

# ANNUAL REPORT 2016

## EPF ZAIRE



Submitted by ADPP Angola to  
U-landshjelp fra Folk til Folk, Norge

# The Project at a Glance

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1	Project name	EPF Zaire
2	Operational area	Zaire Province, Angola
3	Project Leader	Kahrin Dambaek
4	Contact details	<a href="mailto:epfzaire@humana.org">epfzaire@humana.org</a>
5	The project idea and the people it reaches	<p>The idea behind EPF Zaire is the training of young people as primary school teachers, in particular for rural schools, where a high degree of commitment, independence and initiative are essential in order to meet the challenges encountered. The project also teaches students to aid community development. Thousands of children and many more community members benefit from the project, as do the students themselves, as they develop into mature and socially conscious young people.</p>
6	The people at the Project	<p>The staff consists of a project leader/headmaster, a vice headmaster, 14 teachers and 7 other employees.</p>
7	The history in brief	<p>In 2001, an agreement between the Ministry of Education and ADPP led to the establishment of EPF Zaire. Funding for the construction of the school was provided by the national oil company SONANGOL and its partners.</p> <p>The first team started in October of 2001 and, as of January 2016, EPF Zaire has graduated 722 teachers, of whom 126 are female. 57 trainees in their final year in 2016 will graduate at the beginning of 2017.</p>

# Project Activities and Results

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Team 2013 graduated at the beginning of 2016, and there were 170 students between Teams 2014, 2015 and 2016.

[ Team 2014: 54 students, 17 female and 37 male

[ Team 2015: 59 students, 16 female and 43 male

[ Team 2016: 57 students, 20 female and 37 male

## **Team 2013**

48 new teachers graduated from EPF Zaire on 14<sup>th</sup> of January 2016. This was the first team to complete the revised three-year program that saw the students traveling 12,000 km through Southern Africa in their first year, and learning to be “Another Kind of Teacher.” Around 300 people attended the ceremony, which included songs, music, plays and speeches. Among the invited guests were the director of the Office of Education, Sr António José Pemba, who was participating for the 13th time, and was accompanied by Sr Casimiro Paulo, Head of General Education at Soyo Municipal Education Office, Mr Jesper Jensen representing ADPP, second in charge at the immigration authority in Soyo, Sr André Vemba, representatives from Angola LNG, Kwanda base offshore concession and Exxon Mobil, headmasters and teachers from local primary schools, sobas, family members and friends and journalists from Radio Soyo and Jornal de Angola.

One female student, who was unable to complete the course with Team 2013, finished her long-term teacher training in 2016 and will graduate at the beginning of 2017.

## **Team 2014**

Team 2014, comprising 54 students, 17 females and 37 males, spent the year in long term teaching practice at rural primary schools. Five of the original 65 relocated to EPF Lunda Sul, and four will repeat the year.

The trainees were assigned schools in all six municipalities, some of the students having to travel by canoe to reach their host communities. Class size ranged from 22 up to 91, the larger classes being a major challenge. This and other challenges were tackled throughout the year, initially with a round of visits by EPF teachers to headmasters and primary school teachers, and subsequently at two meetings at EPF Zaire plus two periods of visits by EPF teachers to their students.

The midway meetings at EPF Zaire reunited the team, and provided an opportunity to exchange experiences, give advice, check that everybody was up to date with their distance studies, microprojects and synopses, and prepare for the following period. The visits by EPF teachers in July and again in October were important, to see how the trainees worked in practice and how they were developing their skills, both in the classroom and in the community.

Among the micro projects being implemented were chicken and duck rearing, vegetable gardening, math and Portuguese clubs, tree planting, sports clubs and selling múcua, the fruit of the baobab tree. Some 400 people participated in the projects, which benefited thousands more people indirectly.

The trainees considered their teaching practice as the most important part of their entire student career.

Towards the end of the year, Team 2014 was very busy revising for exams and preparing reports about their experiences in the classroom, about working with the community and about their research topics.

