



Sucess Story EPF Benguela



Tatiana Domingos Lucunde
I am student from Team 2015
at EPF, Benguela

I am a student at the School of the Teachers of the Future in Benguela. For my 2nd Year school practice, I was assigned Colomboraco Primary School. Along with my core group and our teacher, I have been working with a group of 36 5th Grade pupils, both in the classroom and during extracurricular activities. The whole experience is extraordinary. I had never been in direct contact with school children in this way before, and it was quite a challenge for me, despite having chosen the profession of teaching. This contact brings about changes in us, as we emerge from the lecture hall and experience the passing on of knowledge to real people.

The thing that struck me and my group most was when we talked about and discussed puberty and its various stages. The pupils were astounded when they heard what actually happens to the developing body of girls and boys, especially since the subject is never mentioned in the family. The reaction was even stronger when we talked about menstruation, because the majority thought that if a girl starts having periods at an early age, it is because she has been behaving badly or has been harmed or bewitched by a jealous relative or neighbor. It was equally amazing that, after just one lesson, the pupils understood that it was a normal phenomenon. From that day, they keep coming to me with many questions, and this is reassuring because it shows that they are interested to learn more about the subject.



Sucess Story EPF Londuimbali



I first heard of the program “Empowering girls in rural area of Angola ” when we were about to start our 2nd Year school practice. We had talks about actions or activities aimed at ensuring academic success for primary pupils, especially for girls in rural areas. This, together with first-hand experience of the lack of gender equality that exists in rural areas, especially in families and schools, but also in businesses and other social contexts, encouraged me to participate.

It was quite amazing when we began to talk about gender at the school where we are doing teaching practice. I spoke with pride and joy with the teachers, the director and pupils. As for activities, together with my colleagues, I have held Saturday Pedagogical Sessions for local primary teachers, organized debates and a campaign to spread the message of the project, cleaned bathrooms, built and improved bathrooms, set up a school sport club, carried out sporting activities, done interviews and other cultural events at EPF Londuimbali.

I find combining the program with part-time teaching practice works well, and I am very satisfied because it has stimulated me to do some research into the causes of academic success and failure, and look at the factors that influence the failure rate among girls, including the lack of equality and what to do about it.

The experience gained in the course of this year will serve as an important tool regarding the quality of my work as a rural teacher, because the illiteracy rate among girls in rural areas is higher than in the cities.



Sucess Story EPF Londuimbali

Teacher at a participating primary school

I have been a primary school teacher for eight years. I enjoy our collaboration with trainees from EPF Londuimbali, because it helps refresh my ideas with up-to-date pedagogic knowledge, and I even improve my teaching skills.

Until now, I have never worked with projects to do with empowering girls in rural areas, nor have I ever heard of such programs before, so this is my first experience. I believe it to be important because it will improve the quality of my work as a teacher, working with both boys and girls. It will help combat the lack of equality in schools and in our communities.

As for my role in the project, I feel like an activist for gender equality, mobilizing all women to ensure prevention of and protection against the bad things which females face in their daily lives, whether early and unwanted pregnancy, domestic violence or whatever other disgrace that may befall them.

In the years to come, if the gender program reaches all corners of the country, we will see many more women occupying important posts, fewer women at risk, a reduction in domestic violence, less discrimination and a lower incidence of academic failure among girls. All in all, we will achieve a literate and educated society.

At the moment, the recurring problems I face as a teacher include teenage pregnancy in students under 18 years of age, constant illness, STDs, low achievement and absenteeism. This goes to confirm the need to teach about sexual health in primary schools, because that is how young people learn about their bodies, and about the negative side of sexual abuse. When boys and girls receive sex education they also learn how to behave towards one another, how to prevent STDs, unwanted pregnancies and so on.

Director of participating primary school

I have held the position of director for the past five years. At my school, we have 26 teachers, 14 women and 12 men.

I consider this program, Empowering Girls, a useful tool in the education of a new generation in our country. It makes teachers and schools accountable for gender equality. It also forces us to think about women's situation in Angola.

The school will be undertaking a variety of activities as part of the gender program, such as: construction of latrines, thorough cleaning of the school grounds, morning lessons on relevant topics, pedagogical debates, sport, mobilization campaign with pamphlets bearing key messages and much more. As regards the daily maintenance of the bathrooms, we will make sure there is always water in the bathrooms, and there will always be a group of pupils in charge of keeping them clean.

