



Ministry of Education

# ADPP ANGOLA



**TEACHER TRAINING SCHOOLS ADPP ANGOLA**



# TEACHER TRAINING SCHOOLS ADPP

Adaptation, integration, and inclusion are just three of many words associated with teachers in contemporary classrooms. They reflect the paradigm shift in education and the weight of responsibility placed on teachers to ensure all pupils grow and develop, a responsibility that is huge. Educational excellence is one thing, but children also have to learn social and communication skills, practical applications of knowledge, solidarity, teamwork, and how to overcome challenges. Each child has their own starting point, their own background, their own strengths and weaknesses, interests, ambitions, abilities and disabilities.

ADPP teacher training schools equip students with the knowledge and capacity to reach the individual child while teaching the whole class, wherever the school and whatever the conditions. Students spend four years gaining a thorough command of primary school subjects, learning how to seek information, working together, developing classroom skills, building confidence to interact with parents and authorities, and demonstrating a capacity to lead community development side by side with their teaching responsibilities. They become gardeners, farmers, builders, peace-keepers, advocates for equality, musicians, actors, writers, and artists - and all this before graduating.



**15**

Teacher Training  
Schools in

**14**

provinces

**15,825**

Graduates at teacher  
Training schools since  
1995, 34 % female



# THE TEACHER TRAINING PROGRAMME

There are three fundamental pillars in our teacher training program, shaping *another kind of teacher* who graduates to bring *another type of school* into being: it is intellectually rigorous, nourishes the heart and soul, and is profoundly formative. The four-year, boarding school programme, which has 5660 hours of training, moulds individuals who will step out of its classrooms not only as teachers but as community leaders.

**YEAR 1**  
A Solid Base

**YEAR 2**  
The National and  
International Teacher

**YEAR 3**  
Another Kind  
of School

**YEAR 4**  
Another Kind  
of Teacher

## SUBJECTS IN THE TEACHER TRAINING PROGRAM

### GENERAL EDUCATION

- Pedagogy
- Didactics
- Developmental Psychology
- School Administration
- Sociology of Education
- Special and Inclusive Education
- Notions of Scientific Research
- Evaluating Learning Outcomes

### TEACHING METHODOLOGIES

The didactics of:

- Portuguese
- English
- Mathematics
- Integrated Sciences
- Expressive arts
- Practical pedagogy
- Micro-Project

### CULTURAL CONTEXTUALIZATION

- Angola- Our Country
- Philosophy
- Information Technology
- English
- The World in which we Live
- Humanism and Solidarity

### TEACHING AND THE SUBJECTS TO BE TAUGHT

- Portuguese
- Maths
- Integrated Sciences
- Expressive arts

### SUPERVISED TEACHING PRACTICE

- Full academic year of teaching practice
- Complementary Studies
- Micro-Project



# THE TEACHERS WE NEED FOR THE FUTURE WE WANT

Education transforms people and societies. We need teachers who are committed to bringing quality education to every boy and girl so that each one can unlock their full potential, contribute meaningfully to their communities, and collectively participate in building a brighter, more open future.

We need teachers with a vision of what is possible, and the energy, creativity, and ability to make things happen, especially in rural areas, in poorly equipped schools, and in challenging circumstances.

When teachers are not solitary figures but part of a broader movement, collaborating and engaging with communities nationwide, then change happens. That's why we include academic subjects combined with practical work, study travels, community engagement, leadership training, humanism, solidarity, and a strong focus on teamwork in our four-year teacher training program.

