

AJUDA AO DESENVOLVIMENTO DE POVO PARA POVO

GUINÉ-BISSAU

| TEACHER TRAINING COLLEGE - CACHEU |



1. ADPP GUINÉ BISSAU

MISSION & VISION

The creation of economic, social and cultural development in the communities based on **solidary humanism** and **cooperation** approach, establishing projects through which the development is implemented in key areas such as **Education, Health, Agriculture, Sanitation** and mobilizing people for their **active participation for Development**.

STRATEGIES & AREAS OF INTERVENTION

ADPP has the vision to contribute to eradicate poverty, hunger and inequality in a world where health, welfare, education, production and employment is part of a dignified life for all people. Therefore, ADPP develops a work which integrates the national strategies of the country, as well as the contribution of other stakeholders that strengthen the organization and training of individuals and communities in their autonomy and empowerment process. Thus, ADPP GB works the following areas:

EDUCATION: Teacher Training, Preschool Education, Literacy and Numeracy Training, School Management, Vocational Training, Construction and Rehabilitation of Infrastructures.

HEALTH: Prevention of Ebola, HIV/AIDS, TB, Malaria, improvement of Nutrition, Maternal & Child Health, Water and Sanitation, Maintenance and rehabilitation of basic infrastructures and training & information campaigns.

COMMUNITY DEVELOPMENT: Integrated approaches: education, maternal and child health, nutrition, water and sanitation and income generation. This provides the basis for physical and intellectual growth, reducing child mortality and poverty.

AGRICULTURE: Organization of family farmers in cooperative groups and introduction of sustainable farming techniques to improve productivity, ensuring the resilience and contributing to food security and environmental and biodiversity protection.

2. WHY EDUCATION?

The quality of education remains one of the major driving forces of development and therefore one of the main global challenges. In the reality experienced by Guinea-Bissau we find universal primary education as one of the greatest challenges facing the country. Data provided by United Nations¹ indicate that primary school enrolment in Guinea-Bissau is 59.4% for boys and 58.7% for girls. However, these numbers are affected by the high rate of school dropout (about 60 %), what means that a large number of children are out of school or behind in their schooling.

This lack of access to education is one of the main factors of poverty which affects directly 30.5% of the population². Amongst the main factors are **i)** the late enrolment, **ii)** high failure and illiteracy rates, **iii)** the low quality of the education system with regard to equipment and the training of teachers, **iv)** limited access to school and learning materials and **v)** high children labour rates (around 57% for children with 4 to 14 years) with higher incidence in rural context.

Taking this into consideration, the action of ADPP Guinea-Bissau has been focusing on the education sector, including human and professional training of teachers and young people, especially in rural areas. To this end, ADPP implements a matching methodology with the national education strategy, focused on:

- Training and placing of teachers in rural areas of the country, where there are greater needs in terms of quality of professionals;
- Approach for community development in areas such as: school management; creating teaching tools from the available local resources; school performance and well-being of children, supporting the creation of parents associations; school gardens, women advocacy, income generation projects, etc.
- Strengthening the learning of mathematics and Portuguese language as structuring disciplines, strengthening professional and their psychosocial dimensions, empowerment of individuals, mobilizing community and partnerships for local development.

¹ United Nations Guiné-Bissau (2013), *Plano Quadro das Nações Unidas para a Assistência ao Desenvolvimento 2013-2017*, Republica da Guiné Bissau

² UNPD (2014), *Relatório de Desenvolvimento Humano 2014. Sustentar o Progresso Humano: Reduzir as Vulnerabilidades e Reforçar a Resiliência*, Nova Iorque.

3. TEACHER TRAINING COLLEGE IN CACHEU

Teacher Training College in Cacheu has a 36 months program aiming to promote high standards of primary education in rural areas of Guinea-Bissau. To this end, our concept is based on a dual individual and collective approach. The teacher trainee is considered an active learner, responsible for acquiring the knowledge and skills necessary to become an affective teacher. At the same time he or she is expected to assume this role as part of a team, and training emphasizes social responsibility within a group. Therefore, the program follows the following elements:

- **Rural setting** – colleges are located in and prioritise recruitment from rural areas, and programmes are designed to equip students with the skills such as limited access to resources, high teacher-pupil ratios, poor infrastructure and a lack of support from education authorities;
- **Nationally accredited** – curricula are aligned with national education policies, meet national qualification standards, and are directly oriented towards contributing to sustainable development through education;
- **Practically focused** – all students carry out extensive teaching practicum in primary schools, actively making connections between theory and practice;
- **Collaborative** – training is carried out in collaboration with the local community, actively including families and other community members in the educational process. Students also carry out extracurricular initiatives in the community to contribute to local development;
- **Equality based** – enrolment processes are designed to progressively ensure that at least 50% of trainees are female. Furthermore, students and staff share the responsibility for college management and maintenance, where tasks and responsibilities are shared equally between males and females;
- **Include life skills components** – activities and learning are designed to foster personal growth. Students learn to budget, optimise limited resources, and think critically in order to solve challenges. They also must have an attitude of courageous outlook into the big issues of our time and be inspired by this in the teaching profession.

4. THE TRAINING

The school uses the DNS DMM teaching methodology³ that is based on three fundamental pillars: studies, courses and experiences, which are applied during the three years of training.



1st year: It is the year of introduction to academic theory (natural sciences, humanities, child and adult pedagogy, teaching methods, etc.) and integration in the internal dynamics of the school, in which students are organized weekly by responsibilities (kitchen, school maintenance, sports, school assembly). It is also this year that students experience for the first time, the practical part of their training by performing part-time internships in outlying schools to DNS.



2nd year: The theory and practice go hand in hand, while students learn and experience new ideas adapted to children's needs in full time traineeship during 6 months in rural public schools. In the 2nd year students choose also an area of specialization (health, law, agriculture, community leadership, communication and information) with the aim of planning and implementing of community and school outreach projects.



3rd year: Students travel over 17 weeks in the countries of the sub region (Senegal, Gambia, Mali, Guinea Conakry and Sierra Leone) and learn about the world and themselves in order to overcome professional and personal "borders" and discover new lifestyles and working methods. The planning of the international trip is important for the learning process as well as the return period in which experiences and knowledge are shared in the communities in what we call "Bringing into the Public". Students complete their training by performing a final full time internship (6 months) in rural schools in the country.

³ DNS "is an acronym that means" Det Nødvendige Seminarium "which in English means" The Training College Needed for Teacher s", originally created in Denmark, and disseminated in several countries

DMM means modern methodologies of studies.

5. ACHIEVED RESULTS

- ✓ **40 new primary teachers** graduated with bachelor level;
- ✓ **40 New teachers working in rural schools** placed by Ministry of Education;
- ✓ **100% of academic success** rate;
- ✓ **3,000** beneficiaries **Children** of new learning methods;
- ✓ **55 primary schools** benefiting from innovative learning methodologies;
- ✓ **80 future teachers Students in** training in Teacher Training School;
- ✓ **60 Events** held for primary education promotion;
- ✓ **50 farmers** from the region involved in agricultural activities in school;
- ✓ **500 parents** involved in school activities.



Group of students who have completed three years of training in Teacher Training College in Cacheu, and are currently teaching in rural schools