In general term, the program has an important impact on society, on education and on the quality of life for all Angolan citizens. More specifically, it is also bringing the question of gender equality to the attention of the wider population.

In order to carry out the program, the school received the following material: books on the subject of sexual health, an atlas of the human body, books about drugs, tobacco, drinking and gambling, as well as other science books. We also received maps and sports material and equipment. The books are used for reading and preparing lessons of between 15 to 45 minutes, while the sport materials are used for physical education lessons and games or sporting competitions. Everything is kept in the principal's office, and



Sucess Story EPF Uige



Ana Imaculada João Manzole

I am a student from 3rd year EPF Uige

As adolescence is a very difficult phase in the life of any human being regardless of someone have the means to live well or not. Fortunately, I have good parents who could give me the best they could within their means and capabilities. I can say I had the best in terms of education from my family, learning moral and human values. During the teen age, being a phase of multiple changes (physical , biological , behavioral, and so on) that makes us little disobedient or vulnerable to comply with practices (the values and principles) that are transmitted by our parents and guardians.

In my case, it was during this teen age phase, without taking into account the education and values that my parents gave me, yet I ended up getting pregnant prematurely and with someone who did not care or look after our relationship as agreed in the beginning. So I ended up with children in the hand without capabilities and self income and so little to respond to the challenges of being a mother to my own son. The whole thing complicated my growth processes and everything in terms of becoming a productive citizen. Instead, I had to pay attention to the needs of my child and for this reason I had to leave the school and studies.

Finally, I managed to get into the EPF Uige to be a teacher for a better future for me and my family.

So I can pass this my little testimony as an example for those who are interested in and prepared to return to schools and incorporate values we received from our parents and guardians. This project of promoting girls to schools is very important and I feel passionate to work with it. I believe I can return many girls to the right track to search of a better future.



Sucess Story EPF Uige



Silvanis Domingos

2nd year student EPF Uige

It is with great pride and hope that I'm here despite of many difficulties I had and I have to go through after the unexpected death of my parents when I was 7 years old.

Due to the death of my parents, I and my brothers were forced to live by charity of uncles who did little or nothing comparing to what could make our own parents but at least managed to keep us studying to ensure our future.

Therefore, to be able to sustain our needs we had to pay peddling services to some adults who were selling products such as ice cream, cookies, fresh water etc. This is what we have done to keep us studying with hope for a future. We have the opportunity at ADPP through EPF to continue with our training for the best.

For those who are in the same situations we wish them strength and courage and never give up fighting and dreaming about what they've always wanted for their lives, while there is life there must be hope and wonder seize the opportunities that life gives. I feel very enthusiastic in getting the opportunity to support the girls who are out of schools. I could be of living example to those girls lost hope to restart their education and get out of poverty.



Sucess Story EPF Huambo



School Practice for the 2015 Team

3 students from the Team 2015 are telling about their experiences since February 2016 to learn to give lessons.

Veronica Calandula has been working at Calundo Primary school in 2nd grade with 98 pupils.

Firmino Ngepete has been working at Chivela Primary school in 1st grade 96 pupils.

Joao Wapessela and **Jorgina Prata** has been doing school practice at Lufefena Primary School in 4th grade with 105 pupils.

All 3 EPF students explained that the first weeks were difficult. They had never given lessons before or been in front of so many pupils. They all got good assistance from the class teachers that gave them corrections in how to give lessons. They learnt to prepare each lesson well and make plans for the lessons. They also got help from the Core group teachers of EPF when they visited.

All 3 EPF students have been working in classrooms with too many pupils. This has been a challenge. It has been difficult to learn the names of all the pupils and get to know all of them. They have had many discussions with the class teachers and in the Core Groups how best to do the lessons in such a situation. The classrooms are small and it is not possible to divide the pupils in smaller groups. Different methods have been used to get the pupils to be active during the lessons. They have prepared posters with pictures, they have drawn on the blackboards and they have brought plants and tree branches to the lessons. They have given the pupils tasks to work with during the lessons and walked around to assist each pupil.

The 3 students present about a lesson that went very well:

Veronica is telling about a Portuguese lesson about Grammatik. The lesson was well prepared and went well with good participation. The pupils solved tasks and showed that they had understood well.

Firmino presents about another lesson of Portuguese in 1st grade. He had brought a poster of the vocals and in the end of the lesson many pupils showed that they had understood.

