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# ADPP Angola and the Ministry of Education in Angola

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Ministério da Educação

present



## The Expansion Plan

### 10 New Schools for the Teachers of the Future



# Schools for the Teachers of the Future

## (Escolas de Professores do Futuro - EPF)

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### ***Preface by the Minister of Education***



*The training of teachers is one of the high priorities of the Government of the Republic of Angola, in the process of creating basic education for all and in the eradication of illiteracy.*

*However, the fast expansion of the school system and the increase of school attendance, particularly at primary school level, have imposed the need of recruiting teachers with a minimum of academic qualifications and, frequently, without adequate pedagogical training.*

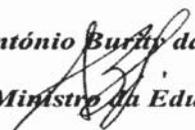
*In this time with peace and reconstruction the Government has recruited and employed seventy-one thousand, six hundred and thirty new teachers, many of them with inadequacies that require academic as well as pedagogical in-service training. This figure is for the last three years only.*

*Aiming at a gradual solution of the constraints present in the initial and further training of teachers, the Ministry of Education has established partnerships with NGO's and religious institutions, who have demonstrated capacity for cooperation within this field. A fruitful partnership between the Ministry of Education and ADPP has been developed, already resulting in the creation of six Schools for the Teachers of the Future since 1995.*

*The Schools for the Teachers of the Future have, in fact, become an initiative that is referred to when it comes to teacher training. It opens opportunities for training of primary school teachers, not only for the new curriculum of the current school reform, but also, and in particular, for the reestablishment of teaching in the rural areas in the post-conflict period. This demands teachers who encourage community development and who are able to respond to the challenges of an integrated and relevant basic education that can efficiently contribute to the eradication of poverty and the fight against endemics such as HIV/AIDS.*

*The Ministry of Education has encouraged this teacher training project and similar ones that, without any doubt, contribute to the reduction of the discrepancies between the towns and the rural areas in basic education. It is reducing the problems of access, quality and gender equity that are still confronting our educational system, within the great effort to make compulsory basic schooling a reality, as stipulated in the fundamental Law for the Education System.*

*With this, I invite donors to become partners of ADPP and the Ministry of Education in the expansion plan for another ten Schools for the Teachers of the Future in Angola.*

***Dr. António Burthy da Silva Neto***  
  
***Ministro da Educação***

## Introduction by the General Director of the National Institute for Teacher Training



**Justino Jerónimo**  
*General Director of INFQ/  
MED*

The problem of developing human resources within the Education sector is complex, but fundamental and unavoidable for the educational system as a whole and also for the improvement of the quality of teaching. The most visible part of this problem is connected to improvements in teacher training and career management.

The diagnostic study of the National Educational System from 1986, concluded that among the aggravating factors of inefficiency within Education, were the low level of academic and pedagogical qualification of an increasing number of teachers, especially in primary education, and the lack of a system for refresher courses and continuous training of teachers and pedagogical staff.

Other investigations, among which we would like to mention the Sector Investigation of Education from 1993, came to the same conclusions. It recommended

conceptual changes and suggested structural changes within initial training of teachers.

On this background the Ministry of Education decided general guidelines and defined a framework which allows the development of more articulated pedagogical programmes and projects in the area of initial and continuous training. This would be a response to the necessity of reconstructing and stabilizing the educational system and at the same time implementing the educational reform.

Law 13/01, the Law for the Education System, identifies a subsystem on teacher training, which among its general objectives, emphasizes, the need of training teachers with an adequate profile for attaining the objectives of education. It also emphasizes, the responsibility for educating new generations and the perspective of continuous training of the teachers.

It is in this context that you must see the partnerships within initial and further training of teachers, that the Ministry has entered. Among these the agreement about the Schools for the Teachers of the Future stands out, as it follows the recommendations in the National Framework for the Reconstruction of the Educational System (1995-2005). Here, it is clearly stated that *the*

*internal efficiency must be joined with the external efficiency which ensures the capacity of the teachers to fulfil their mission of serving the local community* and, also, that *the teachers must participate more and more in extra-curricular activities and practise a role as community agents for development* and, still, that *in the perspective of connecting school with life, to become more efficient, the teachers must get a broad education that enables them to fulfil their mission in the reconstruction of the country.*

From the beginning, the EPF was moulded as a really professional education, which combines, the general education, the specific education and the methodological and practical teaching preparation, in the best possible way. The latter has got substantial weight, in order to prepare the student for his real working environment, in this way reaching the very objectives of the teacher training.

The innovative character of the School for the Teachers of the Future - the EPF - contains a response to the specific challenge of primary teaching in the rural areas and in peri-urban areas communities where the family income is extremely low and there is a great lack of resources.

It is actually a challenge, where it is necessary to prepare the teacher for a world in which contrasting realities more and more frequently turn up and are confronted with each other, such as development versus backwardness, progress in science and

