



**Report Submitted to:  
Miljö- och Bistandsföreningen  
Humana Sverige**



**HUMANA  
SVERIGE**

1	Project name	DAPP Chilangoma Teacher Training College
2	Operational area	Blantyre Rural District and South West Education Division, Malawi
3	Project Leader	Timothy Chadzandiyani
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5	The project idea and the people it reaches	The idea is to train primary school teachers for the rural areas of Malawi, teachers who are highly qualified and trained in teaching as well as community development and are professionally well founded to energetically think that pupils in primary school all have the potential to become skilled and productive members of society. They acquire knowledge in modern ways and teach pupils the importance of the same technique. The teachers understand learning and skills training not as a technical thing, but as being humanly motivated, demanding responsibility and contribution from each individual, delivered unreserved and with care. They spearhead community building and efforts in the area around the school.
6	The people at the Project	1 Headmaster; 1 Administrator; 1 Cashier, 11 teachers, 4 Cooks; 10 guards; 6 Ground Workers and 66 student teachers in one team
7	The history in brief	DAPP Chilangoma Teacher Training College started in 2003 with 32 students who graduated in 2005. In November 2017, the school graduated its 12 <sup>th</sup> team, bringing the total number of graduates to 1015. DAPP Chilangoma Teacher Training College is the first of the now 4 DAPP Teacher Training Colleges. It is located in South West Education Division in the Southern Region, in the district of Blantyre Rural. The college has a capacity for 194 boarding students; thus 2 teams of 97 student teachers each.

## EXECUTIVE SUMMARY

DAPP Malawi teachers training program aims at complementing the government's efforts in improving quality education through reducing teacher-pupil ratio which is high in rural primary schools. DAPP has been committed to training youths who are highly motivated to support children in hard to reach areas. Chilangoma is the first of the four established DAPP Teachers Training Colleges to produce high quality and dedicated teachers who are tailor made to teach in rural primary schools across the country.

DAPP Chilangoma Teachers Training College trains its students using the Humana People to People Teacher Training Concept. It aims to reducing poverty by means of training more teachers who are qualified to teach in rural areas. Like all other DAPP Colleges, Chilangoma divides its students into groups called Teams. Team 2014 had 69 students who were in teaching practice and they graduated in November 2017. Team 2015 replaced team 2014 in teaching practice in their final year which is also known as the *year of another kind of teacher*. There are 66 students doing teacher training in 10 schools.

The college carried out all its planned activities which include, open days, agricultural and crop production, training of pre-school caregivers and teachers and production camps for teachers in graduated teachers network.

In 2017, the institution continued to act as center of learning of which literacy skills are offered to people in surrounding villages. School gardens were also part of the training as students both at the colleges and teaching practice were and are being involved in practical agriculture.

## 2014 TEAM

The team of 69 students graduated in November 2017. The team started their course in September 2014. The first two years they were in the campus doing different activities in different periods. The periods were "*crossing the Rubicon*" whereby students did different research in various district across Malawi. They also did the periods which are called *Bussing the Continent, Hitting the Hearts, Head first Into Lions Pen, Its Show Time, Golden Eggs to the Smaller Ones, When Human Calls Teachers Answer, Golden Eggs to the Bigger ones, When Humans Populate Humanity, Leaving Moral Conviction behind, Fighting with the poor, Ulterior purpose Teaching Didactics ways and means, Mapping with own compass, in the limelight as own map-Teacher, work-shopping in the old burn1, High-flying additional to full time teaching, work shopping old barn 2, I became another kind of teacher and it shows with flying colors. shows*. The team began their teaching practice in September 2016 to July 2017, they did their teaching practice in 11 primary schools. During their course the team did different activities like teaching the learners in various learning areas, established school gardens both at school and in the communities. The team also introduced community projects together with villagers. Some of the projects which were introduced by them were sowing club, healthy club and community lesson whereby students taught the adults about village bank, which is a group of community members who come together and form a group with the aim of saving money and further increasing their income and

The team was supervised by college tutors for the two terms of 2017 before they had their final assessment from Malawi National Examination Board in July 2017. All results confirmed by both college tutors and Malawi National Examination board showed certified that all the students passed with good grades. Currently the team has just graduated on November 15th, 2017. As of now, the team is out of campus waiting for deployment which will be done by government through the Ministry of Education Science and Technology. As they are waiting for the deployments by the government, some of them have already started giving the impacts to the communities through the private primary schools where they are working across the country of Malawi.