Joao in mentioning a lesson of mathematics where he brought a poster of the difference of 10 / 100 / 1000 and so on. Many pupils participated well solving the tasks he gave them and in the end of the lesson he could evaluate that the pupils now understood the tasks.

From the end of May 2016, the 3 students have started to give lessons in new classes, in 5th and 6th grade classes. The number of pupils continues to be high. As the pupils are older, the 3 students have to prepare the lessons much better and it is quite different to give lessons as the pupils can answer back well, expect more and participate on another level.



Sucess Story EPF Huambo



Giving lessons in Primary Schools and more learning

A. About giving lessons to the primary school classes

Josefina Kassinda Paulo, from Core Group number 3, is a practice teacher at Lufefena Primary School for a 6th Grade class of 52 pupils. Together with her college they have given 2 lessons about this program until now. In the first lesson they talked about menstruation and the sexual organs of women, and about puberty. During a part of the lesson they divided the boys and girls in separate groups. Josefina discovered that among the girls already having menstruation, some knew well and used cleaning materials, others did not really know and during school hours got their clothes dirty. Some of them also informed that they have sexual relationships without protection.

Josefina showed the girls how to write up their dates for menstruation and will continue to give more lessons and find them very useful.

Suzana Eiala Hossi, from Core Group number 2, is a practice teacher at Munda Paiva Primary School number 166 in 5th grade with 155 pupils in her class.

With a college from EPF they have given 2 lessons. In the first lesson all pupils were together and in the second the pupils were divided in 3 groups, according to age and gender.

The headline was sexual education, the sexual organs and menstruation.

Many pupils had many questions and some did not have much knowledge before. The class had not got such education before.

In the end they made a test for some of the pupil that showed that many now had got more understanding.

They will continue with more lessons as there are many questions to cover.

Querubim Filipe Cassoma, from Core Group number 8, is a practice teacher in the Primary School of Calundo in a 5th grade class with 92 pupils.

With his college from EPF they have given 3 lessons together with the class teacher that also is active and give good explanations.

During the first lessons they spoke only to the 36 female pupils more than 10 years old. They spoke about pregnancy, gave sexual information and informed about prevention methods. One pupil only 13 years old is pregnant, but in the class they had never spoken about it. The girl had also not showed she was pregnant. They got her to tell her story and first some laughed, but later everyone united to support her to continue her studies and to assist her in general.

Before she had been a good student, but lately she had missed classes and not performed well. She explained to the class that she did not know how to behave as she was pregnant. She got first sad, but later became content that she had been able to tell her friends and that they clearly supported her.



Sucess Story EPF Huambo

After school, the 2 EPF students followed her home and spoke to the parents that were happy for how the matter had been treated. The parents had encourage their doughtier to continue her studies, but knew that she now had problems in school. The father has since then kept the contact to the EPF students by visiting the primary school to assist the girl in her studies.

The 2 EPF students have also spoken to other teachers to secure that the school will not expel her from the class.

B. About learning more about the consequence of early pregnancy

During February and March 2016 the Core Groups of the 2015 team went through the training program and learnt about many aspects why girls stop their education.

After the students started to work in the primary schools giving lessons in the morning and clubs in the afternoon, these questions have been discussed again in Common Meetings in the team among all teachers and students.

In June 2016 it came out that it is a risk for young girls to give births. In was then decided that each Core Group should investigate more by speaking to midwives or visit health clinics.

With other students Josefina visited the public Health Clinic in Lufefena, Suzana spoke to a midwife in Munda Paiva and Querubin visited a private Health Clinic in Capango.

They all got a lot of new information about what pregnant girls should do and the risks they take. They heard stories of girls or their babies that had died. They all got impressed and explained in a Common Meeting what they had learnt.

Suzana herself gave birth first time 17 years old and again at 20 years of age . The second birth was complicated and took 4 days. She told the story in the Common Meeting to everyone. Other students told their stories. In this way we all learnt from personal stories.

Querubin also told about how the nurse at the Clinic had told about the fatalities he had experiences after not well done abortions, another element of early pregnancies.

We made a statistic about the 36 girls present in the Common Meeting. 2/3 of them had got at least one baby before starting their studies at EPF, half before 18 years old, and of their 42 children, 8 of them had died. The Core Groups heard the stories, some emotional, and we could all learn from what we heard.

The students also presented news from the Provincial Radio to the Common Meeting as others are also campaigning for the same aim. We learnt that 16.000 girls under 18 years old have been pregnant in our Province of Huambo this year.