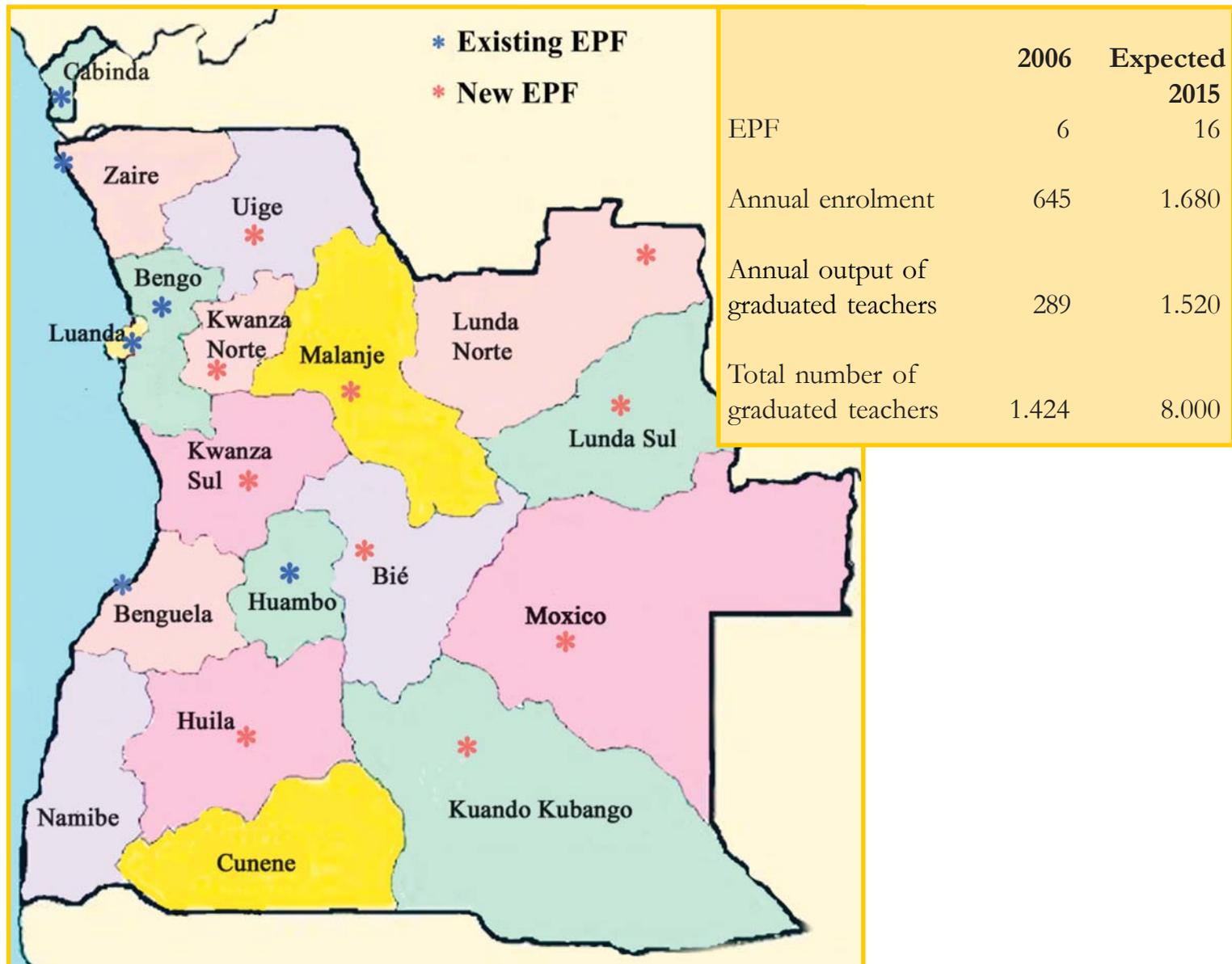
technology versus illiteracy, economic growth versus poverty, a society of information and communication versus ignorance. It thus becomes relevant to create a teacher training that not only responds to the question of “do it and know it” but, above all, “do it and know why”.

It is with indications of this nature and with these characteristics that the teacher training project of the Ministry of Education and ADPP is being developed, in a differentiated way and with encouraging results, not only as to the profile of the new teachers, but also as to their efficient commitment to the teaching profession. Their high motivation is illustrated by the fact that 90% of the 1.424 teachers graduated since 1998 are efficiently performing their teaching in all provinces of the country, in the most remote areas, thus becoming a tool of pedagogical support to teachers with less education and less experience, as well as in the work in the local community and with the local authorities.

In addition to this, the young teachers trained at EPF have demonstrated capacity, competence and creativity, when appointed to tasks within the leadership of the schools in the area where they are employed.

Therefore, it is justified to look upon the EPF project as a great value in the rebuilding of the education sector in Angola in the post-war period as well as an element not to be underestimated in the diversified efforts to fulfil the goals of Education for All before 2015 and the Millennium Goals for Development.

## The Expansion Plan in numbers



## ADPP presents the Expansion Plan - 10 new Schools for the Teachers of the Future

The agreement between the Ministry of Education and ADPP Angola signed in 1996 envisions the establishment and operation of 16 teacher training colleges in Angola, spread out in 16 of the 18 provinces of the country.

A fully established teacher training college has the capacity to graduate 105 primary school teachers annually, ready to teach children in grade 1-6. The training is pre-service training. In addition to this, each teacher training college will be able to provide in-service training of 50 teachers per year.

From 1995 to 2001 the first 6 teacher training colleges were established and started operation.

The established colleges have hosted students from all 18 provinces of the country in a systematic effort to cover some of the need for qualified primary school teachers at national level. A solid partnership has been established with the Provincial Departments of Education in all 18 provinces of Angola and with all Provincial Governments.

Today the need is bigger than ever for qualified primary school teachers. Therefore the Ministry of Education and ADPP Angola now take steps to

establish the next 10 ADPP teacher training colleges. This takes place in close cooperation with the hosting Provincial Governments.

A new teacher training college will start in a province, when the preconditions for the establishment as well as the operation of the college have been fulfilled. ADPP Angola is prepared to start 1-2 teacher training colleges every year and is presently preparing the start of EPF in a number of provinces together with the provincial governments. EPF Bié will be ready to start in 2006. In Malanje, Huila, Uige and Lunda Norte the identification of the exact location of the teacher training colleges is in process. ADPP will continue to do the same work in the rest of the provinces.

