

**Final Report**

# Life-skills for Adolescents

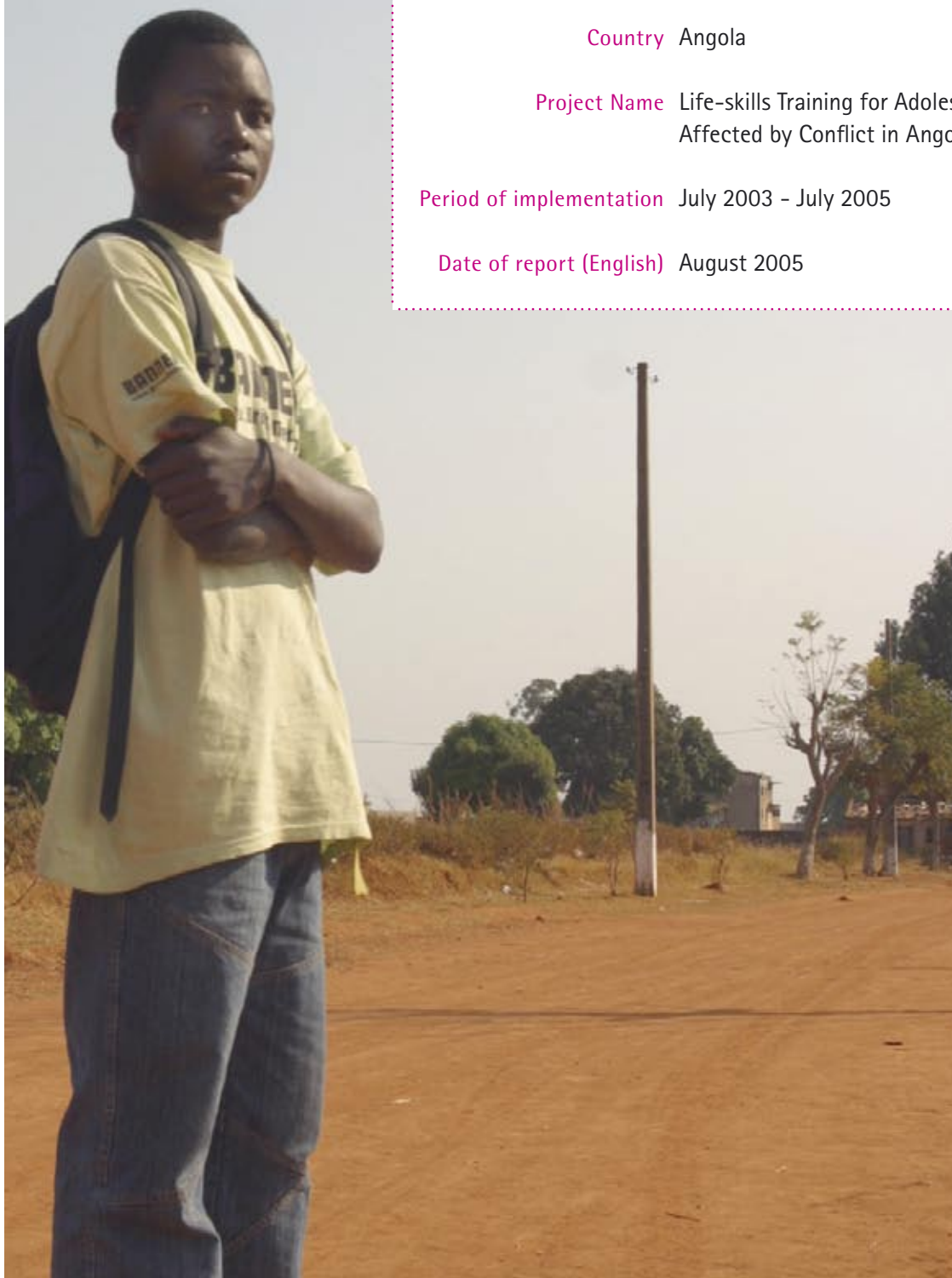
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Richmond, Virginia

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**Project Name** Life-skills Training for Adolescents  
Affected by Conflict in Angola (LSE)

**Period of implementation** July 2003 – July 2005

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# Acronyms

AVIM	Association to Support the Victims of Mines
CCF	Christian Children's Fund
CFS	Child Friendly Space
DW	Development Workshop – an international NGO
JUPV	Youth United for Life
LSE	Life-skills Education
PSI	Population Services International – an international NGO
STDs	Sexually Transmitted Diseases
UNAP	National Union of Artists
UNICEF	United Nations Children's Fund
UNITA	Union for the Total Independence of Angola

## Summary

Adolescents were born and grew up in the context of a prolonged war which meant that they were not socialized within the context of a normal family and community. Being adolescents, both sexes were directly involved in the armed conflict.

