



PROJECT BRIEF

DAPP Malawi, with support from the Roger Federer Foundation, is implementing a three-year project, "Let Children Stay in School."

The project will improve schools by providing child-friendly teaching and learning environment.

Project objectives are:

1. Improve collaboration among key stakeholders for the provision of education for children in standards 1 to 3
2. Improve capacity of primary schools to provide child-friendly teaching and learning services.
3. Increase nutrition status of children attending early childhood development (ECD) programmes.
4. Improve quality of teaching and learning environment for children.
5. Improve school sanitation by providing hand-washing facilities and rehabilitating toilets.
6. Equip teachers with knowledge and skills through in-service training and Saturday pedagogical sessions.
7. Construct temporary shelters to serve as classrooms.

The project reaches 115 primary schools in 6 districts: Chitipa 23, Rumphu 15, Ntchisi 14, Lilongwe 29, Machinga 22, and Nsanje 17. These are initial schools within catchment areas where ActionAid is implementing its early childhood development programme.

DAPP Malawi and the Roger Federer Foundation focused on keeping children in school

DAPP Malawi, with support from the Roger Federer Foundation, will strengthen the capacity of primary schools and its teachers in order to improve the transition of children into primary schools.

According to DAPP Malawi the three-year project, "Let children stay in school" will reduce the school dropout rate for children particularly in the early stages of standard 1 and 2.

The project is being implemented in 6 districts where ActionAid is implementing Early Child Development Education projects. The districts

and Nsanje. The goal of the project, which started in 2011, is to improve the lives and wellbeing of poor and vulnerable children through strengthening the capacity of parents and communities surrounding the Community Based Child Care Centres (CBCCs) that are being supported.

The project coordinator Patrick Maele explains that the project is based on the inclusive and holistic approach to education which the four DAPP teacher training colleges are practice.

The project focuses on creating child-friendly environment with all teaching centered around the children and their specific needs.





MAIN PROJECT ACTIVITIES

- Develop tailor made training materials for standard 1-3 teachers.
- Train teachers at DAPP TTCs during holidays.
- Develop age-appropriate teaching and learning materials.
- Establish school feeding programs for standard 1-3 pupils.
- Mobilize parents to produce meals.
- Support standard 1- 3 pupils in sports.
- Engage standard 1-3 pupils in events.
- Teacher's skills training to be mentors for other government teachers
- Training teachers to address the learning of special needs children
- Establish and promote school gardens.

TARGET POPULATION

- 115 primary schools in Malawi
- 600 primary school teachers of standard 1 – 3
- Boy and girl pupil including those with special needs.
- 30, 000, pupils at least 500 pupils from each school.
- District Education Managers (DEM)/ Primary Education Advisors (PEAs) / Teachers.
- Parents Teachers Associations (PTAs)/School Management Committees (SMCs)/ Traditional Leaders.
- Area Development Committees (ADCs)/Ward Councillors / Members of parliament.
- Parents and local community members.
- Stakeholders : Ministry Of Education/ Ministry Of Gender / Action Aid and other None Governmental Organisations (NGOs).



Improved collaboration among key stakeholders

In Ntchisi, the community, School Management Committees (SMCs), Parents Teachers Association (PTAs), Mother Groups and the Area Development Committees have pledged support toward the activities being carried out in the schools. Some of the activities include:

- Provide materials like, quarry, timber, and bamboo for the construction of classroom shed.
- Form a committee to be responsible for managing Let Children Stay in School activities.
- Remind each other of the importance of bringing their children to school.
- Invite agriculture extension workers to advise on school garden.
- Organize themselves to ensure the sowing of soya bean seed is completed and there is a proper follow up on the progress of the school garden.

In Machinga, the community has put much effort to help in the project activities. At Nakusupa primary school in Machinga, the community replanted the soya beans in the school garden.

At Chitundu primary school in Machinga, the community mobilized themselves to construct a temporary shelter at the school. They brought poles, grass, and other materials for the shelter.

Collaboration among stakeholders in primary schools improves that education standards by creating a friendly environment for learners .

Parents, School Management Committees, village leaders, religious leaders, and political leaders are providing direct support towards the implementation of the project activities.

During a recent Area Development meeting conducted in Nsanje, Honourable Sam Ganda – a member of parliament for Nsanje highlighted DAPP's success and promised support towards the project activities. He advised the members of the community to take the project as theirs and help where there is a need.



Child-friendly schools improving education in Malawi



A conducive learning environment for children will improve the education standards in Malawi primary schools.

Many Malawian children do not continue their education if sanitation facilities are not good at school.

Many children refuse to use the latrines if they are not clean and in good order.

Victoria Samson from Goliati Primary School says that teachers from DAPP Teachers Training colleges have been instrumental in ensuring the school toilets are clean.

“The teachers from DAPP Malawi have taught us how to clean the latrines and they take part in the cleaning themselves. This prevents kids from getting sick” said Victoria Samson.

Improved capacity of primary school teachers to raise education standards

The teachers from the 116 participating schools will undergo an eight-week training course comprised of various teaching approaches, including: child-friendly, inclusive education, and use of teaching aids as well as strategies for transitioning children to primary schools and engaging in practical school work.

Recently the training was conducted in three DAPP Teacher Training Colleges (TTC) across the country. Rumphu and Chitipa teachers gathered at DAPP Mzimba TTC, Lilongwe and Ntchisi teachers were at DAPP Dowa TTC and Machinga and Nsanje teachers were at DAPP Chilangoma TTC in Blantyre. The eight week program will consist of 4 weeks of classroom study where teachers will receive training on early childhood development and child-centered and friendly teaching as it relates to education, development of locally-available age-appropriate playing and learning materials.



Some of the teachers that have attended the training have truly to transformed their schools. Teachers have worked with communities to produce learning materials as well as construct play grounds for learners.

In many schools, teachers will use Saturday Pedagogical Sessions to share what they experienced during the training and pass on their learning to more teachers so that they are able to enjoy the benefits of the training as well.

The teachers will attend the training at the DAPP Teachers Training Colleges that are nearest to their schools.



Increasing nutrition status of children attending school



To be well feed with nutritious food is paramount for children's ability to learn and develop. Establishment of school gardens is therefore part of the project activities.

Project staff have mobilised teachers, parents, Parents and Teacher Associations, and School Management Committees to establish school gardens with the purpose of improving school meals and in the long term be able to produce all that children need for a nutritious meal.

The head teacher for Lwakwa School in Chitipa recommended the establishment of school gardens in the schools saying his school and the learners will greatly benefit "Once we harvest from our garden we will be able to feed our learners and make the learners stay in school all the time," said Mr. Sibale.

Now many of the learners also have small vegetable gardens at home from where they harvest vegetables as well as sell some for income.

"My parents prepare nutritious food for me and my siblings each day before we go to school from the garden," said Melifa Simphosya, learner at Lakwa school. .

The project staff has mobilised the parents to start such small gardens in their homes

"We would wish more people got the tips from their children on the importance of growing vegetables especially local vegetables which are very rich in nutrition and they are tolerant to difficult climatic conditions," said Maele.