The perspective of 16 ADPP teacher training colleges in Angola is that there will be a capacity to graduate 1.520 primary school teachers yearly. These teachers will form a backbone in building up the needed quality in primary education. They will also be solid cooperation partners on the ground making the intentions of the ongoing school reform a reality, thus creating relevant and efficient primary education for all children in Angola.

# 10 provinces

- each with a School for the Teachers of the Future



## EPF, Bié Province

Catabola Municipality.  
105 new students per year.  
Start: 01.08.2006

Population: 1.236.000  
The province has great potential for agriculture and diamond exploration.



## EPF, Malanje Province

Malanje Municipality.  
105 new students per year.  
Start: 01.08.2007

Population: 965.000  
The province has great potential for agriculture and diamond exploration.



## EPF, Huíla Province

Location to be identified with Provincial Government.  
105 new students per year.  
Start: 01.08.2007

Population: 1.382.000  
The economic base of the province is agriculture, animal husbandry, agro-industry and trade.



## EPF, Uíge Province

Negage Municipality,  
Mbanza Negage village  
105 new students per year

Population: 1.112.000  
The provincial economy is based on agriculture and trade.



### EPF, Lunda Norte Province

Location to be identified with Provincial Government.  
105 new students per year.

Population: 455.000  
The provincial economic base is diamond exploration, agriculture and trade.



### EPF, Kwanza Sul Province

Location to be identified with Provincial Government.  
105 new students per year.

Population: 911.000  
The provincial economy is based on agriculture and animal husbandry.



### EPF, Moxico Province

Location to be identified with Provincial Government.  
105 new students per year.

Population: 437.000  
The economic base of the province is agriculture.



### EPF, Kuando Kubango Province

Location to be identified with Provincial Government.  
105 new students per year.  
Population: 435.000

The provincial economy is based on agriculture and animal husbandry.



### EPF, Kwanza Norte Province

Location to be identified with Provincial Government.  
105 new students per year.

Population: 455.000  
The economic base of the province is agriculture.

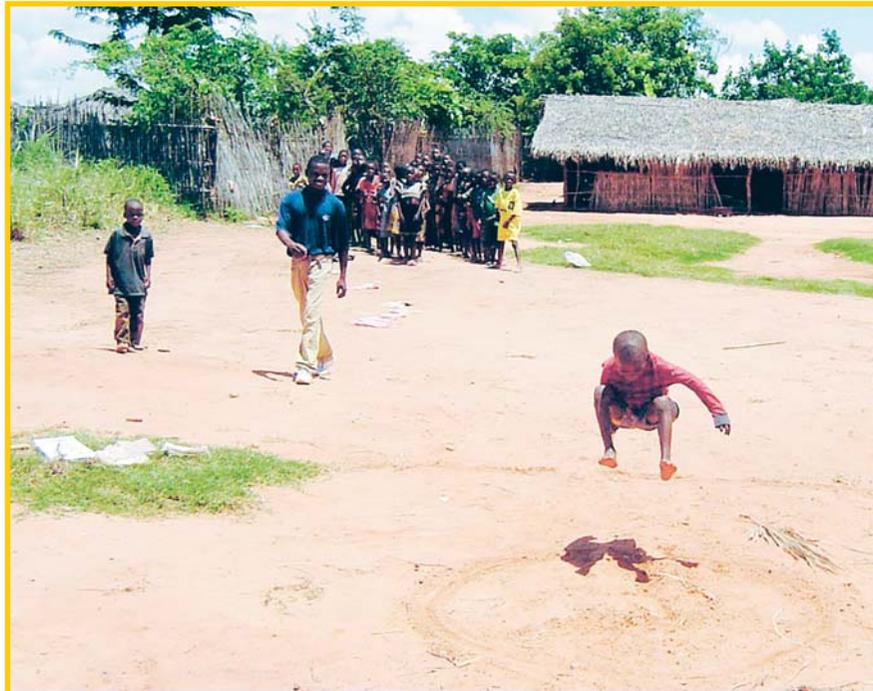


### EPF, Lunda Sul Province

Location to be identified with Provincial Government.  
105 new students per year.

Population: 509.000  
The provincial economic base is diamond exploration, agriculture and trade.





## Invitation for Partnership

With this presentation of ADPP's teacher training colleges ADPP Angola and the Ministry of Education call for partners for the training of the Teachers of the Future.

ADPP's teacher training colleges have since their start in 1995 been a solid and proud example of partnership between many different partners, who have acknowledged the importance of teacher training for the development of Angola. Among them are:

- The Ministry of Education
- ADPP Angola
- The Federation Humana People to People and its members.
- The Provincial Governments of Huambo, Benguela, Bengo, Cabinda, Luanda and Zaire.
- Sonangol
- Sonangol and its partners in Block 0, 14 and 17.
- Norsk Hydro
- Statoil
- The UNDP Programme of Community Reconstruction (PRC)
- UNICEF Education, Angola
- OPEC Foundation
- The Norwegian Embassy's Development Cooperation with Angola
- AECI (Spanish Agency for Development Cooperation)

- UNESCO Cluster Office in Windhoek
- A number of private companies operating in Angola

The 6 established teacher training colleges need continuous and longterm partners - to increase the number of teachers trained, to enrol more female students, and to improve the infrastructure with more housing for the college instructors.

The 10 new teacher training colleges need partners for establishment and operation. Most of the new colleges will be built in areas hard hit by the war. The establishment of an institution of education and culture will bring general progress to the nearby community and to the province.

A key partner will always be the hosting Provincial Government, who will provide the land and, when possible, also existing infrastructures, as well as include the new college in the budget for the province.

Corporate businesses, who are already doing business or starting operation in the province, can contribute for a shorter or longer period of time, i.e. from 1 year to 10 years.

