

# PROGRAM REPORT FOR SCHOOLS FOR THE TEACHERS OF THE FUTURE ANNUAL REPORT 2016



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# Projects in the program

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1. EPF Benguela
2. EPF Bié
3. EPF Cabinda
4. EPF Caxito
5. EPF Huambo
6. EPF Kuando Kubango
7. EPF Kunene
8. EPF Kwanza Norte
9. EPF Kwanza Sul
10. EPF Londuimbali (Huambo)
11. EPF Luanda

12. EPF Lunda Sul
13. EPF Malanje
14. EPF Uige
15. EPF Zaire

- [ 15 Schools for the Teachers of the Future (EPF) operating in 14 provinces.
  - [ 965 new primary school teachers graduated in January 2016
- [ 3,308 students in training in Teams 2014, 2015 and 2016
- [ 54,000 primary school pupils were being taught by EPF students in long-term teaching practice at rural primary schools.
- [ A further 37,600 were being taught or assisted by EPF students undertaking short-term teaching practice at primary schools near EPF.

# Introduction

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EPF, Schools for the Teachers of the Future, have been training young people to become primary school teachers since 1995. In partnership with the Ministry of Education, ADPP now operates 15 Teacher Training Schools in 14 provinces of the country. In 2013, the EPF program was extended from two and a half years to three years, and the content was adapted to changing needs and demands. The pioneering teams from 2013 completed their studies and graduated at the beginning of 2016.

Graduates from EPF schools are highly qualified and motivated, with the knowledge, skills, capabilities and attitudes required to tackle whatever challenges they encounter, be they educational, social or practical. Achieving these qualifications and qualities calls for an ambitious and exacting program, carefully selected students and a series of mechanisms to ensure that the majority fulfil each step on the way to becoming teachers. The students learn to be resourceful and innovative, and they discover that they are capable of more than they thought. One of the most important mechanisms in this respect is the system of core groups, where ten students in the same core group work together and support each other throughout the three years of training.

## The structure of the EPF program

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The program consists of 15 periods as follows:

### 1st year: The International Year of the Teacher

There are three periods in the 1st Year:

**Crossing the Rubicon** (4 months): In preparation for their future role as teachers, EPF students face challenges from the moment they begin their training. The sooner they learn how to rise to, and make the most of these challenges, tackle adversity and develop teamwork, the faster they will progress. Once across the Rubicon, their concept of themselves and the world around them changes, and they are on the way to becoming teachers of the future.

**Bussing Our Continent/Angola** (3-4 months): The whole team travels, with 30 students and 3 teachers travelling together in each bus, investigating and experiencing all they see and find on the way.

**Hitting the Hearts** (3 months): The students share with wide audiences all that they have learned, seen and experienced during their study trip.

## **2nd year: The Year of “Another Kind of School”**

There are 10 periods in 2nd Year, eight of which focus on combining pedagogical studies with school practice, while the remaining two prepare the students for their role as community activists.

The heading for the year addresses the need to make schools and education child friendly, and to consider what a school should be like for primary pupils, if they are to learn and develop. Over eight periods of four weeks each, the EPF students gain experience in teaching and begin to apply modern, innovative pedagogy at local primary schools. They combine work in the classroom with extracurricular activities, the latter paving the way for what is expected of final year students during long-term teaching practice. School becomes a much more interesting place for children.

Two special periods, the 10th and 13th, are devoted to preparation for community development. The period “When Humans Call, Teachers Answer” lasts four weeks, where the students specialize in their chosen subject: Health Care Expert, Women’s Advocate, Entrepreneur, Community Leader, Food Producer, and Media & Information Activist. The period titled “Fighting with the Poor” combines studies and practical activities, taking action together with neighbors and parents of primary school pupils. These two periods are essential for the training of the students in their future role as promoters of change.

## **3rd year: The Year of “Another Kind of Teacher”**

The third and final year is spent at primary schools in rural or peri-urban areas. Although teaching full time, the students have many other obligations and duties. Distance studies, for example, have to be completed, micro projects implemented, and community work and pedagogical research carried out. However well prepared they are, the trainees need and have the continued support of their teachers, through supervision visits and during midway meetings at EPF. Progress and problems are discussed, solutions sought and plans revised to ensure all goals are met before the end of the year.

After the conclusion of the academic year in the primary schools, the very last period of EPF teacher training is With Flying Colors (2 weeks), where the students take final exams and graduate.