### **Team 2015**

Team 2015 comprised 59 students, 16 females and 43 males, who studied 2<sup>nd</sup> Year under the heading Another Kind of School. They started on 30 January, and began preparing the school by painting the dormitories and the kitchen, ready for the opening ceremony on 6 February.

Teaching practice at local primary schools was the first main program point. Three days a week during three weeks out of every four, the students spent the mornings assisting in the classroom, and the afternoons undertaking extracurricular activities. Five primary schools were involved: Kitxitxi, Kimpondo, Konde, Kintambi and Kimbangu. Thorough preparation was vital, as this was a new experience for the team. The students worked alongside the permanent class teachers, a large number of whom had not had the privilege of formal training but had already spent many years in the job. They helped introduce the trainees to the realities of teaching primary children, after which it was the trainees task to learn how to turn restless, chaotic children into well-organized pupils, singing, reading and working in groups.

Among the school activities were sport for boys and for girl, cleaning actions around the school and visiting the parents of the pupils. The entire experience was positive, as the students learned to deal with children of all ages as well as with the communities in which they found themselves. They developed a good relationship with their pupils and with their colleagues.

When not working at the primary schools, Team 2015 continued to study, attend courses and complete experiences as per the 2<sup>nd</sup> Year program. In the second

semester, this involved community actions with and for the neighbours of EPF Zaire, in particular in Periods 10 and 13. Period 10 When People Call, Teachers Answer and Period 13 Fighting With the Poor are intended to prepare the students for their long-term teaching practice, where they would be helping promote community development.

Among the many actions in Period 10 were cleaning campaigns, to improve the health and hygiene in and around nearby villages. One such action in Kintambi Village was undertaken in collaboration with TCE Zaire and was a great success. Other activities included how to implement a business and malaria campaigns. To understand the possible role of Community Leader, the students were in contact with different entities such as sobas and councillors whose job entails problem solving and the resolution of conflicts. The Health Agents spoke with clinics, the health director and a representative of TCE Zaire to understand more about malaria, TB and HIV/AIDS, and they participated in cleaning campaigns and condom distribution. The Women's Advocate group spoke with the secretary of OMA (Angolan Women's Organization) about the role of women in Angolan society, including the challenges.

After getting a taste of all Charter Subjects, Community leader, Health agent, Entrepreneur, Women's Advocate, Food Producer and Information & Media Activist, the students chose which theme to concentrate on during their 3<sup>rd</sup> Year teaching practice. As there were 59 students in Team 2015, each core groups chose one of the six subjects, and Period 10 served to provide many examples of the possible projects to be implemented.

During Period 13, the students visited six neighbouring villages to investigate conditions and discuss possible actions with the local leaders. Among the points under investigation were the number of children in and out of school, the kind of work being done by adults, how families earn money, and what the people think about the future for their village.

The final weeks of the year were taken up with exam revision, exams, and preparation for long-term teaching practice. The relevant authorities were informed of the number of students, and the collaborating primary schools were looking forward to receiving the trainees. The latter were also ready for the task ahead, with material, themes for investigation, distance study tasks and so forth, and they had ideas about the micro projects they wished to implement with the communities.

### **Team 2016**

The 60 new students, who formed Team 2016, began arriving during the first week of February, in time for the welcome party on 6 February. They came from all six municipalities of Zaire province: N'zeto, Kuimba, M'Banza Kongo, Nóqui, Tomboco and Soyo. Despite there being a quota of 10 students from each municipality, many

of the new students come from Soyo itself. Three had to drop out because of illness and will join Team 2017.

Among the first tasks was the formation of six core groups of each 10 students, who would study and work together throughout the course. Preparation for the three-month study trip in Angola occupied much of the first weeks, with courses about Angola and the world, climatic change and global warming, general studies and practical preparations.