Bilateral partners to the Angolan government, UN agencies, World Bank programmes, and international foundations and agencies with interest in teacher training can also join in and become partners.

## The Teacher Training Programme in 7 periods

The programme is 30 months and is built up with a progression to reach the final result: the well trained teacher, ready to take up his or her position in the school and in the community.

The programme has its periods, each with a specific objective and a specific character.

### 1<sup>st</sup> period:

- In the first period of 3 months the headline takes the students out of their daily life into “The World in which We Live”. Through studies and courses the students place themselves in the whole World, giving them a wider perspective.

### 2<sup>nd</sup> period:

- Next are 3 months about “Our Country” - with studies and investigations, bringing the students well into their home country’s basic natural and social conditions, contemporary politics, and also containing visions for the future.

### 3<sup>rd</sup> period:

- 1 month is dedicated to “We Continue Building Our College”, -in which the students concentrate on a practical task within construction, maintenance, gardening and similar activities. The period adds planning, organization, leadership and practical skills to their abilities as teachers.

### 4<sup>th</sup> period:

- The next 5 months at the college are shared between “School Practice and Further Studies”, with a fruitful combination of teaching in the daily school practice in a neighbouring primary school and own studies of some of the subjects contained in the teacher training curriculum. During this period the students write a book about teaching, entitled “100 Big Pedagogical Questions”.

### 5<sup>th</sup> period:

- Thereafter it is time to concentrate - for 5 full months the headline is “Consolidation and Charter Subjects”. The students consolidate their knowledge within 3 main subjects: Portuguese, mathematics and natural science. The Charter subjects take their point of departure in the Charter of Humana People to People and are dedicated to different aspects of community building. A 2-week course in “The Pedagogical Workshop” concludes the period.

### 6<sup>th</sup> period:

- The next period is one of the most significant: 11 months of “The Teaching Profession as a Part of the Teacher Training”. The students leave the college to work as primary school teachers in the rural or peri-urban areas. They go head on with all aspects, for a

period so long that they have to find their way through the difficulties that might occur. The period includes the actual teaching in the school, cooperation with the headmaster, colleagues, parents, and children, community work, and much more. Generally the students will have more education than their colleagues, and assisting other teachers is a natural part of the period. The students continue their studies through

materials they have brought from the college, and they keep in contact with the college throughout the period.

**7<sup>th</sup> period:**

- Back again at the college, loaded with new experience, it is time for the “Final Examinations”.

### The Teacher Training Programme

1st, 2nd and 3rd period		
1 <b>3 months</b> The World in which We Live	2 <b>3 months</b> Angola - Our Country	3 <b>1 month</b> We continue building our college
AUG SEP OCT	NOV DEC JAN	FEB



4th and 5th period	
4 <b>5 months</b> School Practice and further studies	5 <b>5½ months</b> Consolidation and subjects from the Charter of Humana People to People, as well as Pedagogical Workshops
MAR APR MAY JUN JUL	AUG SEP OCT NOV DEC JAN

6th and 7th period	
6 <b>11 months</b> The Teaching Profession as part of the Teacher Training, as well as continued studies	7 <b>1 month</b> Final Exam
FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC	JAN

Curriculum	Hours
The World	150
Angola	150
Portuguese & didactics	270
Mathematics & didactics	270
Natural Science & didactics	230
Communication	40
Didactics of Geography	40
Didactics of History	40
Didactics of Arts	40
Economics	50
English	100
Didactics of Music	30
Didactics of Physical Education	40
Philosophy of Education	75
Pedagogy / Methodology	140
Psychology	130
Ethics & Social Studies	20
School Administration	40
Sociology	40
Construction / Food production	410
Charter Subjects	240
Teaching Practice	1.105
Maintenance & Cleaning	200
Pedagogical Workshop	40
Micro project & community work	770
Distance studies - general	420
Sport, culture, music	240
Final exam and conclusion	140
Total Curriculum	5.460

## The Methods of Teaching and the Methods of Learning

The art of teaching is the art of placing the student in the very centre of the process of learning. The art of teaching is not exclusive, but inclusive - it must include all aspects of life, when we are dealing with primary school education, and it must include all the students. Therefore the teacher in training must build up an arsenal of experiences in this field, first and foremost through his own practice during his training as a teacher. The Teacher Training Colleges have, together with a number of other schools world wide, developed and adapted a system called “The Modern Determination of Methods”, in short DMM.

The school life in its totality is divided into 2/4 studies, 1/4 courses, 1/4 experiences.

**2/4 Studies** - Individual studies by the students, after a plan made by the individual student himself.

The studies are organized in subjects, described in sections with each their tasks. A task takes typically 1 to 4 hours to solve. Each task consists of an introduction, written by the teacher, meant to sharpen the appetite for exactly this task, a directive clearly telling you how to work with this task step by step, and some materials, often literature or other informative materials. The student reads the introduction, follows the directive, answers the task in whatever form is prescribed, and hands in the solved task to the teacher. The student gains points for each task solved. The teacher comments on the contents and the quality of the answer.

The students have access to all the tasks all the time. Each student makes his or her own plan for the studies and can plan according to level, time



and interest, and according to the demands laid down for the specific period.

**1/4 Courses** - The courses are about overall interesting and exciting questions, with the purpose of moving and arousing the students. They can also be of contents taken from the subjects being studied in one of the periods. The college teacher is the host. The college teacher is performing to the utmost of his ability, making it a special occasion of learning and interest for the student, using methods worth to copy, and challenging the students in debates and deliberations.

**1/4 Experiences** - Experiences and the elaboration of experiences have a physical place in the programme as an integrated part of the learning process and its results. Experiences in their own way essentially contribute to the accumulated results of the education, also to a great extent to the results in the school subjects.