# Main Activities

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## Pre-service Teacher Training

- [ Team 2013: 965 students graduated in January 2016.
- [ Team 2014: 1,055 students on long term teaching practice in rural schools.
- [ Team 2015: 1,176 students gaining classroom experience at local schools.
- [ Team 2016: 1,077 students embarking on the 3- year program.

**Team 2013**, the pioneers of the revised EPF program, graduated at the beginning of the year. 965 students graduated from 14 EPF schools, with EPFs Londuimbali and Kuando Kubango seeing their first ever teams complete teacher training. The graduation ceremonies were attended by parents, teachers, and authorities at all levels as well as the students from the schools. For many, it was an opportunity to visit the installations and learn more about the EPF program. 300 guests were invited to witness the awarding of certificates at EPF Cabinda, while more than 500 attended the event at EPF Huambo and EPF Kwanza Sul. At EPF Benguela, a joint ceremony was held to include the 56 in-service primary teachers who had successfully completed 40 Pedagogical Sessions. At EPF Kuando Kubango, where the graduating team was the first team to initiate teacher training, the Vice Governor of the province and the provincial Director of Education both commented on the importance of the school in the fight against illiteracy and in bringing innovation to education. EPF Londuimbali also saw their first team of students graduate. It was a momentous occasion, witnessed by approximately 600 guests. Team 2013 from Uíge performed a play for the guests at the graduation ceremony, based on their pioneering 1<sup>st</sup> Year study trip. EPF Malange, which has graduated 554 teachers since it started in 2007, is a source of teachers for the provinces of Uíge, Moxico, Kwanza Sul and Kwanza Norte.

Team 2014, with 1,055 students at 14 EPF schools, spent the year in long-term teaching practice. The trainees were responsible for about 54,000 primary pupils at rural schools, and implemented hundreds of micro projects, benefiting more than 55,000 people in the surrounding communities. Without the presence of EPF trainees, many primary pupils would find themselves in much larger classes, or even without a school. Even with the presence of the trainees, 70 pupils per class were not unusual, as EPF Benguela students found out.

The close involvement of EPF teachers is essential for the success of this period. EPF Luanda organized the distribution of the students in close collaboration with the various municipal education offices. EPF Zaire teacher, Lutete Mozario, visited

all the schools receiving trainees from his school and had meetings with headmasters and teachers in order to discuss and resolve initial problems.

At the first of two midway meetings held by all schools, EPF Caxito trainees had many stories to tell. Everyone had started well and all the students were fully responsible for their classes, some having to teach both morning and afternoon because of the shortage of teachers at their schools. EPF Huambo students reported that they had begun implementing micro projects, including latrine building, literacy classes and youth clubs. EPF Kwanza Sul trainees had enrolled 20 primary school teachers in 40 Pedagogical Sessions, and the efforts of the students fighting against yellow fever in Cunjo Commune were recognized by the local authorities. Six members of Team 2014 from EPF Kunene demonstrated the value of their training, when they had to overcome the doubts of the community of Kavissapa that people of such a young age could teach and carry out community work. In Londuimbali, the host communities welcomed the initiatives of the trainee teachers, who were building classrooms, constructing latrines, running youth clubs, holding literacy classes, growing vegetables and improving basic sanitation. Students from EPF Bié, who intended to plant trees as their micro project, were able to take saplings from the school's own tree nursery. Team 2014 from EPF Kuando Kubango had a goal of planting 7,500 trees, which would benefit hundreds of people. The many micro projects being implemented by the trainees in the first semester were already making a difference to thousands of people, and many more were reached by the end of the year. EPF Caxito students alone benefited 3,650 people directly with their activities, and they calculated that a further 4,500 were indirect beneficiaries. The second midway meeting, held in August, confirmed the progress being reported, and gave the teachers a further opportunity to ensure that all the students were completing their study tasks, investigations and projects as per schedule. Team 2014 from EPF Benguela, for example, managed to build 14 latrines and renovate five classrooms, among the many micro projects undertaken.

On completion of long-term teaching practice, the students returned to their respective schools to write reports and revise for their final exams, which included oral presentations of their achievement. Graduation will take place in January 2017.

Team 2015 gained classroom experience in local schools. At least 37,000 primary pupils benefited from the presence of the 1,176 students. Hundreds of primary teachers participated in the training of the students, passing on their experience and receiving feedback from the trainees.

