



# Report for Teacher Training College Niassa

For the period January to December 2016



Submitted to:



Norway



**Name of the Project:** Teacher Training College Niassa  
**Organization:** ADPP Mozambique  
**Report Period:** January to December 2016

## The Project at a Glance

1	Name of the project	ADPP Teacher Training College Niassa (TTC Niassa) Escola de Professores do Futuro Niassa (EPF Niassa)
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6	The project idea and who the project reaches	<p>The objective of the Teacher Training College of Niassa is to train primary school teachers (grades 1-7) who are both passionate educators, actively promoting new approaches to teaching and learning, and capable of leading various community development initiatives in the rural areas in which they work, thereby giving the TTC graduates a central role in the forefront of developing primary school education in the country.</p> <p>The TTC uses modern teaching methods that place the student in the centre of his/her own learning process. This approach is later adopted by the student when teaching children and translates into a holistic, child-centred approach involving the parents in the education of the children and in the development of the whole community.</p> <p>By increasing the number of qualified and multi-skilled primary school teachers in the country the College contributes to the efforts of the Government of Mozambique in improving the quality of primary school education for all children in Mozambique.</p>
7	A brief history	<p>The TTC Niassa was established in 1998 in the buildings of a former military camp. The buildings, together with 500 ha of land, were offered by the Provincial Government to ADPP Mozambique for teacher-training purposes on the basis of a 50-year contract. In 1999, the Embassy of Ireland financed the construction of new buildings. The College moved into the new buildings in July 2001. To date, the College has graduated altogether 1,783 teachers and has given the community the opportunity to study at an evening school. 2016 is the 8<sup>th</sup> year of the 1-year teacher-training program and despite the time restrictions (compared to the previous 2.5-year program) it continues to be successful.</p>

## Introduction

To be a primary school teacher in the rural area in the Mozambican education system is very challenging. For the young student who dreams of teaching children about all the wonders of the world, giving them the tools to grow and prosper and to become each child's and youngsters best friend, the program at the TTC Niassa offers a unique opportunity. The program is a response to the reality in the communities in the rural areas in Mozambique. It is designed to ensure that the students understand the importance of working shoulder to shoulder with their students and the community they are coming from. At the same time giving the future teachers a long list of tools which can help them giving each of their future students the start in life they deserve.

The Teacher Training College in Niassa located in the Niassa Province, Sanga District 25 km away from the Province Capital Lichinga.

This year the College worked with 155 young people, 135 of them coming from various districts of Niassa and 20 students coming from other provinces: 3 from Zambezia, 5 from Nampula, 1 from Manica, 2 from Cabo Delgado, 2 from Sofala, 2 from Tete, 1 from Gaza and 4 from Maputo.

## The Project Activities

The program is a 1-year program, which means the students have not much time to learn all they need to know and experience before they are graduated as teachers ready to teach the children. The program is divided into 13 periods each with their special content; along with the 13 Periods they have studied 15 school subjects based on the national teacher education curriculum. These are the periods:

Period 1: Introduction to and starting the program (3 weeks)

Period 2: From sitting in with Primary School Teacher to taking over the class (4weeks)

Period3: Making "It is ShowTime" my golden pedagogical egg as a grown up and with the children (3weeks)

Period 4: Teaching the smaller ones (4weeks)

Period 5: Studying natural sciences (4weeks)

Period 6: Teaching the bigger ones (4weeks)

Period 7: Studying Humanity subjects (3weeks)

Period 8: Travelling, excavating and investigating (4 weeks)

Period 9: Teaching all subjects and ages and studying practical and theoretical didactics (3weeks)

Period 10: Studying individually chosen subjects (3weeks)

Period 11: Teaching all subjects and ages (3weeks)

Period 12: Individually passing exam in the subjects, “It is Show Time” and “Saturday Pedagogical Session” (4weeks)

Period 13: Subjects from Curriculum–Study and final exams (7weeks)

In order to guarantee the best possible teacher training education all the students and their teachers are organized in core groups, which means that in principle they do all their training together. The core group is the students’ base where challenges can be overcome, conflicts can be solved and tasks, courses, experiences and adventures can be prepared and executed all as part of a dynamic school program.

The students need to learn how children learn and develop, and they need to learn how to work with children in learning situations. They also need to learn how to connect to parents and the community in general where the children live. Not lastly they need to grow personally through many experiences. They enter the teacher training as young people who have just finished secondary school, and during the teacher training they develop into becoming grown up persons who are capable of carrying the responsibility for capacity building children and the community where they live.