The majority of the social skills that they were taught by the adults with whom they lived, usually soldiers, were skills to survive and to adapt to the changing fortunes of war. The skills and competencies that they acquired were linked to survival (how to arrange food, to escape the enemy, to bring down the enemy, to steal, to participate in pillage, to kill, to not go to school, to become accustomed to consuming drugs and alcohol in excess) and at that time were considered normal and important. However, they are of no practical use in a post-war context.

As a consequence, adolescents presented high levels of interpersonal conflict (resentment between resident adolescents and those coming from the gathering areas<sup>1</sup>), anti-social behavior, low self-esteem and a lack of any perspective in relation to the future. As well as this they carried the trauma of war and a great many, despite their young age, were household heads and assumed adult responsibilities due to the death or disappearance of those who should have been responsible for their education.

Adolescents, being in a phase of psychological development in which they are forming their identity and making key decisions with regard to their future and their relationship to society, depending on their own experience and the opportunities provided to them, have an enormous potential to either make a positive contribution to their communities or to become destructive forces.

The people in the rural communities where the project intervened had been subject to permanent displacement during the war and had concentrated only on survival. The disintegration of community life disrupted traditional mechanisms for the transmission of social skills involving the elders, the family and the community and their cultural values and traditions. The population of these communities presented many psycho-social problems such as high levels of violence amongst adults, between adults and adolescents and among adolescents themselves.

In this situation, adolescent's lives are at risk in the future either because they continue to be victims of violence or because they become perpetrators of violence.

The majority of programs for children in Angola are for children below 12 years of age. Adolescents are normally neglected and there is a lack of programs for the age group 13-18 years.

The Life-skills Training for Adolescents Project (LSE) sought to overcome this lack and facilitate the reintegration and participation of the target adolescents in the life of their communities.

The project was implemented in Bié and Huambo provinces from July 2003 to July 2005 in 6 resettlement areas in the communities of Essanjo and Sandulo in Bié province and in the communities of Katchaka, Lombimbade, Cayenje and Pombombo in Huambo province.

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<sup>1</sup> \* Gathering areas for the families of UNITA soldiers were established alongside the quartering areas for the demobilized soldiers immediately after the signing of the cease-fire in April 2002.

## I. Syntheses of the results achieved

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During the implementation of the project 808 adolescents participated in activities organized by the project of which 349 were female and 459 were male – 208 more adolescents than the 600 initially planned for. As well, 66 groups of adolescents of both sexes were organized in 8 different types of activities.

The competences, skills and knowledge that the adolescents obtained in the training sessions, debates and other activities organized by the project provoked changes in their attitudes and behavior which were identified and commented on both by adults and the adolescents themselves. These changes are described in the various results presented in this report.

A significant result was the involvement of girls who actively participated in all the activities and represented 43% of the adolescents reached by the project.

The adolescents actively participated in supporting existing community services or those that were created in their communities such as, for example, the Child Friendly Spaces (CFSs) and Youth Clubs. They were also integrated into Community Child Protection Nuclei which were established with the support of the Kolela program<sup>2</sup> implemented in the same communities as this LSE project.

Partnerships were established within and outside the communities which contributed to the implementation of an integrated program of complementary activities.

The experiences which were piloted were documented with the objective of evaluating their usefulness, the level of understanding of the participants, their appropriateness in the context, difficulties in training of both trainers and adolescents and for preparing a manual of Life-skills for Adolescents in rural Angola. A draft of this manual has been prepared and it is planned to be finished in October 2005.

The strategies and methodologies used and the experiences acquired during the implementation of this LSE project will be transferred to other CCF community development projects in the medium and long term including in the communities where this LSE project was implemented, providing a sense of continuity.

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<sup>2</sup> "Constructing Resilience in Children and Communities in Angola – Kolela" is an integrated child protection program implemented by CCF since 2004 in 49 rural and peri-urban communities in the provinces of Huambo, Huila, Benguela and Bié.