**TEAM 2015**

The team started the course in September 2015. The team went through the same program which is divided into periods. The periods began with “*crossing the Rubicon*” whereby students did different research in various district across Malawi. They also did the period which is called, *Hitting the hearts, Head first into lions pen, It is show time, Golden eggs to the smaller ones, When human calls Teachers answers, Golden eggs to the bigger ones, When humans populate Humanity, Leaving moral conviction behind, Fighting with the poor, Ulterior purpose Teaching, Didactics ways and means, Mapping with own compass*. The team of 66 students is now doing teaching practice in the 10 primary schools which are around the college. The team started their teaching practice in October 2017. They had their first assessment by the teachers from the college twice. According to the results found it shows they passed with good grades. Since they have just started, all the students are doing well in all activities that are happening in all teaching practice schools as well as on community projects.

In the course of teaching practice, the student teachers were taking full responsibility of the children they had been entrusted with from ensuring that the entire environment is inclusive and inviting and teaching the learners the various subjects including working with parents. The students organize sports activities, conduct afternoon classes and facilitate establishment of school gardens among others as ways and means of creating a more inclusive and child friendly environment. For example some have established community banking while others encouraged backyard gardens. The students would meet to share their experiences, achievements, challenges and solutions during the midway meeting.

**Other Activities Carried Out**

The government officials from the teaching service commission visited the college to give a talk to all student teachers on new reforms that the Ministry of Education has embarked on. The aim was to inform them to be teachers that government through the Ministry of Education Science and Technology organized by the college in their respective zones.

The students from team 2015 visited Montfort School for the deaf and blind to learn how to handle learners with disabilities. The visit was to allow students to appreciate various methods and approaches that are used to support learners with visual, hearing and other impairments.

Students in both teams 2014 and 2015 continued to actively involve themselves in school garden and practical agricultural activities at the college. Through micro-group system, students teachers were allocated to various areas of responsibilities where they took full responsibility to plan and coordinate activities. The areas that they were allocated to include; Health and Sanitation, Entertainment, Social Welfare and Sports just to mention a few.

A number of open days were also carried out as one away of interacting with the surrounding communities. During the open days important information was shared ranging from girls education promotion, gender based violence and human right issues including child protection measures.

Below are the effects of the project in 2017;

- The college has been a resource centre on issues that concern health, entrepreneurship, food production and nutrition, community leading and information activist during the period called “*When Humans Call, Teachers Answer*”.
- The bussing period allowed students to gain knowledge, skills, values and attitudes in real life. This has helped them to initiate different community development programmes of which some saw and appreciated during the country wide travels.
- Frequent visits to schools (Demonstration teaching practice) while at the college has improved the understanding of teaching and learning not only to the student teachers but also to the primary school learners themselves who have been supported by these teachers.
- The graduated teachers have been adding value to the communities, they serve as they will be implementing the program elements in private primary schools, in pre-schools and where ever they will be.
- Student teachers and graduated teachers have collaboratively established school gardens in the schools where they are teaching. This has helped the schools to raise some money through selling of the vegetables. The schools decided how to utilize the funds.
- The establishment of school gardens has contributed to improving the nutrition status of the learners.
- Learners have acquired farming knowledge and skills through establishment of school gardens.
- Development Instructors Programmes have contributed in reducing illiteracy rate among women and children in the community through community lessons.
- Development Instructors have empowered the caregivers and supervisors through in-service training.
- Improvement in the running and managing of pre-schools and improving teaching and learning delivery has been noted through the knowledge gained during trainings
- Strengthening of working relationships between the communities around the colleges and the college through community lessons has been evident.
- Both the training programs called “*Saturday Pedagogical Sessions*” and “*Its Show Times*” have contributed to the improvement of community participation in activities regarding education of the learners and college activities.

<b>DAPP CHILANGOMA TEACHER TRAINING COLLEGE</b>	<b>Planned Jan-Dec 2017</b>	<b>Achieved Jan-Dec 2017</b>	<b>Variance</b>	<b>Comments on Variance</b>
Primary school teachers graduating in October 2017 (Team 2014)	64	71	+7	This team graduated in November 2017
Team 2015	64	64	0	Achieved
Girls in teaching practice	35	39	+2	The team enrolled 37 girls. 2 girls from the previous team who withdraw due to various problems re-joined during teaching practice
Number of pupils benefiting from lessons given by students	4690	4800	+110	More learners were reached by student teachers
School gardens established in teaching	32	32	0	Achieved
Number of community based Pre-schools in operation	25	35	+10	The number has increased due to the chiefs active involvement
Hectares of land used for vegetable production	5	5	0	Achieved
Number of pedagogical workshops in operation	5	5	0	Achieved
Number of community members participating in communities activities	200	250	+50	Community members were interested in participating hence high enrolment
Open Sundays for the community	10	10	0	Achieved
Rural Libraries in operation	54	54	0	Achieved
Vegetable gardens established in the community	30	40	+8	People were motivated by others to have gardens
Trees planted	2800	2800	0	Achieved