They are for example after hours sports, special events as events for parents, cultural and entertainment events at the school or in the community, travels and visits in the country,



practice in rural schools and practice in community work - and much more.

Where DMM is modern is in the determination of the methods. This means that the modernity is not a matter of using modern equipment or throwing away old methods - like for instance the reading of a book or the dialogue. At first glance, DMM might seem to focus very much on the individual. That is true, but it is not the whole truth. At the same time as DMM focuses on the individual, the single student is placed in a constant dialogue with his teacher, in deliberations and discussions with his classmates, and as an unconditional part of the whole school community. This gives a valuable training in structured collaboration with others, a skill that will be very useful, when the EPF trained teacher starts to work, often as the most educated teacher at his or her school, and with a natural obligation to assist less fortunate colleagues.





## Why the teachers from EPF decide to work in the rural and peri-urban areas

At EPF, the training is organized like a trip starting in the whole world, passing through Angola and ending up in the school and its surrounding community. During all this time, two and a half years, the future teachers learn to create development.

They are led to build up their own training through investigation of various information sources, contacts with people of diverse experience, preparation and implementation of various events, visits to people and authorities, exchange of views with people of different conceptions. All of this helps them to create, within themselves, a feeling of love for their people and a decision to do something for their own development and for that of others.

During the period of practice, which takes one year, they work as teachers in a primary school located in a rural or peri-urban area and earn their own salary. Here they teach and promote development actions.

They develop activities together with young people and adults in the surrounding community. The results can be seen and evaluated by themselves. This is decisive, as it makes them aware that:

- they are necessary in that area;
- their work is very important;
- they can implement actions that will benefit others;
- they can develop themselves even when living in a poor rural or peri-urban area.

This is showed clearly in this report by 8 graduated teachers from EPF Zaire in Kuimba Municipality, Zaire province:

“Last year we made our teaching practice here. In this community there are many Angolan refugees, who returned from the Democratic Republic of the Congo. They came back and built their houses on the outskirts of town, where there were no basic services yet, like schools. We mobilized pupils and parents to build temporary classrooms from sticks and palm fronds. In this way 14 classrooms were built at two primary schools. We also managed to get an agreement with an NGO, in which we should organize the production of clay bricks and they would build the permanent classrooms. Thus 14 permanent classrooms were built and in the end of the school year only the roof sheets were missing to be put up. After our graduation we came back and now two of us are headmasters at those schools, making it possible for us to continue the development that we helped to start.”



## Perspectives on the education as expressed by graduated teachers and students

*Nunes Correia Bali Chionga, graduate from EPF Huambo, headmaster of the School for Street Children, School no. 750, Cazenga, Luanda*

“For me the teacher training became a reunion with and a realization of my greatest dream. With the methodologies and the way of organizing I managed to acquire a total view of learning as a process and a life goal. I understood that learning is the result of a rational combination of life skills, not only of teaching methods. By building, cleaning the floor, preparing food, working in the community, singing, playing, etc., I learned the great methods and the great lessons which I use today.

Today, as a headmaster, I feel confident in the methodological debates and in the planning, showing to my colleagues that the best methods are not those divided between school subjects, but those that let the pupils learn, that the texts written by the pupils themselves will never be forgotten, and that the inclusive school, which helps the local community in solving its problems of water, aids, malaria, etc, is the best school in the world.”

*Jéssica de Fátima from EPF Huambo, in school practice at School no. 113, Benfica, Huambo*

“The education at EPF is very important for the participants. We live in a boarding community with different responsibilities for the daily running of the school. We learn all the subjects, such as pedagogics, school management, “The World”, calligraphy, among many others. In the school practice, we learn how to deal with the community with respect and responsibility.”

*Esperança Paula António, graduate from EPF Zaire, teacher at School no. 104, Pângala, Soyo*

“I had always wanted to work with children. I started at EPF in Soyo. Through that education I learnt to face life with responsibility and to become adult. I also learnt how to plan and give good lessons to the children. I think it is very important that we learn to do more than just teaching. In my school practice I had a grade 1 in the reform curriculum. We had many other activities and in the community we were called “Those Who Do Everything”. In the school where I am now teaching I help my colleagues in the planning and pedagogical preparation of their lessons. They find it difficult, but they are progressing.”

*Constantino Nzilanzi, graduate from EPF Huambo, teacher and headmaster at the school in Casseque, Huambo*

“The EPF makes the student put demands to himself and able to practise a conscious discipline. The student is an investigator and is responsible for his or her own learning. In my school practice, I carried out a project to build a school with three classrooms. I gave lessons, helped my teacher colleagues, promoted cleaning campaigns, etc.

I was then employed at the same school where I had had my practice. Here I organized pedagogical capacity building among colleagues with teaching difficulties. I was appointed school director and communal administrator.”

## Primary Education in Angola and the results from EPF

Since peace was achieved in Angola in April 2002 the education sector has developed significantly.

Among the schools existing at Independence, more than 50% had been partly or totally destroyed at the end of the war. Only 62% of the children in school age (grade 1-6) attended school. During the last four years, great efforts have been made to turn around this situation.

More than 18.000 new classrooms have been constructed around the country.

In the period 2003-2005, 51.000 new teachers were employed at primary school level. In 2006, a further 20.630 teachers have been employed. A great part of these do not have a pedagogical education, but participate in further training during the school breaks.

On this background it has been possible to increase the number of children within the school system from 1,8 million to 4,9 million since 2002.

On top of this the Ministry of Education is implementing the Educational Reform. It is carried out in phases and started on an experimental basis in 2004 with new programmes and new teaching materials in selected classes of grades 1, 7 and 10 around the country.