The 3 students explain that they use the new experiences when they talk to the pupils in the classrooms.



Sucess Story EPF Huambo

Giving lessons in Primary Schools and more learning

C. About informing the population

On the 29th of June 2016 7 Core Groups of the 2015 team went door to door with many pupils to inform about the importance of girls education. All the groups used and gave out the program pamphlet with 7 messages.



Esperança Chingolo Capanda is a practice teacher at Cachindombe Primary School. The 10 practice students met first with the teachers of the school and then with about 150 pupils of 4th to 6th grades. They explained to the pupils about the action and made groups with one practice student and about 15 pupils in each group. The group of Esperança talked to people in 20 houses. At each house Esperança and with time mostly the pupils presented their case about the importance of girl education, sexual education to prevent early pregnancy, health of children, rights of children and related information. Everywhere they were well received and at many houses a longer debate started on many topics. A woman explained that the husband had passed away. She got little support from her family and her 3 children from 7 to 15 years old did not go to school. She is farming and it is difficult times for them. Esperança and the children could not find a solution and afterwards talked among themselves that the family really needed assistance. It was not correct that the 3 children could not go to school. Also in another house they were confronted with a similar situation.

In one house a woman explained that her son goes to school, but it is difficult for her and sometimes she doesn't manage to pay for expenses at the school. That creates other problems. The father of the son is a teacher, married to another woman and he is not giving any support.

Jose Sikito Chianeke is a practice teacher at Lufefena Primary School. He visited more than 25 houses with a group of about 25 children, from 4th and 6th grade.

His group was also very well received everywhere. Many discussions started. Many of the pupils also talked a lot to the families they visited.

They also met families where children did not go school because of economical reasons.

They also met families of another type.

An army soldier was happy as he himself thought education should get much more priority. With his fellow soldiers they had spoken in a township about education and he explained to his neighbours about the importance of education.

An elderly man, a farmer, said that his 3 female grandchildren from 14 to 19 years old all had children by themselves. His son and his wife, parents of the young girls had both passed away and left the 3 young women with him. The men making the 3 grandchildren pregnant had all gone away, and the 4 was now a family, with the 3 small children, working with agriculture and commerce

The old man was proud of his own education he got during colonial times and he had secured that the 3 grandchildren went to school as he knew the importance of education. The 3 were still going to school all of them, though it had not been easy for him to manage all the expenses. He was very happy to receive Jose and the big group of children agitating for girl's education.



Sucess Story EPF Benguela



Abreu David Feca Chinjamba

I am from Team 2015 at EPF Benguela

Sexual harassment is one of the causes of the drop outs of school.

I am doing my 2nd Year school practice at Giato Primary School. During the period of investigation about the status of women in our municipality, in particular in the neighborhood of Mina and Cambanjela, we visited around 150 families to find out about their situation. On average, the families we visited had 3 to 4 children, although we also found large families with 10 to 11 members. Among the various issues addressed, one was the existence of numerous children outside the school system, especially in Cambangela. The most common reason given for this was the lack of adequate documentation such as birth certificates. Children who are not registered with the authorities cannot be enrolled in school. Most schools are very strict about this. In some cases, the root of the problem was clearly negligence on the part of the parents, although in others the fault seems to lie with the issuing authorities.

What affected me more than anything was the case of a 17-year old girl who did not attend school because of sexual harassment by the teachers. The parents and other family members confirmed the veracity of the situation. I had often heard in my own neighborhood of cases like this, but I had never experienced the consequences as clearly as during our investigation, and it had an important impact on me. We discussed the matter in the core group, and decided to support the girl in asking for a transfer for the next school year.



Sucess Story EPF Benguela



Cristina Lopessa Kupitu

I am from Team 2015

Prostitution and poverty at the cause of school dropout.

I am working at Primary School N^o 1237 as part of my period of school practice. While researching the situation of girls and school attendance, I visited a number of families in Mina, Benguela. What affected me most of everything I saw and heard, was that case of five families who all claimed that their daughters were out of school because of prostitution. As parents, they did not have the means to meet the demands of their daughters, who insisted on having the latest models of smart-phone, for example. The girls said their friends laughed at them if they appeared at school with old-fashioned Unitel models. So these 17 year olds went off to the capital to earn money by prostitution in order to realize the dream of owning a modern phone.