Starting at the TTC Niassa, the students first of all need to be in command of the subjects they will teach in the primary school - they need to be professionally competent. Unfortunately not all of the students have learned what they were supposed to learn during their time in secondary school, and this year started as all the other years with crash-courses for the new students to catch-up on the subjects. The difficulties they encountered were mainly in mathematics, Portuguese and handwriting, so we created special clubs that continued throughout the year.

The students live in the boarding facilities of the college. In the classes they learn how to become good teachers through the courses and studies, but they also learn from the practical experience of running the college together with their teachers. They learn practical skills such as basic maintenance, planning and organizing skills. Equally important for a future teacher, they learn to see the benefit of knowing people through working together both theoretically and practically. Through the active life and shared responsibility they experience at the college, the students become both creative as well as problem solving future teachers.

## **School Practice**

Already from week 4 at the College, the students were out in the primary schools. TTC Niassa is working together with 7 primary schools, all within a walking distance (the farthest is 7 km away) and each of the classes has between 70-85 children. The students were accompanied by teachers from the College, and they had formed smaller practice groups.

In the school practice the student enter in a complex process which includes learning how to plan lesson, presenting the plan to the college teacher where they discuss different issues to be included in the plan; then the implementation of the actual plan with the children in the classroom and evaluation of the lesson. After the lesson the student and the fellow students sit together with their teacher from the College and the teacher of the children to make evaluation. The student who gave the lesson starts to comment how he-she thinks the lesson went, then his fellow students give comments and finally the two teachers and they all end up with suggestion for the next lesson. In this way the students get feedback to their performance and can quickly develop new teaching skills and techniques in order to give a successfully and interesting lesson for the pupils.

The College has a very good cooperation with the teachers in the practice schools, and around 80 of the teachers in the 7 schools have graduated from TTC Niassa and are well aware of the importance of both the college student and the children to be active in the learning process.

We consider the practice schools as laboratories where the students implement new teaching and learning methods; it is in the classrooms with the children our students have learned how to implement methods of active participation.

During 2016 the College hosted 20 Pedagogical Saturdays with debate of pedagogical issues with the participation of primary school teachers from the practice schools and the college students and teachers. Many community actions have been implemented as cleaning actions, tree planting and planting of elephant grass to prevent erosion, and the students have performed a number of speeches and theatre plays with themes about environment and healthy life style in the communities.

## **Boarding School Life as part of the Training**

The students at the college are the guarantors' for the full functioning of the institution in all areas. They participate in the most important decisions of running the college life together through the forum of the common meetings, assuming the management and planning of: shopping for the kitchen, preparing

meals, cleaning of the installations, school maintenance, agriculture production, sports and culture events, among others.

The students are aware of the good performance in their areas of responsibility which is also a fundamental element for their education, since the preparation of a future teacher is not only in the theoretical sphere, but also in activities that develop the capacities of knowing how to do and how to function in a society.

During the school year cultural programs have been programmed on Tuesdays, Thursdays and Saturdays evenings. The students have been participating in different clubs like: Culture, theatre, dance, English and Literature and finally on Saturday evenings students have been showing their talents for entertainment of the whole school.

### **Teacher Training College as Host of Partnership Programs**

In the central partnership with the government, the Ministry of Education and Human Development supports the operation of the institution through the FASE fund for the purchase of food products, office material, services, energy payment, and payment of salaries of teachers.

Among the ongoing projects at the college is the USDA-funded Food for Knowledge Project. Among the objectives of the project is to train primary school teachers in nutrition issues as a ways of promoting proper nutrition and healthy eating habits within the local communities and among local primary school children. The trainings began in 2013 and in 2016 we have had 155 students, 17 teachers and 2950 children in the primary schools trained in nutrition during the pedagogical practice period.

TTC Niassa has since 2013 been in a partnership with MFA Finland about improving conditions in 60 primary schools in 2 districts – Sanga and Chimbunila – in Niassa province. The partnership has terminated by the end of 2016 with success, and the final evaluations have been held with District authorities as well as Provincial authorities. The final conclusion is that the program has contributed heavily to the improvement of the quality of education for the children in the schools, and that there has developed a connection between school and community around the schools that have been part of the program.