The trip itself lasted 12 weeks and took the students through three provinces, Zaire itself, Bengo and Uige. Both bus groups, comprising 30 students and three teachers each, made investigations, continued their studies, visited families to understand about how other people lived, and learned to resolve all kinds of practical and organizational problems. The students were particularly impressed by the Caves of Nzenzo, a site of natural beauty in Uige, which they would otherwise only ever see on television. An old sugar factory in Caxito also featured in the list of places visited. The trip was an eye-opener for the students, who learned far more through personal experience than they ever could by reading about the subjects they investigated. Team 2016 began to understand and feel what it meant to be Another Kind of Teacher.

On returning to EPF Zaire at the end of August, the students wrote about what they had seen and experienced, and prepared presentations about their trip. They visited primary schools in Kimpondo, Kitxitxi, Konde and Kintambu, as well as the Municipal Education Office, to explain about their experiences. The presentation comprised talks about staying with rural families, visiting a banana plantation near Caxito, and about a trip to the Kings Museum in Mbanza Kongo, as well as theatre, dances and poetry about all the new information gained. The students explained the idea behind “machimbombeando” or travelling by bus, and how they were responsible for gathering information through interviewing people and conducting investigations. Approximately 500 people attended the presentations.

At the end of the year, Team 2016 prepared and sat exams in history, geography, French or English and The World in Which We Live. The combination of study tasks, courses and personal experiences helped considerably when it came to the exams.

### **Other activities**

**Open Sundays:** five Open Sundays were held, to celebrate 4 February, Women’s Month in March, 25 May, the International Day of the Child and the Day of the African Child.

**Building weekends:** six weekends were spent improving the facilities at EPF Zaire, by painting the rooms inside and out, painting tables, repairing chairs, making

concrete tables for outdoor areas, establishing a sports field and tending the vegetable garden, for example.

**Theater:** Apart from the Annual Theater Competition, theater was performed by four schools on the occasion of the celebrations for the 30 Years of ADPP

**Tree planting:** the school almost reached the goal of 1,500 trees, after planting moringa, acacia, papaya and orange trees.

## The Effects of the Project

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EPF Zaire has an impact on the education system in the province, through final year students working in rural areas where teachers are often in short supply, raising the level of education through the concepts of Another Kind of Teacher and Another Kind of School. Thousands of young children feel the effect of the project every year, as both 2nd and 3rd Year trainees work in classrooms and school yards across the province. The school has graduated more than 700 teachers, all of whom have the capacity to make a difference.

Rural communities continue to benefit from the presence of final year students, who undertake development projects of all kinds from tree planting to adult literacy classes. Health, hygiene and basic sanitation are integral elements of the project, and their promotion helps improve the well-being of countless community members.

The impact on the students themselves is considerable, with a major leap in their development coming in the very first year of training. Travelling for up to three months in order to investigate and study at first-hand promotes maturity, reflection and a greater understanding of other people, cultures and ways of life. Not only do the students experience the need for change, they come to learn how to be a part of change and improvement.

# Annex

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## The Project in Numbers

	Goals 2016	Achieved 2016
Number of new primary school teachers graduating in January 2016 (Team 2013)	49	48
Number of female students in Team 2013	13	12
Number of students Team 2014	65	54
Number of female students in Team 2014	19	17
Number of students Team 2015	60	59
Number of female students in Team 2015	16	16
Number of students Team 2016	60	57
Number of female students in Team 2016	30	20
Number of primary school pupils benefiting from having students from Team 2014 as their class teacher in 2016.	2,500	2,530
Number of microprojects undertaken by Team 2014	65	50
Number of people benefiting from microprojects undertaken by Team 2014	2,500	1,000 direct beneficiaries
Number of primary school pupils benefiting from lessons given by students from Team 2015 during teaching practice at local schools	1,500	1,350
Number of primary teachers working with students from Team 2015	30	35
Number of local primary schools hosting Team 2015 students in teaching practice	6	5
Number of Saturday Pedagogical Sessions held by Team 2015 for teachers at practice schools	8	1
Number of Open Sundays or similar events organized by Team 2015	6	6
Number of building weekends organized by Team 2015	6	6
Number of community members benefiting from Team 2015's actions in Periods 10 and 13	800	782
Number of schools in the neighbourhood of EPF Zaire participating in the Theatre Competition	3	4
Number of students trained in the didactics of teaching about malaria, HIV and TB	60	120
Number of trees planted by students and teachers at EPF Zaire	1,500	1,350
Quantity in kg of vegetables produced in the garden farm at EPF Zaire	250 kg	700 kg