*The 2015 team student teachers giving out the snacks to the standard 2 learners at primary school so that the learners should not run away during learning process (this is during the 6th period)*

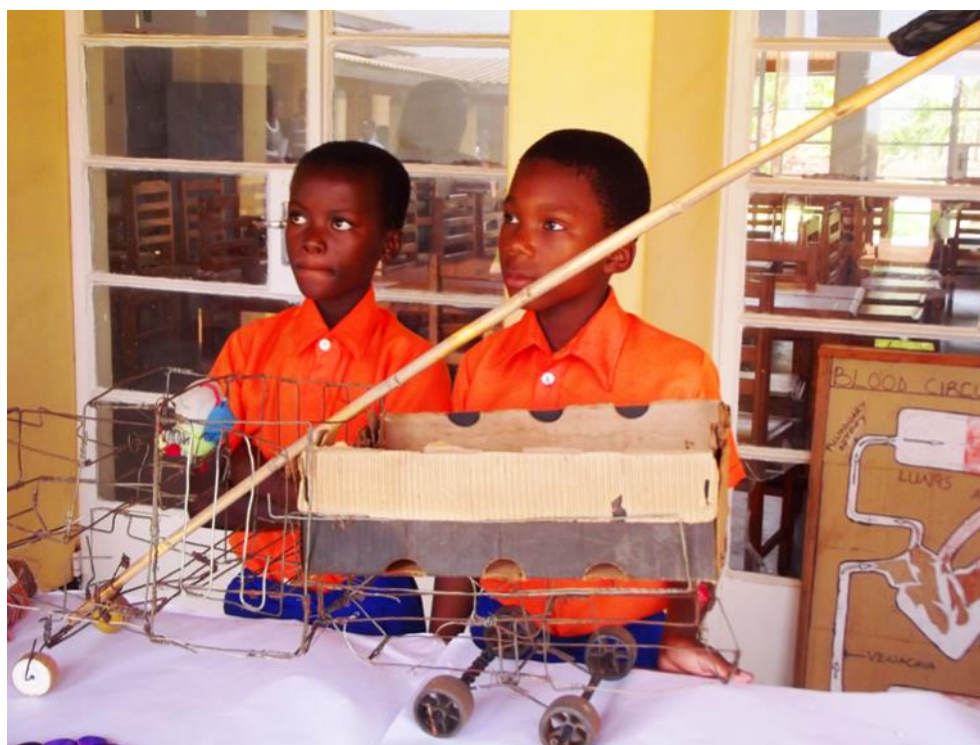


*This is one of the student teachers (Isabel Jiya ) from 2015 team teaching the learners on how to sing a song during open day at the college.*





*The guest of honour Henry Gwede, who is the education division manager in Ministry of Education presenting certificates of accomplishment to the graduates namely Rozula Mumba*



*Learners from primary school presenting what they made using wires to the parents during 2014 team graduation.*



*Our guest of Honour Mr. Henry Gwede, who is the Education division manager.  
Your Honor Senior Chief Kuntaja , all Group Village Heads and Village Heads present here.  
The Education Sector Coordinator Who is also Principal of Chilangoma TTC –  
Iben Pedersen and all Officials from DAPP National Headquarters.  
The Deputy Principal of Chilangoma TTC Mr. M.G Mitengo and all Members of Staff of Chilangoma TTC.  
All Head teachers and Mentors of our TP Schools.  
All Distinguished invited Donor Partners and Sponsors.  
Distinguished Parents, Guardians and Spouses.  
My Fellow Graduating students and all resident students.  
Members of the press, distinguished ladies and gentlemen.*

*IT IS MY HONOUR AND PRIVILEGE TO STAND BEFORE YOU OUR GUEST OF HONOUR TO SPEAK ON BEHALF OF MY FELLOW GRADUATING STUDENTS. THE JOURNEY TO THIS DAY STARTED IN SEPTEMBER 2014. WE WERE 70 IN TOTAL AND TODAY 70 OF US ARE GRADUATING. ACCORDING TO THE RECORDS, OUT OF THE 70 OF US, 46 ARE FEMALE TEACHERS AND 24 ARE MALE TEACHERS. OUR GUEST OF HONOUR, TO REACH THIS FAR, OUR TRAINING HAD TAKEN US THROUGH SEVERAL PERIODS:*