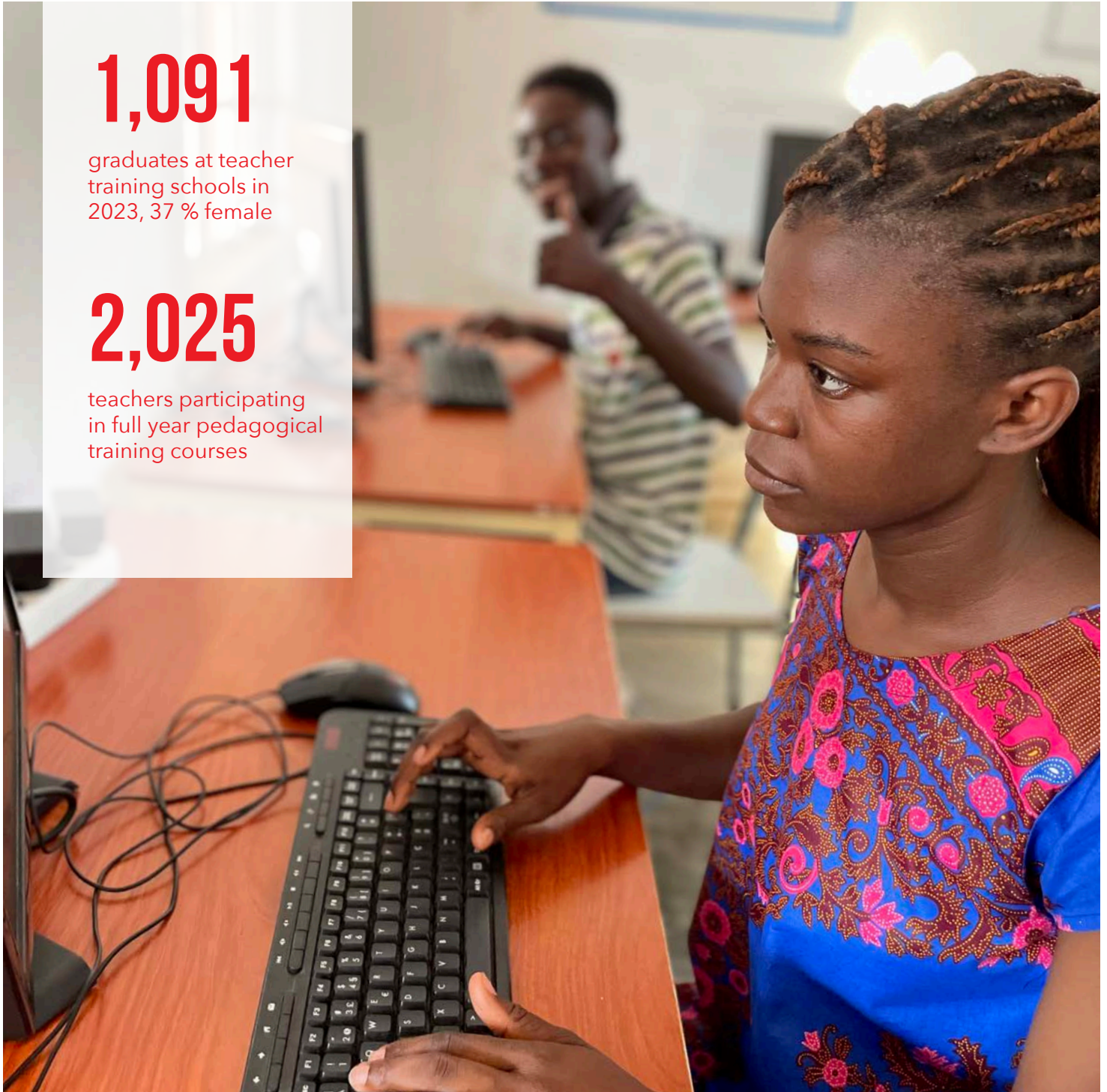


# 1,091

graduates at teacher  
training schools in  
2023, 37 % female

# 2,025

teachers participating  
in full year pedagogical  
training courses







## **EDUCATION MUST TRANSFORM**

We are committed to providing education which goes beyond acquiring knowledge and skills to education which transforms. Our schools and vocational training projects provide education that is relevant, with a focus on hands-on learning and an eye to opening up the future. We train capable teachers who can have a transformative effect on rural communities. Through our vocational schools and staff capacity building programs, we empower people to become agents of change in their communities and society. Education is a fundamental human right and we prioritize lifelong learning, whether it be rural women learning basic literacy skills or teachers learning new approaches to STEM lessons.



## ALL CHILDREN READING AND WRITING

Children, teachers, and parents anticipate that a child will learn to read and write during primary school, providing the foundation for all other learning. By the end of sixth grade, a child should be capable of reading, understanding, and engaging with written text, and they should be able to write a variety of texts with comprehensible handwriting. However, these skills don't develop by chance; they must be learned at an appropriate pace and tailored to the developmental stage and abilities of each child. The steps of reading and writing instruction must be explained, experienced, and practiced repeatedly- and what the children learn at one step serves as a prerequisite for progressing to the next. Many children learn through play, songs, games, and rhymes, which should also be incorporated into the learning process. As part of a wide-ranging education project with the Ministry of Education and the government of Korea, ADPP has broken down the process of learning to read into 15 steps, and developed a manual for teachers. The pilot project is being rolled out in Cuanza Norte, Malanje and Uíge, with 400 in-service teachers trained, as well as students from the three ADPP teacher training schools in the provinces. The project also involves pre- and in-service teacher training, STEM, preschool, literacy and gender activities.







