>		<u> </u>
6.5	Initiate SHN Pilot							l							SHN F.P. at all levels,	Supported by GRZ
													L		teachers and	USAID, JICA and
6.5.1	Monitoring													Kal.	consultants	UNICEF
6.5.1.1	Develop monitoring instrument	2,500	5:: .						<u> </u>				<u> </u>	<u> </u>		
6.5.1.2	Provide training to teachers in															
	the use of monitoring instrument	5,000							<u>L</u> .				L_			
6.5.1.3	Monitor and evaluate the pilot	1,800										7. S.				

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6.5.2	Procure drugs												$\Box$		
6.5.2.1	Purchase deworming drugs and		gent offer	T		'					, —		$i^{-1}$	MEPSU and MOH	To be done with
· · · · · · · · · · · · · · · · · · ·	food supplements in form of	<b>/</b>			'	'	( )	, J			, 1	1 [	1 ,	1	MOH approval of
i	capsules (Vitamin A and iron)	129,760			'	'	1				J	1	1 '	1	international
<u> </u>		/			′	<u> </u>		<u> </u>			,J	$\begin{bmatrix} 1 \end{bmatrix}$	1 '	1	standards
6.5.2.2	Pre-payment of health scheme	94,256				$\prod'$								Head teachers	
6.5.3	Conduct physical examination	18,270	,			,							, — ,		
	and adminster drugs				<b>4</b> '	<u> </u>							<u> </u>		
6.5.4	Develop cognitive assessment	50,000												Health Specialists	<del>                                     </del>
	instrument (started in 1999)								1.22					<u> </u>	'
	Pre-test the instrument	2,000				$\int_{-}^{-}$								External and	With support
6.5.4.2	Revise the instrument and print final	100,000			<i>'</i>	[ '				_	,	$\overline{1}$	,,	internal specialists	from USAID
	copies				<u> </u>	<u> </u>							<u>'</u>		<u> </u>
	Sub-total Sub-total	403,586													
6.6	Design and develop IEC and		<i></i>	T	T '	'									Support from GRZ
l'	instructional materials					1'					·l		('		SB and USAID
6.6.1.	Develop and print instructional					'									
	materials				′	<u>'</u>							<u>'</u>		
1	Work with CDC and IEC specialist to	135,000				dina di dia dia dia dia dia dia dia dia dia							31	SHN focal Point,	Support from GRZ
	develop teaching and learning materials													CDC and IEC	SB and USAID
	1	2,000													Ţ
	nutrition topics and integrate with life	<b>,</b>	47											1	,
	skills into the basic school curriculum			البلا										4	
	Pilot test teaching and learning materials	5,000	+		<u> </u>	<b></b> '	17.5					<b>↓</b>	—′	<b></b>	
<u> </u>	Review the materials	50,000	<u></u>		<b></b> ′	<u></u> —'	لسل					$\Box$	<u>—'</u>		
	Design and develop IEC materials				<b></b>	<u> </u>	$oxed{oxed}$	$\Box$				$oldsymbol{\sqcup}$	<u>—</u> _'		
	Develop communication strategy	2,000			′	<u> </u>							′		
	Implement IEC strategy - mass media	100,000												SB Specialist and	
1	campaigns, print materias, popular	7												SHN Team	'
	theatre, brochures, etc													<u></u>	
Ĭ.	Sub-total	294,000	ı <u>.</u>	1	<u></u>	· ['	[!	í1			را		í'		

	In-service training of teachers in health and nutrition issues (Refer to TED)								TED, SHN F.P. and National Coord. For FAO project	Support from GRZ, USAID, FAO and UNICEF
6.7.1	Train pilot teachers in health and nutrition information with pedagogical skills and methodologies (TED)							2 ( ) - 12 - 13 - 13		
6.7.2	Orientation of pilot teachers in Eastern, Southern and Luapula Provinces in health and nutrition education	10,000								
6.7.3	Skills training for SHN Team									
6.7.3.1	Short term courses in SHN and SHN related programmes or courses	10,000								Cost covers national and
6.7.3.2	Computer skills training for SHN Focal Point and Assistant	5,000								international courses
	Sub-total	25,000								
6.8	Revitalize Child-to-Child activities									On-going
6.8.1	Conduct workshops to orient teachers on Child-to-Child methodology	86,000							C-T-C Coordinator School teachers	
	Sub-total	86,000								
6.9	Revitalize school food production units								Teachers, pupils and communities	
	Procure seeds and seedling for school production unit gardens	10,000						2 4		
	Sub-total	10,000								
	HIV / AIDS		 1							<u> </u>
	Integrate HIV/AIDS strategies in health and nutrition interventions								Teachers in collaboration with HIV/A	IDS initiatives
6.10.1.1	Conduct health and nutrition talks before the beginning of each lesson in relation to HIV/AIDS	,							Class teachers	
6.10.1.2	Produce health and nutrition IEC materials	65,000								T
	with an integration of HIV/AIDS	·				com Kaža				
	Sub-total	65,000								

6.11	School Sanitation and Hygiene	T		1	$\top$		T		
	Education						l	<u> </u>	
6.11.1	Provision of sanitary facilities,	29,404				124		Schools and	supported by
	maintenance and use.	300,000						communities	UNICEF
6.11.2	Development of hygiene education	150,000						Schools and	supported by
	materials and trainig	20,000.00						communities	UNICEF
6.11.3	Train SHN teams at District level in PRA	50,000							
	Sub-total	500,000							
	GRAND TOTAL	~ <del>1,428,08</del> 6							

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