In 2005 it was the turn of grades 2, 8 and 11, while at the same time the experience of the previous year was evaluated. In 2006 all classes of grades 1, 7 and 10, in the whole country, will work according to the Educational Reform, and so it will continue.

Thus the first step by the Ministry is that of solving the problem of access to primary education for more and more children in school age. The next step will be that of raising the quality of this education.

This will be done, on one hand, through a continuous programme of in-service training of a large number of teachers with no pedagogical education and/or with little academic schooling and, on the other hand, through improvements of the physical and material conditions of the schools.

### Facts about Angola

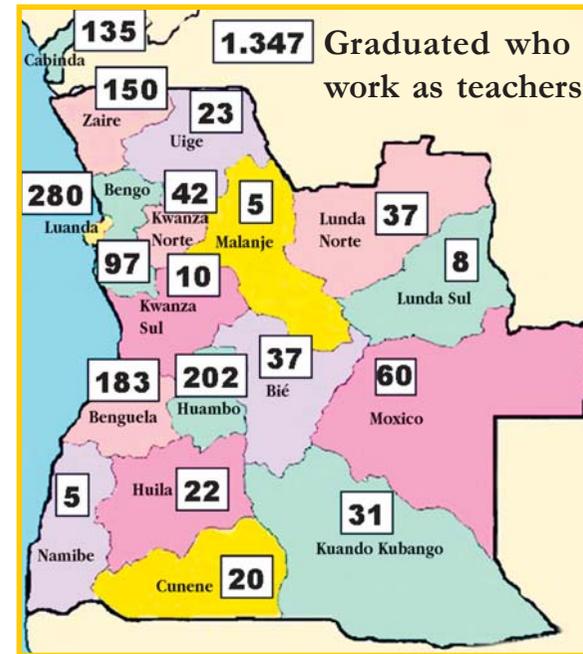
In 2005 the population was estimated at 16.470.000 inhabitants, of whom 60% were below the age of 18 years. In 2001 66% of the population was urban and 34% rural. In 1996 the numbers were nearly the reverse. The male index is 91%, which means that for every 100 Angolan females, there are 91 males. The fertility rate is high with 7 live births per female. In 2001 the life expectancy was 40,1 years. In 2001 the adult literacy rate was 67%, which means that 67% of the population above the age of 15 years knew how to read and write. In 2001 63% of the population lived below the poverty line.

### Facts about Primary Education in Angola

In 2001 56% of the children aged for primary school, first level (grades 1-4), attended school. The corresponding number for primary school, second level (grades 5-6), was 6%. In 2001 the average number of pupils per class was 64. At present it is unchanged or higher. 76% of the children conclude grade 4. 54% of the children repeat one or more classes during grades 1-4.

Sources:  
MICS (Multiple Indicator Cluster Survey) 2001, Instituto Nacional de Estatística/ UNICEF;  
UNDP Report on Human Development, Angola 2005, Dep. of Human Resources/MoE.

### Results from EPF



Today there are:

- 6 ADPP Teacher Training Colleges, with a 7th starting in August 2006;
- Total existing capacity to graduate 360 teachers /year;
- 1.424 teachers already graduated, of which almost 90% are working as school teachers in rural and peri-urban areas in more than half of the municipalities in the country and in all of the 18 provinces;
- 656 students are in training at the moment and 293 will graduate in January 2007;
- Expected enrolment of 645 new students in August 2006.



The Federation Humana People to People Headquarters in Zimbabwe

## About Humana People to People and One World University/ISET

As a member of Humana People to People, ADPP Angola draws on and forms part of the development of the Humana People to People teacher training concept.

In 1993 ADPP Mozambique and Humana People to People started the first of its teacher training colleges in Maputo, soon after the signing of the peace accord, which brought an end to the war in Mozambique. In 1995 the first EPF started in Angola, and in the following years agreements were signed with the respective governments about 12 colleges to be established in Mozambique, and 16 colleges to be established in Angola. In 2003 DAPP in Malawi started teacher training. The Humana People to People teacher training concept is the backbone in the programmes in all three countries.

The Humana People to People concept for training teachers for the rural primary schools in Africa has proven to be very strong, with its combination of academic studies and close correlation to the reality in the primary schools, with extensive training in cooperation skills throughout the education, and with its understanding of the teacher as an important

development person in the community and the training to fulfil that role. In 1996 Humana People to People started collaboration with the well-known Danish architect, Jan Utzon, who designed a prototype of a teacher training college, and is involved every time a new college is being constructed. Up to 2005 seven colleges have been constructed in Angola, Mozambique and Malawi using the same architecture with some variations. Two more are under construction in 2006.

The teacher training programme requires skilled personnel, such as people with a Bachelor Degree of Education, to be instructors at the EPF. In 2000 One World University was established in Maputo, Mozambique, first and foremost to supply the growing number of EPF with qualified instructors. In 2005 the institution was recognized as an independent university under the name One World University/ISET (Instituto Superior de Educação e Tecnologia). ADPP Angola runs a scholarship programme for training and upgrading of instructors for EPF through studies at One World University/ISET. The establishment of a similar institution in Angola, with the aim of training teacher instructors, is under consideration.