### **Sports and Culture**

The modalities most practiced in TTC Niassa are: football, volleyball and athletics.

The male and female football teams participated in a local football tournament, involving 10 teams. In this tournament, the men's team gained the 3rd place and

the women finished with the 2nd on the tournament ranking. In addition to this tournament, the school has scheduled in the weekly plan, three days for sport activities in the afternoon period, between 16: 30h to 17: 30h, where all students including teachers, practice together.

Regarding the cultural activities, the school also scheduled one day per week for students to express their cultural talents. This takes place on Saturday evenings. Students are organized into nuclear groups to present to their colleagues different typical cultural activities from Niassa province or from other parts of the country. Culture is an important element for a future teacher, where he develops new talents that can be used in the school where he will teach in the future.

### **Agriculture and Livestock**

TTC Niassa has a production area for stable food and vegetables of around 14 hectares. This year we grew maize, sweet potatoes, Irish potatoes, manioc, planted more bananas and expanded the area for vegetables with different types of cabbage, salad, onion and pepper. The students are working in the fields accompanied by the teachers 3 times per week from 16:30 to 17:30 when they don't have sports, so all afternoons for a student is occupied by either sports time or garden time.

60% of the harvest has been used in the schools kitchen and the remaining has been sold on the market. We used the income to buy seed and fertilizers for the continued production.

Our fields have given good quality food for the canteen and it has also reduced the expenses we used for buying food.

### **Graduated Teachers Network**

42 graduated teachers are part of the Graduated Teachers Network. They live in 10 different districts in the province and work in 27 different primary schools. They meet once a month at the College for capacity building conducted by some of the teachers at the College. The meetings are used to discuss common issues and difficulties they encountered in their jobs, and make new plans and educational materials. In this way they support each other to improve their performances of making a quality education for the children in the primary schools where they function, and also many of the teachers at these schools benefit from the materials and programs.

## **The effects of the project**

The students have gained competences that permit them to give the children a quality education that will help them to learn what they are supposed to learn and develop well during their school time.

With the experiences gained at the College in terms of taking initiatives on the social and cultural parts of life, the students are able to contribute to the social and cultural life in the districts and in the province.

The students have learned through their school practice that they will not leave any child behind and let children abandon their classes; no young girl is going to marry while still in primary school if the teacher can do anything to avoid it; and no child is allowed to drop out of school because he or she is needed in the domestic works by their family.

The collective experiences the students gained at the College have a big effect in the community involving the families to be cooperating with the teachers for the benefit of the children.

The communities will benefit from teachers, who know how to organize sports events and other cultural events, who can lead Literacy Campaigns for the adult population, who has experience in vegetable production at school level, who can lead community cleaning actions, who can organize tree planting actions and know how to keep the trees alive and finally who has experience in giving public speeches and mobilizing communities around health issues and basic rules for hygiene.



## Attachment 1: Project in numbers

TTC Niassa		Goals and Achievements		
		Goal for year	Achieved	Variance
<b>People at the project</b>				
0.1	Students enrolled in 2016 (50% Women)	150	155	+ 5
0.2	Women students enrolled in 2016	75	82	+ 7
0.3	Male students enrolled in 2016	75	73	- 2
0.4	Teachers	17	17	0
0.5	Employees	15	15	0
<b>1-year teacher training programme</b>				
1.1	Students graduated in 2016	150	137	-13
1.2	Primary schools hosting the students in their school practice	8	7	-1
1.3	Pupils in primary schools benefit from the pedagogical practice	2500	2,950	+450
1.4	Saturday Pedagogical Sessions carried out in the training	10	20	+10
1.5	Number of DMM computer sets in use for the students	132	30	-102
<b>A rich boarding school life as part of the education</b>				
2.1	HA of land used for vegetable production(lettuce, kale, eggplant, carrot, tomato and cucumber)	4	4	0
2.2	HA for other crops (beans, soya and maize)	10	9	-1
2.2	Cows for breeding	8	8	0
2.3	Goats for breeding	20	20	0
2.4	Number of practical actions of construction and maintenance of buildings, environment and equipment held with students	10	10	0
2.5	Open Sundays	12	12	0
<b>TTC as a host for partnership programmes</b>				
3.1	Pedagogical Workshops in operation	2	1	-1
3.2	Number people trained by the FFK nutrition program	-	3022	-
<b>Sports and Culture</b>				
4.1	Sports tournaments	15	15	0
4.3	Cultural events	10	15	+5
<b>Graduated Teachers' Network</b>				
5.1	Teachers in the Graduated Teachers' Network	26	42	+16
5.2	Meetings of the Graduated Teachers' Network held in TTC	12	11	-1

## Comments

People at the project:

We had +5 enrolled who were repeaters from 2015.

