



Aurora Trust

Angola School Project

SETTING UP A SECONDARY SCHOOL IN ANGOLA

1. INTRODUCTION AND BACKGROUND

There is a great need for basic (primary and secondary) education in Angola. Due to well-known causes, notably the war and the instability that ensues from it, mismanagement of the scarce resources allocated, etc., the country has been unable to sustain a good educational system. In fact, the educational structure has been increasingly deteriorating for the last twenty years.

*¹In a recent report on Third World education the Guardian Newspaper noted that less than half (48%) of young people aged five to eighteen are in school. The education backlog is so huge that it needs an emergency plan. Some international observers talk about a "lost generation" that has grown for almost a decade. This is a generation of kids who have never been to school or who have been only sporadically in school.

There is at present a proliferation of primary establishments (in big cities) trying somehow to fill in the gap left by the crumbling state system. Some of these initiatives are promoted or backed by local NGOs, churches or other groups.

However, matters are not helped by the fact that most teachers are not adequately trained; victims themselves of the situation and also most children are effectively barred from school registration because of poverty.

The situation for secondary schools is worse as this demands much more in terms of human and material resources.

In 2003 the country has seen a semblance of peace for the first time after so many years of relentless war. It is everyone's hope and prayer that this time the peace will hold for longer. Now Angolans could begin to evaluate the extent of the devastation that their war-torn country has suffered as people slowly start moving back to their regions of origin and trying to rebuild their lives.

It is therefore a good time to try to provide something that would alleviate some of the needs of this long suffering people and sow the seeds of self reliance and prosperity for the future.

A brief data and facts about Angola is given in the appendix B of this document.

¹ The Guardian, Tuesday, April 4, 2000. Page 19

2. VISION AND PLAN

When big undertakings are not possible, small steps can be of great effectiveness and make a significant difference in people's lives.

The vision fostered in this project is to found a secondary school as a contribution to the effort in alleviating the pressing need for basic education referred to above.

This school will aim at preparing youngsters for a responsible adult life and help them contribute positively to the welfare of society. This will be achieved by ways of providing them with a proper and good education and practical skills.

For its survival in a modern and increasingly competitive world Angola as a country needs to start cultivating a tradition for excellence in work, respect for God and service to society. Although in a small way the school we are intending to set up will aspire to work with the motto "SCIENTIA, CONSCIENTIA, EXCELLENTIA".

2.1 Mission Statement

"To establish in Angola, starting in Luanda, a secondary school which will aim at educating youngsters and preparing them to become responsible and valued citizen and providing them with the grounding necessary to meet and excel the challenges of modern life"

2.2 Strategy

The project shall adopt the "Mustard Seed" strategy. That is, start small, grow and flourish. This philosophy of flexibility designed for growth would allow for incremental but significant steps be made while the project progresses.

It is thought that for obvious reasons this is the best way to proceed especially as the project is not self-funding.

Moreover, the project shall endeavour to offer the best possible standard for academic education and training.

2.3 The School - Nature and Policy

It is part of the vision for this project that the school to be established shall teach and observe Christian ethos. However, the school shall be an independent and open establishment.

The school shall be open to any youngster regardless of their background, race and sex. In the interest of promoting a balanced society priority shall be given to those who are destitute.

The school shall seek to create ties and maintain relations with similar institutions within the country and abroad as a means of keeping in step in matter of curriculum, exchange programme and exam accreditation.

The school shall also foster links with local and national companies and endeavour to obtain industry-sponsored ventures.

3. THE PROJECT

3.1. Two Phases Project

The project will be a two-phase programme consisting of two educational stages. The first will be a preparatory phase lasting a couple of years and the second will last four years.

The project will initially run as a pilot scheme consisting of the first phase only. It would then be reviewed and approved for success in order to prepare for the next phase.

Sufficient financial backing should be secured so that once approval has been given the second phase would need to be implemented in full in order to ensure that freshmen enrolled in the programme are able to finish their study.

The outcome of the whole experiment will determine whether the project is worth continuing and probably be a benchmark for similar initiatives elsewhere or simply be stopped.

It should be part of the overall strategy that as well as maintaining external ties, the project should by the end of the experimental time be able to raise enough local support.

3.2. Stages of study and Curriculum

The aim of the project is to create a school that would offer the best possible educational opportunities in a friendly and high-achieving environment where the student's all-round development is monitored and supported to develop individual potential to the full.

The study programme will consist of a two-stage level in step with the two phases of the project.

3.2.1. First stage

The first stage will be a preparatory stage lasting a couple of years, necessary to round out pupils' primary education and prepare them for the next level.

The curriculum in this stage will aim at consolidating the core basic knowledge focussing on numeracy, literacy and science. An outline of the curriculum can be found in the appendix A.