## The first six Schools for the Teachers of the Future



### **EPF Huambo**

Huambo Province  
Population: 1.803.000  
Huambo Municipality  
Started in 1995  
303 graduated teachers



### **EPF Caxito**

Bengo Province  
Population: 433.000  
Dande Municipality  
Started in 1996  
362 graduated teachers



### **EPF Benguela**

Benguela Province  
Population: 1.822.000  
Benguela Municipality  
Started in 1997  
252 graduated teachers



- in six provinces of Angola



**EPF Cabinda**  
Cabinda Province  
Population: 234.000  
Cacongo Municipality  
Started in 1998  
217 graduated teachers

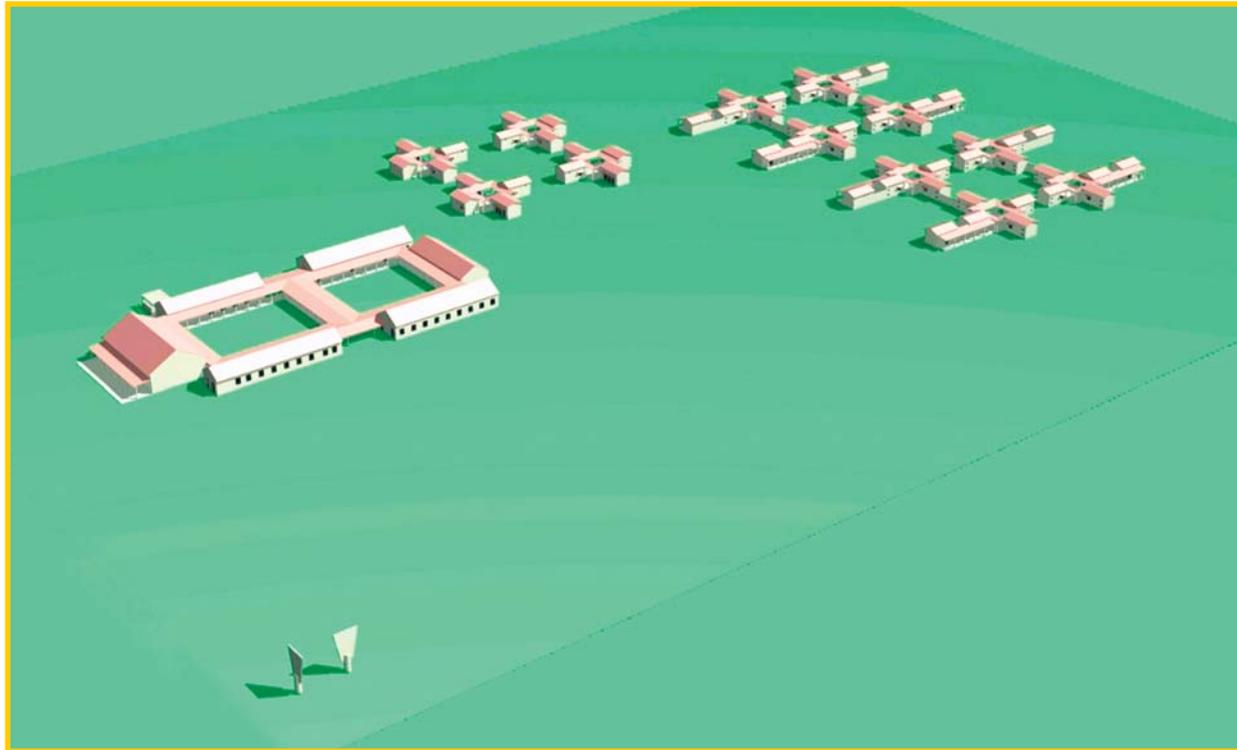


**EPF Luanda**  
Luanda Province  
Population: 3.187.000  
Samba Municipality  
Started in 2000  
185 graduated teachers



**EPF Zaire**  
Zaire Province  
Population: 325.000  
Soyo Municipality  
Started in 2001  
105 graduated teachers





All new constructions will be designed by  
the Danish architect, Jan Utzon

## Establishment and running costs of a new EPF School

### Construction and establishment

	USD
Initial costs before the start of an EPF	135.000
<b>Buildings</b> , 3.560 m <sup>2</sup> @ 414 USD/m <sup>2</sup> :	1.475.000
<b>Other costs</b> land, water, electricity, etc	125.000
<b>Equipment and furniture</b> for the whole complex:	225.000
Training of teacher instructors and key staff	40.000
<b>Total cost of establishment:</b>	<b>2.000.000</b>

### Running costs

Total cost per trained student. (2½ years, including 1 year of teaching practice)	5.000
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### The costs are paid by:

The General State Budget	50%
Enrolment fees and other income, approx.	10%
Partner contributions, approx.	40%

### Detailed establishment budgets

#### Buildings

Assembly hall, offices, kitchen	321.000
8 classrooms	234.000
Dormitories, 32 rooms	480.000
Toilets and baths	180.000
Headmaster and teacher residences	260.000
<b>Total, Buildings</b>	<b>1.475.000</b>

#### Other Costs

Access roads	15.000
Energy supply	30.000
Water supply	45.000
Fence and outdoors	35.000
<b>Total, Other costs</b>	<b>125.000</b>

#### Equipment and furniture

Furniture - administration and teachers' room	12.000
Equipment - kitchen	12.000
Furniture - dining hall for 160 people	16.000
Furniture - 8 classrooms	32.000
Furniture - dormitories for 124 students	36.000
Furniture - teachers' residences	11.000
Education material and equipment	36.000
Computers	34.000
Communication system	6.000
Vehicle	30.000
<b>Total, Equipment and furniture</b>	<b>225.000</b>



During his visit to Bengo province, His Excellency, Fernando da Piedade dos Santos, Prime Minister of Angola, also visited EPF Caxito where he wrote this in the guest book:

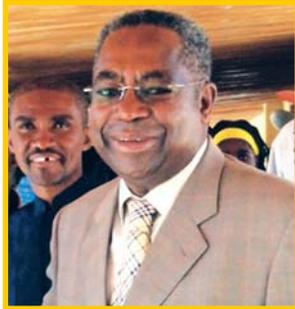
“The visit to the School for the Teachers of the Future was a positive surprise for me. I leave, certain that the teachers trained here will help to rebuild, stabilize and develop Angola. I will do everything to make sure that the Government supports this project. Happiness and great success to you.”