The students had to combine studies at EPF with school practice. EPF Caxito students learned that teaching 5<sup>th</sup> and 6<sup>th</sup> Grade pupils was considerably more challenging than teaching 1<sup>st</sup> to 4<sup>th</sup> Grade. Lesson content and teaching methods

had to be adapted, and consideration taken for older pupils, who had never learned to read or write in lower grades. Students on team 2015 at EPF Kwanza Sul were apprehensive before embarking on school practice, but soon gained in confidence when they saw how the primary pupils welcomed their presence. In Kwanza Norte, Team 2015 was only the sixth team to undertake teaching practice at local schools, but the primary pupils were already used to their presence and looked forward to this moment. The same situation was repeated across the provinces, where primary pupils experienced a child friendly education at the hands of EPF students. In Londuimbali, the pupils enjoyed the relationship with the trainees, because it is based on cooperation and assistance.

EPF teachers evaluated selected lessons conducted by the students, as was the case in April and June when EPF Huambo teachers visited the primary schools where Team 2015 was working. The fact that class sizes had risen in these schools, and as many as 80 to 100 pupils was not uncommon, meant support and feedback were all the more important.

Team 2015 undertook extracurricular activities at the primary schools. These activities proved particularly useful in Kuando Kubango, where it was not unusual for primary school pupils to be in their mid-teens, and alternative methods had to be sought to help them to learn. EPF Uíge students included lessons about health and disease prevention in their extracurricular activities. The six schools participating in the project Empowering Girls (see below) turned their attention to specifically female-orientated clubs, activities and discussions in order to provide extra support and encouragement for girls attending primary schools. EPF Benguela students built latrines and established systems for maintaining school toilets, an important element in the project to attract and keep girls at school.

Periods 10 and 13 in the second half of the year were important for helping the students learn more about solidarity and community development, and how they could be a part of both. Courses, studies and, above all, practical actions in the community prepared them for their roles in rural communities during long-term teaching practice. EPF Cabinda students organized a photographic exhibition of ADPP's projects in the province, to coincide with the celebration of 30 Years of ADPP in the country. Team 2015 from EPF Lunda Sul gave lectures in seven local communities, explaining about STDs, HIV/AIDS, social problems such as domestic violence, early marriage and teenage pregnancy, and they carried out actions related to basic sanitation. Team 2015 students from many schools worked alongside farmers, especially women farmers, in their fields. Cleaning campaigns were also widespread during these two periods. Approximately 35,000 people benefitted from the activities of Team 2015 students.

Exams and preparations for teaching practice filled the latter part of the year. Contact was made with the relevant authorities, and many of the students were assigned primary schools in their home areas.

Team 2016, with 1,077 students in 15 EPF schools, experienced new ways of studying and learning, beginning with understanding about teamwork and responsibility. EPF Lunda Sul, the 15th and most recent school, enrolled 40 students and opened its doors for the first time.

The initial weeks were spent preparing both academically and practically for the three-month study trip that is the highlight of 1<sup>st</sup> Year at EPF. Before leaving, Team 2016 from EPF Bié watched a film about Team 2013's trip, and heard from Team 2015 about the importance of investigating their own country. The core groups from EPF Kwanza Norte discussed possible routes and agreed that they should investigate the east of the country, since Team 2015 had explored the south the previous year. EPF Kuando Kubango students visited many families in neighboring villages, to gain experience in undertaking research into rural family life, children's education, health and forms of production. Indeed, all Team 2016 students learned about and practiced making investigations before travelling. They also learned basic first aid and emergency mechanics, as did EPF Kunene students before departing on the journey that would take them to Lubango, Namibe, Bibala, Lucira and Bentiaba.

Team 2016 from EPF Malange chose to visit the neighboring provinces of Uíge, Kwanza Norte, Kwanza Sul and Bié. A number of the students come from these provinces, and chose to attend the school after coming into contact with EPF trainees who either lived or were doing teaching practice in their area. At EPF Zaire, almost all the new students knew someone at the school, whether a family member, friend, EPF trainee or graduate. Zaire was also an example of one of the few provinces, where gender parity is still an ideal rather than an achievable goal.