*DURING FIRST PERIOD, WE WERE ABLE TO SEE WHAT IS HAPPENING IN OTHER COUNTRIES PARTICULARLY THEIR EDUCATION SYSTEMS AND COMPARE THAT WITH OUR MALAWIAN SYSTEM. THIS WILL HELP US TO MAKE ADJUSTMENTS AS WE TEACH IN THE RURAL AREAS.*

*THE PERIOD FOR INVESTIGATION HELPED US TO WORK WITH THE LEARNERS IN ORDER TO GET TO THE ROOT OF PROBLEMS THAT NEGATIVELY AFFECT THE LEARNERS IN CLASS AND IN THEIR HOMES. IT IS THROUGH THIS ACTIVITY THAT HELPED US TO IDENTIFY LEARNERS THAT NEED SPECIAL ATTENTION AND WORKED WITH PARENTS TO HELP THE LEARNERS LEARN BETTER AT SCHOOL.*

*DURING CHATTER PERIOD, WE WERE ALSO INTRODUCED TO VARIOUS INCOME GENERATING ACTIVITIES UNDER THE UMBRELLA OF **ENTREPRENEURSHIP. WOMEN ADVOCACY** - WHERE ISSUES TO ENCOURAGE, EMPOWER AND PROTECT A GIRL-CHILD TO PURSUE HER EDUCATION WERE EMPHASIZED. **NUTRITION AND HEALTH** - WHERE WE LEARNED HOW TO IMPROVE NUTRITION STATUS IN THE VULNERABLE FAMILIES, AND **COMMUNITY LEADERSHIP** - WHERE WE LEARNED HOW TO MOBILIZE THE LOCAL COMMUNITIES IN VARIOUS DEVELOPMENTAL ASPECTS. **MEDIA AND INFORMATION ACTIVIST**- WHERE WE LEARNED HOW TO COLLECT, EDIT AND SEND INFORMATION TO VARIOUS PEOPLE THROUGH MODERN TECHNOLOGY.*

*BESIDES THE PERIODS HIGHLIGHTED, WE ALSO HAD A **CONSTRUCTION PERIOD** - WHERE WE WERE INVOLVED IN VARIOUS PRACTICAL ACTIVITIES, RANGING FROM SLASHING THE GROUNDS, GARDENING, MAKING FLOWER-BEDS AND TECHNICAL TRADES LIKE BASIC BRICKLAYING – WHERE WE CONSTRUCTED MAP OF MALAWI AND THE SITTING BENCHES AROUND THE FOOTBALL GROUND.*

*OUR GUEST OF HONOUR, IF ALL THESE INITIATIVES ARE INTRODUCED IN THE RURAL SCHOOLS, DEFINITELY THE LIVES OF THE PEOPLE IN THOSE COMMUNITIES WILL BE TRANSFORMED. WE WOULD LIKE TO ASSURE YOU, AND INDEED THE NATION AT LARGE, THAT WE ARE COMPETENT TEACHERS WHO ARE READY TO CHANGE THE LIVES OF THE RURAL COMMUNITIES SINCE AS TEACHERS WE ARE TORCH BEARERS OF THE SOCIETY.*

*OUR GUEST OF HONOUR, ALL WHAT I HAVE SAID WAS NOT HAPPENING MIRACULOUSLY, BUT WE ALSO HAD COMPETENT, COMMITTED AND DEDICATED LECTURERS, CORE GROUP TEACHERS AND SUPPORT STAFF.*

*I WILL HAVE FAILED MY DUTIES IF I DO NOT MENTION THE UNWAVERING SUPPORT THAT WE RECEIVED FROM LECTURERS, COREGROUP TEACHERS AND THE ENTIRE CHILANGOMA TTC MANAGEMENT. THEY HAVE LEFT A PERMANENT MARK IN OUR HEARTS, THEY WERE AND ARE INDEED VERY GOOD ROLE MODELS FOR US. SOMEBODY SAID AND I QUOTE, 'IN THOSE DAYS WOMEN COOKED LIKE THEIR MOTHERS' END OF QUOTE, INDEED WHEREVER WE WILL BE POSTED, WE WILL TEACH AND WORK LIKE OUR LECTURERS BECAUSE DURING OUR TRAINING THEY TRAINED US LIKE A MOTHER TRAINING HER DAUGHTER HOW TO COOK.*