When I presented my report at EPF Benguela, we discussed the problem at length because I think we have something of the same problem here. Although the matter goes unspoken, we all know it is going on. As a response, our core group concluded that we were powerless to do anything about the above mentioned girls because they were too far away. However, we would address the issue during extracurricular club activities with the girls at the primary school where we are working. And so it was that, when spoke with them, and when we addressed the issue of STDs, we not only looked at the modes of transmission but also debated with them the question of what leads us to become sexually active. In addition to pleasure, economic motivation was clearly a consideration. We concluded that there were a number of more worthy means of making money, such as starting a small business, for example.



Sucess Story EPF Bié



Mariana Balundo

I am a student from 3rd year EPF Bié

I am from Balundo and I am very happy to be working with project that promotes girls to attend school. Since the day I heard about the idea behind the Project, whose purpose is to mobilize and encourage more girls to attend school, I felt it was an important task and that I ought to participate.

In the last three months, we have conducted many activities, starting with what we called searching for girls. We went door-to-door to register all the girls who were not attending school, and we asked about the reasons that led them to stay at home. Of the many reasons given, some have already been resolved. A number of girls did not attend school because there were no vacant places, while in other cases it was the parents who did not place any value on girls' education. These were the main problems faced in this phase of the project. As our commitment was serious, we tackled the problem head-on and managed to get 20 girls into local schools.

We believe we are on track with the project and we are continuing with our work. We are developing a plan of activities which, although it highlights the many challenges ahead, is already being followed. For example, we have started holding classes for girls in certain subjects, we are getting the parents to come to the schools, and holding meetings with families in their homes, and we have been talking with school directors and heads of education. Our success to-date is thanks to the combination of a number of factors. I must say that it is fun to work with schoolgirls, and I feel that I am contributing to the development of the province of Bié and Angola as well by participating in this project.



Sucess Story EPF Bie

2nd story

My name is Rosalina Augusto Samanjata. The project Promoting Girls in Education is something that I am participating in most willingly and with great pleasure, in part because it has been welcomed so warmly in the communities where we are working. I feel very happy to be part of the group of students bearing responsibility for the project because, once I become a teacher, working in rural areas, one of the main tasks will be to get more girls to attend school.

In the last few months, we achieved an important goal. We started with a door-to-door campaign to register all children outwith the school system and we tried to ascertain the reasons for their absence. We managed to overcome many of the problems indicated by the families in question. We spoke with the directors in some schools and they found places for these girls.

According to the statistics available, there are many boys and few girls at all the schools in the area, and that motivated us even more to visit families, talk to them and make suggestions about educating all their children, with the result that we managed to get quite a lot of girls to attend school this quarter.

The project is still running, and we hope to obtain many more positive results before it comes to an end. We know that we will continue to enjoy the support of the government.

As regards difficulties encountered so far, perhaps the question of transport has been the only real problem, as we have to travel considerable distances. On the other hand, travelling together to visit families has meant we have had plenty time for discussions and that has made it so much more fun.



Sucess Story EPF Caxito



Isabel Mansone

Student from the Team 2015 of EPF Caxito teaching

I am working with Grade 4 pupils. I joined the program “empowering girls in rural areas of Angola .” In April, we had seminars with our teachers on how best to teach the girls at our schools.

I started working with girls in the afternoons, during extracurricular activities. First I created a girls’ reading club, and the following month we agreed to start playing football with the same girls. They liked that a lot, because they felt valued.

During discussions, they were very shy at first, but soon opened up and began to ask a lot of questions. Many of them find it difficult to talk openly with their own families about female issues. For example, the question of menstruation is complicated: sometimes it is painful, sometimes the girls bleed a lot or just a little, and so on. You have to remember that, although this is Grade 4, the girls can be anything from 11 to 22 years of age. Some of the older girls are studying at this level because they became pregnant and had to leave school.

Of course some have already had experience of sexual intercourse, while others are only just beginning. As I began to gain their trust, I started explaining the use of condoms and how they can protect themselves. We also used the club sessions to discuss family planning, a theme the girls were interested in because they want to finish studying before having more children.

In class, the boys sometimes disparage the girls, saying they are only good for working in the fields, cooking, washing clothes and so on. So I began to discuss a variety of topics in class, where we began to argue that girls can also do many other things. I explained about remarkable women in society, also that the communal administrator was a woman. We debated what women are, and many similar themes.

One of the big problems I have faced is that some of the girls do not know how to read and write, so one of the ways to help them have more confidence is to teach them more. This means that I will be continuing my reading and writing club.