On returning to their schools, the students from Team 2016 worked through all the material, information, photographs and videos they had gathered in the course of their journeys, and prepared lectures and exhibitions. They shared their experiences with a broad public, giving presentations at primary schools and in the community, as well as at their own schools. EPF Cabinda students reached more than 1,200 pupils when they visited local schools to explain about the trip, while EPF Caxito made their presentations to approximately 1,500 young people and 1,200 members of the community.

1<sup>st</sup> Year exams at the end of the year included Sociology, Communications, Computer Studies, Economics, History, Living Healthily to Old Age, Geography, English and the World in Which We Live. The students revised for the written exams, working in small groups and assisted by their teachers. They also prepared

topics for People's Exams, where they displayed their observations and knowledge before the public.

## Other Activities

### Theater

Teams from all EPF schools trained for and performed at the Annual Theater Competition, held in different regions throughout the country. EPF Lunda Sul was the exception, because the only team enrolled at this new school was Team 2016, and their study trip coincided with the period of preparation. The competition at EPF Huambo was held in combination with the celebration of 30 Years of ADPP in Angola.

### Garden Farming

Vegetable gardens are a learning tool and a source of nutritious food, for both trainees and primary school pupils. Considering the economic climate, it is also an excellent way of maximizing resources, as EPF Bié students decided during a common meeting. Acting upon their resolution to grow their own food, they worked hard to prepare and plant a large vegetable plot. EPF Huambo enjoyed the fruits of their labor, as their garden provided vegetables throughout a large part of the year.

### ZIP – Zones of Pedagogic Influence

A number of EPF schools are partners of Zones of Pedagogical Influence. EPF Bié, EPF Kwanza Sul and EPF Benguela, for example, continued to collaborate with the Provincial Department of Education in the training of teachers in its ZIP.

### Saturday Pedagogical Sessions/40 Pedagogical Sessions

Pedagogical sessions were held at most of the schools to assist and inspire local primary school teachers. EPF Cabinda and EPF Caxito organized 15 and 16 sessions respectively, and the remaining schools held an average of five sessions each.

### Building Weekends

Maintenance actions at the schools have a dual purpose. They serve to ensure that basic infrastructures are kept in good conditions, and they provide the students with the opportunity to gain new skills. Team 2015 was in charge of such actions, as in the case of EPF Bié, where the students built an adventure playground for local children.

### Water and Sanitation Education

EPF Benguela has a Water and Sanitation Centre, to provide information and education about hygiene.

### Gender

Equal numbers of male and female students were achieved at certain schools, but in some provinces there is a long way to go before improvements in primary and lower secondary education translate into a more balanced pool of EPF candidates. EPF Benguela enrolled 50 females and 49 males in Team 2016, and continued the tradition of parity established five years before. Meanwhile, Team 2015 from the same school participated in a project aimed at empowering girls at primary schools, as did five other EPF schools.

### **Empowering Girls in Rural Areas**

Team 2015 at EPF Benguela, EPF Bié, EPF Caxito, EPF Huambo, EPF Londuimbali and EPF Uige participated in a project aimed at strengthening the education of girls at 45 selected primary schools. In March 2016, core groups at the participating schools carried out a training program comprising seven tasks, including studies of family planning, an investigation in the community around their practice school and debates about the situation of young women in Angola. While working at local primary schools, the students undertook a variety of activities, and paid special attention to the girls in their classes, both with respect to their academic progress as well as to social questions. The students gave lessons to their classes about gender and about sexual education, studied the performance of the pupils and analyzed the situation of girls for each school. Clubs were established to treat themes related to youth, sexual education and gender issues. 571 students from Team 2015 at the aforementioned schools were involved in the project. Please refer to the baseline report from the project which is annexed this report.

### **Open Sundays, Café Evenings and Commemorative Days**

EPF schools have a long tradition of opening up the school to the local community. Open Sundays and Café Evenings are two examples of this, while celebrating commemorative days with the community is another. Themes of interest and importance are discussed, as was the case at EPF Cabinda on International Women's Day, when members of the municipal council and of the Organization of Angolan Women joined the students for talks and debates. At EPF Kwanza Sul, Café Evenings were attended by more than 200 people, between students, teachers and guests. EPF Malange held Open Days and Café Evenings to treat topics of relevance to modern day living, such as sexually transmitted diseases and domestic violence. EPF Uíge invited community members from Bengo and Mbanza Negage to participate in a discussion about how to improve primary schools as centers of learning, among other similar topics. EPF Luanda invited 150 pupils from a school in Zango to a day of games and activities, including a lecture by Team 2015 about the mangrove ecosystem.