The number of students in each of Teams 2014, 2015 and 2016 has changed to a greater or lesser degree in the course of the year. In cases where students have had to leave the course because of illness or for similar reasons, the majority rejoin the school at a later date. What has not changed is the difficulty of enrolling female students in the province, which is

highly patriarchal and traditional. The fact that one third of Team 2016 is made up of female students could almost be regarded as a success, despite the goal being 50%.

# EPF ZAIRE ANNUAL REPORT 2016



Soyo Primary School



Team 2015 at pre-exam meeting



Team 2016 at Ndozi Health Center during their study trip



# EPF ZAIRE ANNUAL REPORT 2016



Vegetable garden



Trainee teacher in his class





REPÚBLICA DE ANGOLA  
MINISTÉRIO DA EDUCAÇÃO  
GOVERNO DA PROVÍNCIA DO ZAIRE  
REPARTIÇÃO DA EDUCAÇÃO E CULTURA

## ESCOLA PRIMÁRIA Nº 8/ SOYO

À  
Escola de Professores do Futuro Zaire  
ADPP  
  
SOYO

Assunto: Ofício

nº / Referencia  
010/EP nº 08/ Soyo/Zaire

Data  
01/12/2016

Servimo-nos da presente para enviar à Direcção da Escola de Professores do Futuro Zaire/ ADPP, o seguinte relatório de estágio:

Tratando do período de estágio do Estudante **Justino João Teodoro** à nossa escola, este, trabalhou com um bom empenhamento. Cumpriu com os planos curriculares, conseguiu socializar-se com os colegas encontrados e criou um espírito de camaradagem, mantinha sempre um bom relacionamento com os pais e encarregados da Educação, participava em cada vez nas reuniões metodológicas e pedagógicas.

No que refere a prática de ensino, o professor foi um bom gestor da turma da 6ª classe turma D constituída de 46 alunos matriculados dos quais 44 avaliados. O rendimento escolar apesar de ser uma classe de transição automática, mas foi bom. Tentou superar muitas crianças que tinham dificuldades nas suas aprendizagens aplicando novos métodos; isto é trabalho colectivo dentro e fora da sala de aula.

No que toca o trabalho comunitário, ele cumpria o papel de líder comunitário acompanhando os alunos nas campanhas de limpeza em vários lugares ( dentro e fora da escola da escola), campanha de vacinação e algumas actividades recreativas.

Escola do Ensino Primário nº08  
Município do Soyo  
Província do Zaire  
Exercício 2016  
República de Angola

Bairro 1º de Maio  
Comuna Sede  
Rua principal da Emissora Nacional

Também agradecemos a participação do seu encarregado da educação neste processo. Isso criou um ambiente motivador.

Sugerimos que a EPF Zaire continue a formar sempre professores e solicitamos que no próximo exercício 2017 que nós enviasse pelo menos 5 estagiários.

E aproveitamos apresentar a sua nota de avaliação de desempenho durante o exercício 2016.