3.2.2. Second stage

The second stage will last four years, and should have more than one option to choose from. Two areas of specialism at least would be preferable to start with; for example Social or Human Sciences path and Natural Sciences path of studies could be suggested.

This stage will build on the foundation laid in the previous stage and will provide opportunity for students to broaden their knowledge and learn new skills.

The curriculum will deepen and expand the core knowledge and introduce new items such as foreign languages, general knowledge subjects, new technologies and vocational studies.

It should be the intention of the project that school leavers are prepared to be able to start a working career if they do not wish to proceed with high academic studies.

An outline of the curriculum can be found in the appendix A.

3.3. Facilities (Physical Structures)

As a starting step for the school five rooms should be made available: two for normal classes, one housing the school library and to be used for IT classes as well, a multi-purpose room for specialised activities (laboratory, workshops, etc.) and a double room for administration.

The activity rooms should be able to provide enough space for at least twenty-five students with essentials for normal academic use.

3.4. Staffing

Six people at least would have to be employed full time to start the project. They will take up responsibility for teaching and administration.

3.5. Costs

Estimated costs per year for the duration of the project:

First year:	Building Cost:	£75,000.00 (or £90,000.00 with solar panels)
	Equipment Cost:	£39,000.00
	Running Cost:	£35,000.00
Second year:	Running Cost:	£35,000.00
Third year:	Building extension (4 classes)	£35,000.00
Third – sixth year:	Running Cost: (≈ 10% up)	£38,500.00

Note:

- The running cost includes salaries.
- A full detailed costing is presented in a separate document as part of the project overall review.

4. THE GOVERNING BODY

As the project would heavily rely on external funding to start off, the governing body should consist of two partners: external and local. These partners would constitute the board of trustees. The board of trustees will be made up of representatives of organisations and individuals who will fund, set up and support the project.

Its role would be to outline the fundamental principles and the policy of the school, review and approve financial matters and decide on the fate of the project after the trial period.

The external partner would focus more in getting the start-up fund and long term funding for the project and the local partner would devote much of their effort in establishing the project physical infrastructure and subsequently oversee its running.

An account commission designated by the board of trustees would have the task of overseeing the use of finances, report and make recommendations to the board.

A project leader would be nominated and would be responsible, on site, for the day to day running of the school. He/she would be directly accountable to the board of trustees.

The chairperson of the board of trustees together with the project leader would represent the project to the local authority.

The board should be able to meet in full at least twice during the lifetime of the project.

5. SUPPORT TEAM

At the time of these writings the people listed below are those have been informed about the project and have shown interest or are supporting it in some way.

If you would like to be part of this team please read the section below "About Support" and do not hesitate to contact the project originator at the address below

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| 1. Enes Mateus Mayele | Originator, Telford - UK |
| 2. Tussevo Vicky Mateus | Telford, UK |
| 3. Klaus Biedermann, Prof. | Dep. of Physics, KTH - Stockholm, Sweden |
| 4. Steve Latham, Rev. | Pastor of Westbourne Park Baptist Church, London |
| 5. Alex Coakley | London, UK |
| 6. Panzo Abilio | London, UK |
| 7. Lindsay Ramsbottom | London, UK |
| 8. Joao Makondekwa, Rev | Luanda, Angola |
| 9. Mpembele Sadi Daniel | Luanda, Angola |
| 10. Paul Jackson, Rev. | Pastor of Burgess Hill Baptist Church, West Sussex |
| 11. Erik Bergman | Stockholm, Sweden |
| 12. Mumalongo Makondekwa | Houston, USA |
| 13. Jackson Kamamona | Paris, France |
| 14. Wiki Adolfo | London, UK |

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| 15. Kate Jopson | Telford, UK |
| 16. John Wye | Telford, UK |
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5.1 About Support

It is a very rewarding and noble thing to support a cause or project that seeks to help people find purpose in life. Your support is very welcome and most appreciated. Although financial support is what first comes to mind (and is well sought after) in an undertaking of this nature, any other form of support is also important and needed, as explained in the following.

Pray: It doesn't need emphasising for those who believe that this should be first in the list.

Share: Spreading the word can be a very effective way of supporting a project of this sort as the more people get involved the lighter the load becomes. So, please talk about it with others: family members, friends and colleagues and get in touch with organisations that can help.

Give: After personnel and organisation, finance (or the lack of it) is the most important element that "make or break" a project. Please give as much as you can and get others to give as well. However, giving is not just about money, because as the project progresses they will be a need for people to give time and talent in different ways. Any help of this sort will be very well appreciated.

ABOUT ME AND THE PROJECT

The "call" to open a school has been with me for a long time and has been maturing with my own experience as lecturer and trainer. In fact, opening young minds to knowledge and understanding has always been one of my passions.

I have been privileged to get the best secondary education possible during my teens and it has always been my desire to give back my first best, as much as possible to society.