### **Community Actions**

Malaria and yellow fever campaigns were carried out by EPF schools around the country. Students from Teams 2015 and 2016 at EPF Benguela collaborated with local authorities to remove mosquito breeding grounds in neighboring communities. EPF Luanda held a campaign against yellow fever, ensured all students and staff were vaccinated, and held cleaning actions.

EPF Kunene held a literacy campaign in Oifidi, Oipembe and Caxila 3, talking to families about letting their older children attend school rather than look after cattle.

EPF Kwanza Norte planted trees at local primary schools, and assisted the municipal administration with cleaning actions. At least 12,670 trees were planted by the various schools, in the community and in the surroundings of the schools themselves.

### **Commemorative event**

EPF schools and students around the country were at the forefront of organizing events, marches, actions and exhibitions to mark commemorative days throughout the year.

## **The Effects of the EPF program**

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The EPF program continues to help raise standards at primary schools around the country. Close collaboration between EPF trainee teachers and in-service teachers permits fruitful exchanges of experiences. The former bring new and modern pedagogical ideas and methods to the classroom, while the latter contribute with their experiences from many years of working in often difficult circumstances, with overcrowded classrooms, poor resources and social problems. Child friendly schools, with the pupils at the center of their own education, are one of the prime results.

Meanwhile, final year students address the community as a whole, rather than individual schools in isolation, and seek to make changes by providing the tools and know-how required for populations to improve their own situation. Literacy, sanitation, food production and tree planting are among these basic means towards self-help. The presence of EPF trainees in rural communities is assuming greater significance than ever in the current economic climate. Educational reforms, upgrading and an increase in basic infrastructures are on hold in many areas, while the students continue to occupy teaching posts that would otherwise remain unfilled, establish classes for children who would be without an opportunity to receive an education, build residences and classrooms, and assist the local people with development projects.

Finally, EPF schools are promoting new ways of thinking and working among the young people who pass through their doors. Challenges are not obstacles, but ways of growing and developing; problems exist to be resolved; the country, and indeed the world as a whole, is an interesting place, to be investigated, learned from and shared with others.

## The results of the EPF program

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	Expected results 2016	Achieved 2016
Number of students graduating in January 2016	980	965
Number of students in training on teams 2014, 2015 and 2016	3.750	3.308
Number of pupils at rural primary schools benefitting from having students on Team 2014 as their class teachers during the whole school year 2016	40.000	54.042
Number of micro projects carried out by students on Team 2014	1.000	947
Number of people in rural communities benefitting from micro projects carried out by students on Team 2014	25.000	55.523
Number of primary school pupils benefitting from lesson given by students on Team 2015 doing school practice	30.000	37.624
Number of primary school teachers working together with the students on Team 2015 about their school practice	550	697
Number of Saturday Pedagogical Sessions together with the primary school teachers at the practice schools, realized by the students on Team 2015	250	79
Number of Open Sundays and similar public events organized by the students on Team 2015	90	107
Number of Building Weekends organized by the students on Team 2015	90	85
Number of people benefitting from community actions carried out by the students on Team 2015 during periods 10 and 13	20.000	77.920
Number of students enrolled on Team 2016	1.250	1.076
Percentage of female students enrolled on Team 2016	50%	45%
Number of primary school teachers in service participating in the course "40 Pedagogical Sessions"	7.500	520
Number of primary school teachers and pupils participating	6.000	23.146

in sports clubs and sports events organized by the EPF Schools		
Number of schools in the neighbourhood of the EPF Schools participating in the Theatre Competition	28	42
Number of trees planted by student and teachers at the EPF Schools	15.000	13.558
Number of teachers at the EPF Schools participating in the distance training course on Pedagogy at OWU	25	24

[ The number of graduating students is slightly lower than expected. Some students have dropped out or not fulfilled the requirements for the final exams, for different reasons.

[ The number of students in training is lower than expected, partly because the enrolment of new students on team 2016 was lower than expected, partly because some students have left the schools for various reasons.

[ The number of micro projects carried out is lower than expected, because two of the schools have accepted that groups of students implemented one micro project together. Nonetheless, the number of people benefitting from the micro projects is much higher than expected.

[ The high number of primary school pupils benefitting from lessons given by students on Team 2015 reflects the high numbers of pupils in each class, caused by lack of teachers. One of the consequences of the economic crisis is that the Ministry of Education has reduced the intake of new teachers.