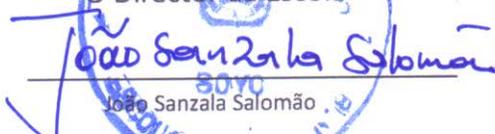
#### FACTORES INDICADORES DE AVALIAÇÃO DE DESEMPENHO

1. **Qualidade de ensino:** Actividades bem executadas, plano de aulas bem elaborados, material concretizadores bem organizados e sem deficiência que chama atenção.
2. **Aperfeiçoamento profissional:** Revelou interesse metódico e sistemático em melhorar os conhecimentos profissionais e a qualidade de trabalho e a sua adaptação à mudança.
3. **Inovação pedagógica:** Esforçou-se para desenvolver novos métodos, estudos e trabalhos de investigação, embora os resultados nem sempre sejam adequados ou oportuno.
4. **Responsabilidade:** É disciplinado e assume plenamente as suas responsabilidades.
5. **Relação humana e act. Extra lectivas:** Em algumas situações sabe sempre estabelecer óptima relação com os alunos, encarregados de educação e toda comunidade escolar. A sua maneira de ser e de estar incentiva sempre um bom ambiente de trabalho

Qualidade de processo de ensino aprendizagem	Aperfeiçoamento profissional	Inovação pedagógica	Responsabilidade	Relação humana e actividades extra-lectivas	Pontuação total obtida	Classificação
15 x coef 3= 45	15 x coef.2= 30	20 x coef1 =20	15 x coef. 2= 30	20 x coef 2 =40	165	BOM

Sem outro assunto de momento, queiram aceitar as nossas cordiais saudações.

ESCOLA DO ENSINO PRIMÁRIO Nº 08 EM SOYO, AOS 01 DE DEZEMBRO DE 2016

O Director da Escola  
  
João Sanzala Salomão  
ESCOLA DO ENSINO PRIMÁRIO Nº 08

Escola do Ensino Primário nº08  
Município do Soyo  
Província do Zaire  
Exercício 2016  
República de Angola

Bairro 1º de Maio  
Comuna Sede  
Rua principal da Emissora Nacional



REPÚBLICA DE ANGOLA  
GOVERNO DA PROVINCIA DO ZAIRE  
ADMINISTRAÇÃO MUNICIPAL DO SOYO  
REPARTIÇÃO MUNICIPAL DA EDUCAÇÃO, CIÊNCIA E TECNOLOGIA  
**ESCOLA DO ENSINO PRIMÁRIO Nº2**

Á  
ADPP-SOYO

**ASSUNTO:** Agradecimento

A Direcção da Escola em epígrafe vem por meio desta agradecer todo o apoio recebido de Vossa Instituição com o envio de 14 professores para ajudarem no programa de superação dos nossos alunos das 4ª e 5ª classes em Língua Portuguesa e Matemática, ao sábado durante o terceiro trimestre.

É de salientar que muitas crianças conseguiram melhorar o seu nível de aproveitamento, de acordo com as informações prestadas pelos professores da nossa Escola.

**Soyo, 22 de Novembro de 2016**



### **A letter from Primary School # 8/ Soyo**

The letter says the following: “We received Antonio João Teodoro at our school for the teaching practice period. During this period he performed well as a teacher.

He complied with the teaching curricula; He managed to socialize with his colleagues; created the spirit of camaraderie; had a good relationship with pupils’ parents. He had participated in all planned methodological and pedagogical meetings.

During teaching practice he was a good teacher of the 6th grade with 46 enrolled pupils. By the end of the school year (2016) 44 pupils had been evaluated getting good score.

The pupils' performance was good because the teacher trainee applied good teaching methods through collective activities in and out of school. He also played a roll of community leader by participating with students in cleaning campaigns (in and out of school), vaccination campaigns and other recreational activities. His parent also participated in the above activities.

We hope that in 2017 EPF Zaire continues to train more teachers and send at least 5 teachers trainees.

Evaluation score was based on the topics shown on the table below.

Teaching quality	Professional improvement	Pedagogical innovation	Responsibility	Human relationship and extracurricular activities	Total score	Classification
45	30	20	30	40	<b>165</b>	<b>Good</b>

### **A letter from Primary School # 2/ Soyo**

The School Board appreciated the support given by ADPP by sending 14 teachers trainees who have helped 5th and 6th grade students to improve their learning skills mainly in Mathematics and Portuguese Language.

From information provided by the teachers of our school, we would like to point out that many children (pupils) have been able to improve their achievements due to the pedagogical work carried out by EPF students.