## 2. Analysis of the Results Achieved

### 2.1 Result 1 Facilitate the reintegration and participation of the target adolescents in community life

2.1.1 Number of adolescents involved in activities organized by the project

2.1.2 Number of adolescents participating regularly in project activities

#### Achieved result

- 808 adolescents involved in activities organized by the project (of which 349 were female and 459 male)
- The actual number of participants was greater than the number initially planned for (600)
- 66 groups of adolescents were organized in 6 different thematic areas

#### Analysis of the interventions in relation to Result 1

##### *Adolescents involved in project activities*

The interest of the adolescents in the activities that the LSE project provided and their motivation contributed to the project exceeding the planned number of adolescents to be reached and enabled the establishment of 66 groups, organized in 6 thematic areas, which participated in structured activities in accordance with their needs and interests.

The increase in the number of adolescents who participated in the project was due, on the one hand, to the extension of the project to four additional villages (Pombombo, Cayenje and Lombimbade) in Huambo and Sandulo in Bié and, on the other hand, to the diversification of activities, materials and methodologies used in the implementation of the various activities planned by the LSE project trainers and community promoters.

Methodologies were used during the activities, especially in the debates and in the psycho-social training, which permitted the adolescents to draw on their own experiences as much as possible to value and make the most of the capacities and skills which they had and to integrate new skills which they had not acquired due to the adverse situations they had had to face.

The activities developed were programmed in relation to the following thematic areas defined in the project

- Psycho-social training
- Debates
- Culture: music, poetry, theatre, dance songs
- Sport: football, handball, volleyball, athletics, basketball
- Arts and crafts: sewing and planning for training in other activities such as art and agriculture
- Literacy

Of all the thematic areas, sport and culture had the most participation of the adolescents. This is probably due, on the one hand, to the characteristics of the adolescents and, on the other hand, to the fact that during their life they had not had the opportunity to participate in organized activities in their communities which corresponded to their needs and interests.

The organized activities also contributed to reinforce the reintegration and participation of the adolescents in the life of their communities.

### ***Groups of adolescents organized in project activities***

During the implementation of the project 66 organized groups of adolescents were formed – 27 groups of only male adolescents, 15 groups of only female adolescents and 24 groups of both male and female adolescents.

Adolescents joined the organized groups and participated both in response to their interests and also motivated by the community trainers. A leader was elected of each group who served as the link with other adolescent groups, the community and the community trainers. For example, there was a leader for each type of sport and these leaders together elected a leader of the sports sector. The leaders of each sector formed the Youth Committees.

The committees met periodically to analyze the performance of the adolescents in the different activity groups and helped the trainers and the promoters to coordinate and organize the activities.

The leaders of the Youth Committees were also members of the Community Child Protection Nuclei. In the meetings of the Nuclei the adolescents analyzed and discussed with the adults their problems, preoccupations and interests.

## 2.2 Result 2

### Demonstrated improvements in the life-skills and social skills of the adolescent participants

2.2.1 Observed changes in the adolescents' attitudes and behavior

2.2.2 Activities undertaken in the community

2.2.3 Partnerships established by the LSE project with other CCF projects, NGOs and churches

#### Achieved result

- Increase in the knowledge and skills of 586 adolescents (253 female and 333 male) who participated in 21 psycho-social training sessions
- Increase in the competencies and skills of 586 adolescents (253 female and 333 male) in relation to cooperation, communication and negotiation through participation in 31 training sessions
- Increased in the knowledge and skills of 808 adolescents on HIV/AIDS, Adolescent Development, Self-esteem, Early Pregnancy and Alcoholism through participation in 37 debates
- Integration of 16 adolescents (6 female and 10 male) in Community Child Protection Nuclei who participated in the meetings of the Nuclei
- The creation of 5 Youth Committees involving 246 adolescent leaders (78 female and 168 male) who increased their competencies and skills in leadership, organization, negotiation and sense of responsibility
- Participation of 465 adolescents in the construction of 1 Jango for a CFS, 4 youth clubs, 4 football pitches and 1 sewing room in the 4 communities in Huambo (Katchaka, Lombimbade, Cayenje e Pombombo) and 1 youth club, 2 sewing rooms and 2 football pitches in 1 community in Bié (Essanjo)
- Participation of 164 adolescents in supporting activities in the CFSs in the 4 target communities in Huambo and in 1 community in Bié
- Integration of 25 adolescents (13 female and 12 male) in literacy classes in Huambo province
- Consolidation and integration of the teams and services of the LSE project and the Kolela project

#### Analysis of interventions in relation to Result 2

##### ***Increase the knowledge of the adolescents and change their attitudes and behavior***

One of the reservations of the LSE project team was that there would be little participation of girls in the project activities because they were stigmatized, marginalized and devalued, particularly those who had faced under-age pregnancy and also because culturally there is discrimination in gender relations. The other reservation was that the girls probably would not be available to participate in activities due to the amount of domestic responsibilities which they are given.