*OUR GUEST OF HONOUR, OUR SINCERE GRATITUDES MUST ALSO GO TO OUR PARENTS, GUARDIANS AND SPOUSES FOR THE MORAL, MATERIAL AND FINANCIAL SUPPORT THEY GAVE US THROUGH OUT .*

*THE TRAINING PERIOD. AS IF THIS IS NOT ENOUGH, I WOULD LIKE TO THANK OUR FRIENDS AND RELATIVES WHO SUPPORTED US IN VARIOUS WAYS.*

*WE WOULD LIKE ALSO TO THANK ALL HEAD-TEACHERS , MENTORS AND TEACHERS, ALL SMCs AND PTAs AS WELL AS THE COMMUNITIES SURROUNDING ALL OUR TEACHING PRACTICE SCHOOLS. THEIR MORAL AND PROFESSIONAL SUPPORT HAS MADE US REALIZE THIS DREAM TODAY.*

*IN A SPECIAL WAY OUR GUEST OF HONOUR, ALLOW ME TO THANK OUR ONE AND ONLY GOGO CHALO, SENIOR CHIEF KUNTAJA FOR ACCEPTING CHILANGOMA TTC TO BE BUILT IN HIS AREA AND MORE THAN THAT TO BE PART OF THIS CELEBRATION. WE ARE GREATLY HUMBLLED.*

*FINALLY, WE THANK DAPP MALAWI FOR THIS GIFT OF THE LIFE TIME, CHILANGOMA TEACHER TRAINING COLLEGE. WE ALSO THANK THE ORGANIZING COMMITTEE FOR THIS YEAR'S GRADUATION CEREMONY. IT IS*

*TREMENDOUSLY COLOURFUL AND INDEED A MANIFESTATION OF HIGH SPIRIT OF COOPERATION AMONG ALL MEMBERS OF STAFF.*

*I THANK YOU ALL FOR LISTENING.*

*MAY GOD BLESS US ALL AND BLESS OUR COLLEGE.*

Weekend  
NATION  
**YOUNG & FREE**

SATURDAY, 25 NOVEMBER 2017

# Rozula, Mike excel

TEMWA MHONE  
CORRESPONDENT

Families and friends of Rozula Mumba and Mike Hussein broke into jubilation last week when the two received certificates of excellence during a graduation ceremony at Development Aid from People to People (Dapp) Chilangoma Teacher Training College (TTC) in Chileka, Blantyre.

Rozula and Mike were on cloud nine with credits as the institution's 2017 best academic and creativity students, including the best in Teaching Practice Education (TPE) at Milala and Samama primary schools, respectively, in the area.

The two, who outshone other 68 student-teachers in Initial Primary Teacher Education (IPTE) three-year programme, received mug cups, bowls and certificates for the feats.

In an interview, Rozula attributed the achievements to discipline that also put her in line with God.

"I was attentive to lecturers and applied everything as required. But those were not on a silver platter I had to study hard. I praise God for the health that helped me to



PHOTOGRAPH: TEMWA MHONE

Rozula (left) and Mike were decorated

focus and achieve more than just completing the programme," she said.

On his part, Mike said the resolute hunger for knowledge enabled him the success.

"I spent more time studying and consulting lecturers for thorough understanding of courses because the profession bases on applying knowledge. God is faithful, but hard

work pays dearly," he said.

They urged students to study hard, consult lecturers for clarifications and observe God's will for success.

In his remarks, Dapp Chilangoma TTC deputy principal Martin Mitengo congratulated the students, saying they are another kind of teachers to develop all sectors of community. ■



FROM: MACHEKA PRIMARY SCHOOL

TO : DAPP TEACHERS TRAINING COLLEGE

DATE: 12/12/2017

RE: PROJECTS CONDUCTED AND IMPLEMENTED BY DAPP  
STUDENTS TEACHERS

The following are some of the projects that the previous team of DAPP T.T.C student teachers conducted and managed to implement which benefitted the School and the community as a whole:

- Establishing a School garden
- Planting trees of different species at strategic places around the school
- Establishing a tree nursery of tree species which will be planted this year
- Introducing handwashing facilities in front of classroom blocks
- Erecting a foundation for a school post at the main entrance of the school premises
- Sensitising the community on self help projects



as role models and counsellors to girls who were dropping out of school.  
RACHEL MASHAIGWIO DHT