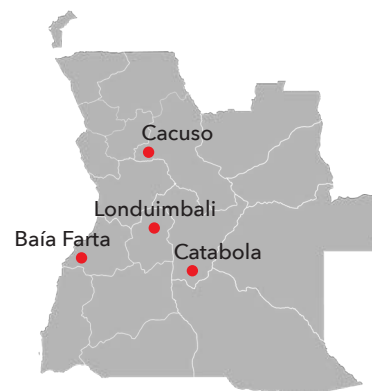
## STEM: SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

Since 2017, STEM projects developed by ADPP and the National Institute for Teacher Training have been working to enhance the quality of teaching in Science, Technology, Engineering, and Mathematics (STEM) in primary and secondary schools. Together with STEM trainers from all teacher training schools in Luanda, a series of six manuals were developed to support teachers in providing quality lessons. Teachers are trained and provided with materials, giving them the skills and confidence to provide practical as well as theoretical lessons. Alongside an increased understanding of the subjects, increased enthusiasm for STEM is also evident among teachers and students alike. Already implemented in Luanda, Bengo and Benguela, 2023 saw the project rolled out in Namibe, Cuanza Norte, Malanje and Bié with Zaire joining at the tail end of the year.



## STRENGTHENING MUNICIPAL EDUCATION SYSTEMS TO PROVIDE QUALITY EDUCATION FOR ALL CHILDREN

The **S**trengthening **M**unicipal **S**ystems project focuses on improving primary school education in four municipalities, working with the authorities, headteachers, teachers and the community to ensure that no child is left behind. Resource identification and formative supervision by the Municipal Departments of Education, training of school leaders in management, monitoring and evaluation, 40 pedagogical sessions for teachers, and strengthening community involvement in education are all making a difference. Officials, educators, community leaders and families alike confirm that project activities are leading to better quality education, improved enrolment and attendance, and greater involvement of the whole school community. In the long run, this is what will lead to better outcomes for all children.







## PROMOTING EARLY CHILDHOOD DEVELOPMENT

The Ministry of Education's "All United for Early Childhood" projects- TUPPI from the Portuguese acronym- is all about promoting learning and development in the broadest sense. The projects work with three components: home visits, collective sessions with parents and children, and preschool activities to stimulate the development of every child's full potential. In 2023, 1857 children and their families benefited from the TUPPI project in Uíge province. From the first pilot project in 2020, a significant difference has emerged between the "TUPPI child" and a child raised solely at home in terms of self-confidence, ability to express themselves, knowledge, faster learning, and greater ease in socializing with other children and adults. A Most Significant Change evaluation of the project was conducted among the families, community volunteers, authorities, and religious leaders, and all noted that TUPPI activities significantly improved overall child development. 88% rated the impact of the TUPPI project on parents and families as excellent or very good, with a notable influence on child-rearing practices, such as playing with the child and education on health, hygiene, and nutrition.







## EDUCATION AND LIVELIHOODS FOR REFUGEES

Projects for and with refugees in Lôvua, Lunda Norte Province, and in Luanda, are providing education and training for livelihoods. In Lunda Norte, primary and lower secondary education for children and young people and literacy training for adults and young people ensured educational opportunities that opened doors to continue studying, participate fully in society, or seek employment. Livelihood training in agriculture, dressmaking and computer skills led to self-sufficiency through sustainable food production, and valuable skills to start a small business.

In Luanda, the project worked with refugee families with children, helping obtain birth certificates and enrol them in public schools, provide a safe place for women exposed to violence, offer courses on sewing, cooking/baking, entrepreneurship, and literacy, plus creative activities for children. Training in urban farming meant healthy food on the table, and surplus for sale or exchange.





# ABOUT ADPP ANGOLA

## VISION

ADPP seeks to support people in developing the vision and capacity to contribute to development, for themselves, their communities, and the nation.

## MISSION

- To promote solidarity between people
- To promote the economic and social development of Angola
- To promote a better life for the underprivileged and those most in need

ADPP (Ajuda de Desenvolvimento de Povo para Povo) stands for Development Aid from People to People. We work in the fields of education, health, agriculture and environment, and integrated community development.

All activities are built on three pillars: a community-based perspective that empowers individuals, families, and communities to make positive changes in their own lives; close working partnerships with local, provincial and national government to promote sustainable development; and an integrated approach that links activities in education, health, agriculture and environment, and community development for maximum impact.

We work closely with authorities and institutions at all levels, from state ministries to local leaders, from hospitals to rural schools. We also collaborate widely with other NGOs and community-based organizations to coordinate efforts and increase effectiveness.



ADPP'S projects are designed to contribute to the relevant national strategies, and to the country's efforts to fulfill the United Nation's Sustainable Development Goals.





## EDUCATION

Through our education projects, we support people in developing the vision and capacity to contribute to development, for themselves, their communities and the nation.



## HEALTH

We work from the conviction that most diseases are preventable, treatable or curable, and that prioritizing preventive healthcare measures at family level is paramount in improving community health.



## AGRICULTURE & ENVIRONMENT

By organizing and training people who live from the land, we galvanize communities, supporting them to improve their food security, protect natural resources, and adapt to the effects of climate change.



## INTEGRATED COMMUNITY DEVELOPMENT

We support locally-driven development, where communities are involved in prioritizing needs, deciding where to concentrate efforts, organising and taking action together.









Read our newsletters here



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ADPP Angola is a  
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People to People