[ Most of the schools have not reached their planned number of Saturday Pedagogical Sessions.

[ The enrolment of students on team 2016 is lower than expected. One of the reasons is that the construction of EPF Kuando Kubango and EPF Lunda Sul has been delayed, and it has not been possible to accommodate the planned number of students. Another reason may be that the economic situation in the country makes it difficult for prospective students to raise funds for the enrolment fee, and that it has become difficult for the graduated teachers to be employed by the Ministry of Education.

[ Some of the schools, particularly in the northern provinces, are yet not able to reach gender parity. The rate of female students on Team 2016 is 45%, which is higher than the previous years, but still not satisfactory.

[ The number of primary school teachers participating in the course "40 Pedagogical Sessions" is much lower than expected. The main reason is that the goal was too ambitious, considering that the schools has a very tight economy as a consequence of the general economic crisis in the country.

[ The number of trees planted by teachers and students is probably higher than shown here, as only half of the schools have reported how many trees they have planted.

# EPF PROGRAM REPORT

## ANNUAL REPORT 2016



Student of Team 2015 during an investigation into early pregnancy among the students of EPP Benguela - EPF Benguela



Group of students from Team 2015 at the Theater Competition, one of the activities carried out to celebrate 30 years of ADPP, Angola - EPF Benguela



Saussi from Team 2015 during teaching practice at Primary School 1237 - EPF Benguela



Team 2016 on a bridge over the River Kwanza in Kamacupa - EPF Bie



Team 2016 admiring the surroundings of the geodesic center of Angola - EPF Bie



Teaching practice, encouraging the love of reading - EPF Cabinda



# EPF PROGRAM REPORT

## ANNUAL REPORT 2016



The Director of EPF Cabinda explaining about the exhibition to the Technical Vice Administrator - EPF Cabinda



The EPF student Judith Bamba of the 2015 Team with her class at the primary school of Lufefena during school practice - EPF Huambo



Students of the 2016 team are preparing presentations about the school's Responsibilities Areas. As from the end of the first school year, the 2016 team is now in charge of all the areas. Each of the 8 Core Groups takes care of areas like food and serving of food – an important task, the student dormitories, the DmM school computers and the pigsty. - EPF Huambo



The school year ends with exams in many disciplines. The 2016 team holds exam in History. 5 students have prepared a presentation and a theatre play. Students of the team and participants of the neighbouring school Frontline Institute of Angola form together with EPF teachers the Juries for evaluation. This group had got the task of presenting about Portuguese colonialism and they managed very lively and got a high exam mark. - EPF Huambo



# EPF PROGRAM REPORT

## ANNUAL REPORT 2016



Sport for girls was one of the ways of getting girls involved in primary schools in Missombo during Team 2015's teaching experience. - EPF Kuando Kubango



Farmers' Club Kuando Kubango farmers in Cutato received a hand from the trainee teachers throughout the year, as witnessed by the Vice Administrator of Cuchi, the King of Cuchi and the Police Commander. - EPF Kuando Kubango



Team 2014 oral exam about micro projects - EPF Kunene



Agricultural produce from a Team 2014 micro project - EPF Kunene



Team 2016 students and teachers together with the Deputy Administrator and the Municipal Education Director during a visit to Kangandala Municipal Administration, Malange Province. - EPF Kwanza Norte



Student in teaching practice doing physical training with primary pupils - EPF Kwanza Norte



# EPF PROGRAM REPORT

## ANNUAL REPORT 2016



Painting the school - EPF Londuimbali



School sport, Ramiro Championship - EPF Luanda



Cultivating the vegetable garden at a primary school.- EPF Malange



Team 2016 students with their families. - EPF Uige



Trainee teacher in his class - EPF Zaire



Team 2015 at pre-exam meeting - EPF Zaire



# EPF PROGRAM REPORT

## ANNUAL REPORT 2016



Bus group, comprising three core groups from Team 2016. - EPF Kwanza Sul



Sport at Vila da Kibala involving EPF Kwanza Sul and other schools. - EPF Kwanza Sul



EPF & DmM – Reaching the Hearts: The students centre stage presenting what they learned during the study travel.- EPF Lunda Sul



EPF & Leisure: students embellishing the school by planting grass in the forecourt - EPF Lunda Sul



EPF Caxito



EPF Caxito