The number of women increased with 7 because of two repeaters.

The number of men reduced because two had made admission test also at Universidade Pedagogica and passed there also. They preferred to study at UP.

1.1: During the year 3 students stopped and 147 went for final exams, out of them 10 failed the exams

1.2: There is 1 practice school less than planned, because it was transformed into a secondary school (grades 8 to 10), and we are training for primary school (grades 1 to 7).

1.3: There are more children in the schools now, partly as result of campaigns the TTC students made in the communities to get all children to school

1.4: The number of SPS raised because the teacher who is coordinating the school practice, is very active in involving students to make good programs

1.5: We still have thin clients not working; the 30 computers are in one classroom which is much used by students when they study the subjects in the data base during the classes and in their individual studies.

3.1: The Pedagogical Workshop in Sanga District is working very well and is much used by teachers and community; but the pedagogical Workshop in Chimbunila has been closed down because it suffered a robbery in January 2016, and the remaining equipment and material has been handed over to the District Education Department.

4.1: We decided to put more emphasis at sports this year in order to improve health in students and teachers

5.1: In the application the goal is set to 26, but the real number is 42

5.2: There was no meeting in December

## Attachment 2: Photos from the Project



In the graduation ceremony the graduates are reading the oath of the teachers.



The students in a core group studying a pedagogical theme.



A student in an oral exam in the end of the 12th period which has an individual exam.



From a training of the college teachers about nutrition and environment.



The college has this year cultivated 4 ha of land with maize, sweet potatoes, Irish potatoes and cassava. Here the students are in action preparing the field.



The students and teachers organizing the drip irrigation in the field.

## Attachment 3: Documents from the project

Date (Data)	Visit Objective (Objectivo da Visita)	Comments (Comentários)	Sign (Assin)
08/12/16	Dirigir a Cerimonia de Graduaçao.	O. Mex. Comentário é que a XVIII Cerimonia de Graduaçao Foi um sucesso a varias fides grau de organizacao dos formados e a preparaçao com Vidadez. Foi cargo que a direccao de este escola (A.D.P.P) Confinuo. Com esta postura organizacao qual Criando sempre boas par boas convivencia com a comunidade vizinhos, pais e funcionarios, de Educ.	Faustino Amemo 08/12/2016

The 17<sup>th</sup> graduation ceremony was a success, seeing the level of organization of the trainees and trainers. We would like the schools management (ADPP) to continue with this organizational posture creating always conditions for coexistence with the neighbouring communities, parents and guardians.

Faustino Amemo

Educational District Director



República de Moçambique  
Província do Niassa

GOVERNO DO DISTRITO DE SANGA

Ao:  
Exmo Senhor: ADPP -EPF

N/Refa nº 124  
Data: 11/04/2016

ASSUNTO: **Agradecimentos**

Servimo-nos pela presente, em nome do Governo do Distrito de Sanga, endereçar os nossos calorosos agradecimentos a V.Excia por ter colaborado positivamente durante a visita de trabalho de Governação Aberta, Participativa e Inclusiva de S.Excia Governador da Província do Niassa a este Distrito, nos dias 31 de Março e 01 de Abril, esperamos o mesmo jeito nas próximas ocasiões juntos em prol desenvolvimento de Sanga. Lembrando que o mês de Maio o Distrito vai receber a visita de S.Excia Presidente da Republica.

Sem mais, cordiais saudações

Sanga, aos 11 de Abril de 2016

Secretaria Permanente Distrital



Ernesto Mahasa Jath

Recabi  
14/04/2016

Sanga District Government

The Permanent Secretary

Acknowledgement

The district Government of Sanga hereby expresses its acknowledgement for the positive collaboration during the government field visit where the Provincial governor participated from the 31<sup>st</sup> of May to the 1<sup>st</sup> of April. We hope for the positive collaboration in the next government visits for the development of Sanga District. As a reminder, we inform that the President will be visiting Sanga district in May.

Ernesto Mahasa Jath  
Permanent District Secretary