Signed 12th of March 2004”

A visita a "Escola Professores do Futuro" foi uma surpresa positiva para mim. Saio daqui com a certeza que os professores que estão aqui a ser formados ajudarão a reconstruir, estabilizar e desenvolver Angola. Tudo farei para que o governo apoie este Projecto. Felicidades e muito sucesso.

*[Signature]*  
12/3/2004

## The Importance of EPF in today's Angola



*His Excellency, the Governor of the Province of Benguela, Mr. Dumilde Rangel, at the Graduation Ceremony in January 2006 for 44 new teachers:*

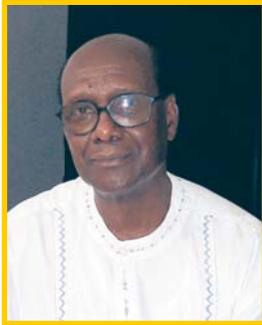
“The EPF of ADPP has a good programme, a good planning, a good coordination with the governmental institutions. It is the policy of the Ministry of Education that teachers are educated at this teaching institution, to allow us to keep the drive, keep the quality, keep and increase the number of primary school teachers in the Province of Benguela.

This school is very well situated. It is encouraging with all the experience gained by those trained here. Wherever we pass by, wherever we meet students, or rather teachers, trained at this school, we only hear praise. That is what qualifies the name of this school, that is what elevates all the instructors teaching at this school. I want to encourage those students, who have not yet finished their education, to do so.”



*His Excellency, the Governor of the Province of Bié, Mr. Amaro Tati:*

“The School for the Teachers of the Future aims at preparing skilled people for the rural areas. This has a very special significance considering the situation in Angola in general and in the province of Bié in particular. People who have prepared themselves for work in rural areas, where the logistic situation is difficult, will fight against illiteracy and promote development in the communities, as well as fight against poverty and contribute to the strengthening of democracy among the less privileged in Angola.”



*Professor  
Domingos Peterson*

*(Phd in Education Chancellor,  
Jean Piaget University, Angola)*

“ADPP aims at educating teachers for the rural and peri-urban areas, because these areas show:

- a higher index of illiteracy,
- a high population density (in the peri-urban areas),
- a great proportion of vulnerable people,
- as “forgotten” areas ever since pre-independence up till now.

Those are areas where there is a need to develop educational projects for community development.

It is in this context that ADPP is developing a large scale programme - for 10 provinces - in order to contribute to the development of the rural and suburban areas. Development in these areas is a pre-condition to counteract the migration from the rural to the urban zones”.

**DIOCESE OF BENGUELA**

**P.B. n° 670**

**Tel: 3663 / 3871**

**DDI and fax: 244 272 2 3 5127**

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**BENGUELA – ANGOLA**

**Testimony**

The School for the Teachers of the Future has been run here on the outskirts of the city of Benguela, for several years. On various occasions, I have had the opportunity to visit the School, talk with the instructors and the students and see the buildings. I have also got to know some of the programmes and to see good activities “on the spot”, not only to the benefit of the future teachers, but also to the benefit of their future pupils.

My impression is very positive due to the seriousness of the teaching and the dedication of the instructors. One of the points that I consider most relevant is that these future teachers are prepared in mobilization and specifically for work outside of the most developed environments. We certainly need to look upon all Angolans as equals, and the teachers should all have a preparation that will make Angolans value themselves and contribute to making this a grand country. I believe that more schools of this kind will be beneficial to what we need.

Benguela, 7th of March 2006

  
(+ Oscar Lino Lopes Fernandes Braga)  
Bispo de Benguela

## About ADPP

ADPP started its activities in Angola in 1986 with the construction of the Children's Town in Caxito, which is a home and school for orphans and other vulnerable children.

Since then, in periods of war and peace, ADPP has developed projects and programmes in all the provinces of Angola.

ADPP Angola is a Non-Governmental Organization officially registered in the Ministry of Justice. ADPP Angola is co-founder and member of the Federation of Associations connected to the International Humana People to People Movement.

In 2006 ADPP Angola celebrates 20 years of existence with thousands of people who have contributed in carrying out its activities.

### ***Objectives of ADPP Angola***

To promote solidarity between people.

To promote the economic and social development of Angola by implementing development projects in the areas of education, training, social well-being, health, culture, environment, production, agriculture, trade and other areas that correspond to the objectives.

To promote a better life for the most needy populations.

### ***Activities of ADPP Angola***

At this time ADPP works in 9 different sectors:

*Child Aid* - with pre-schools and community development for rural areas.

*Treeplanting and Environment*

*Teacher Training* - the Schools of the Teachers of the Future, training of primary school teachers for rural and peri-urban areas.

*Vocational Schools* - training in Agriculture, Construction, Hotel and Tourism, Administration.

*Polytechnical Schools for Children and Youth* - basic education for children and youth with special needs.

*HOPE* - a project in the fight against HIV/AIDS.

*TCE* - Total Control of the Epidemic of HIV/AIDS.

*Fundraising* - promotion of second hand clothes

*National productions*

### ***Who is part of ADPP?***

Each of the institutions, projects or programmes has a Project Council with its own leader.

In total 650 people work at the projects as teachers, community activists, clothes promoters, tailors, cooks, bricklayers, accountants, secretaries, drivers and others.

In the day-to-day, 8.340 people work and study at the projects of ADPP Angola and thousands of others benefit from the effects of those projects and programmes.



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