I believe primary school gives one a good starting step as crawling and moving around is for a young child a good sign of normal development. Secondary school however provides the maturing child with the means to stay standing upright for adulthood.

As a Christian, I believe that a school is a place where good ethos should be imparted and the ground prepared that youngsters are given a good perspective in life. Young people need to be given the opportunity to listen to the Gospel of Christ and respond, as they find fit.

A benevolent initiative like this one requires a lot of effort and sacrifice. It does need a serious preparation and collaboration with all people of good will in order to make it come to birth.

I am very grateful to everyone who has supported me so far. Those listed in the support section and those who are not.

Your word of encouragement; your excitement about the project; your question; your time reviewing the draft documents; your suggestion - has been a great spur. THANK YOU.

I would appreciate hearing from anyone who would like to contribute in any way. Your advice, critique, encouragement, help ... is most welcome.

Thank you very much

Enes Mateus Mayele
22 St Christophers way
Telford
TF4 2JA
England

Tel. 01952 504260
Email: emateu@hotmail.com

APPENDIX A CURRICULUM - Overview

In the following an outline of the curriculum is presented as a supplement to the present document. A detailed proposal of the curriculum will be presented in a separate document as part of the overall review of the project in due time.

The fundamental objective of the curriculum is to ensure that the students work to their full potential and develop essential study skills. Extra-curriculum activities should be added to the provision presented below.

A.1. Stage1

This stage lasting two years is an essential as part of the students' academic development. Its purpose is to round out pupils' primary education and prepare them for the rigour and demands of the curriculum of the next stage. Each student progress will be carefully monitored in order to ensure that they are better prepared to embrace the challenges ahead.

The following subjects would be studied:

Mathematics, Portuguese, Science, History, Geography, Music/Art, Practical Skills and Technology, Information Technology, Ethic and Civic Education, Physical Education and Religious Education.

A.2. Stage2

The second stage lasting four years will see two specialisms introduced from the second year: Social or Human Sciences and Natural Sciences areas of studies. Option for one or other path should occur during the second year of this stage.

This stage will build on the foundation laid in the previous and will provide opportunity for students to broaden their knowledge and learn new skills.

The curriculum will deepen and expand on the core knowledge and introduce new items such as modern/foreign languages, general knowledge subjects, new technologies and vocational studies.

Entry level

The following subjects would be studied by all:

Mathematics, Portuguese, Biology, Chemistry, Physics, History, Geography, Sociology, Foreign Language (English, French), Music, Art, Design Technology, Information Technology, Physical Education and Religious Education.

Path1 – Social Sciences

The following subjects would be studied:

Mathematics, Portuguese, Natural Sciences, History, Geography, Sociology, Psychology, Philosophy, Business, Foreign Language (English or French), Music, Art, Information Technology, Physical Education and Religious Education.

Path2 – Natural Sciences

The following subjects would be studied:

Mathematics, Portuguese, Biology, Chemistry, Physics, History, Geography, Social Sciences, Business, Foreign Language (English or French), Music, Art, Design Technology, Information Technology, Physical Education and Religious Education.

APPENDIX B Data and Facts about Angola

Location

Angola is located on the Atlantic Coast of South-Western part of Africa.

It is bordered in the South by the republics of Namibia and Zambia and in the East and in the North by the Democratic Republic of the Congo.

In the West Angola has 1,600 km-long of coastline on the Atlantic Ocean.

Land Area: 486,213 square miles

Population: 12 million (Year 2000 estimate)

Capital City: Luanda

Climate: Tropical in the north, subtropical in the south

Languages:

Portuguese is the official language in Angola, but there are over 60 other Bantu-group languages. The main languages also called national languages are Umbundu, Kikongo, Kimbundu, Tchokwe, Ovambo.

Brief historical facts

Angola gained its independence from Portugal in 1975 amid civil war between the three main nationalist groups fuelled by external interventions.

Once independent, the new Angola quickly fell victim of the cold war and became a hot spot showcase for superpower rivalry.

The civil war persisted for almost three decades during which many attempts to settle the conflict failed.

Very recently, in 2002 the warring parties signed a cease-fire agreement. However, as many as one million people have died in the fighting since 1975, and the country's infrastructure has yet to recover from the effects of the warfare.

More facts and data on Angola can be found on the Internet. Here are some suggestions:

1. <http://www.memory.loc.gov/frd/cs/aotoc.html> - ANGOLA - A Country Study commissioned by the Federal Research Division - Library of Congress 1989
2. http://www.encyclopedia.com/html/section/angola_history.asp - Nice short historical account until 2002
3. <http://www.oxfam.co.uk> – search for Angola for more recent info on humanitarian front and more.
4. <http://www.bbc.co.uk> – search for Angola for more recent info in general.