However, the approach used by the project contributed to increasing the participation of girls such that they represented 43% of the adolescent participants in the project. Another result was in relation to changes in attitude and behavior in relation to girls as shown by the following quotations:

*"The girls did not accept to sit with the boys. In the game of "name your partner" the girls said practically nothing about their characteristics. Today they speak freely."*

*"When the girls were pregnant they could not walk freely in the village or participate in activities with other youth. They were talked about. Now they participate in the dance groups."*

*"The girls were considered impudent and were called bandits." But now "people see that this is normal. Now not even the parents speak badly of the girls. Even the people who spoke badly of them now ask — aren't you going to the cultural group today? This is good!"*

The information gathered during the diagnosis demonstrated that the adolescents had lived through war experiences such as participating in looting, killing, not going to school, young girls forced to have sexual relations. As a consequence they presented attitudes behavior and feelings such as low self-esteem, lack of perspective in relation to the future, resentment between resident adolescents and those coming from the gathering areas as well as other types of problems such as becoming parents very young without having the necessary skills, high levels of violence and an increase in the abusive consumption of alcohol.

Faced with this information "spaces" were created for the adolescents to express their thoughts and emotions about their experiences of war, understand what families had to do to survive these experiences and discuss the attitudes and behavior necessary for survival and for success in post-war Angola.

Dissemination of the project activities and its impact lead to adolescents in other communities, once they understood the changes that were occurring in the target communities, asking the adolescents to ask CCF to also help them. As one adolescent said:

*"They used to ask us to speak to CCF to ask them to also go to their locality. Even if not to stay, at least to give us one of the "good behavior" seminars and help us to play games and to organize."*

During the debates that took place after showing films various commentaries of the adolescents demonstrated their preoccupation in relation to preserving the environment of their communities. After the showing of the film Warrior of the Forrest which showed how a spirit in the form of a man defended the forest in a certain area against the devastation of a group of ambitious wood cutters, the youth made such comments as:

*"This could also occur here. Those trucks only come here and collect tree trunks and don't plant. We help them, but one day the forest will be finished and we won't have any more timber the day we need it. Now we are only seeing the money but one day we will also regret."*

In terms of what the adolescents thought they could do to invert the situation one of the adolescents referred to the following:

*“It appears that we have to speak politely with the people who come and collect the tree trunks, even though it is us who cuts them down, and say to them that when they come to collect the tree trunks to also bring small trees for us to plant alongside where we have cut trees down. That way with the rain, we will always have trees.”*

The activities of the LSE project permitted the adolescents to develop a spirit of initiative and a sense of responsibility as well as starting to understand that they are a valuable resource for their communities. For example:

- The adolescents of Pombombo opened a new track to facilitate the LSE project team traveling from their community to Katchaka
- Previously the residents and the adolescents/youth would have expected that CCF would pay the tradesmen who were working with food but during the construction of the Youth Clubs, the adolescents organized themselves and asked each family to contribute what they could to support the tradesmen
- When there was a lack of sufficient local timber in the community of Cavenge, the adolescents did not wait for the CCF team. They organized and transported timber themselves to finish the construction of the roof of a Youth Club.

The activities undertaken and the methodologies used influenced the adolescents to be conscience of the changes and adjustments in behavior that they must develop depending on what is appropriate in or outside their community.

### **Psycho-social training**

To reinforce the competencies and skills of the adolescents 21 psycho-social training sessions were held in the 6 villages in Huambo and Bié in which 586 adolescents participated (253 were female and 333 were male).

During the sessions the following themes were analyzed

- The context of the communities (things that are good and things that are bad)
- The factors for the proper development of the child and the characteristics and needs of adolescents
- Violence in the family and the community
- Peaceful forms of conflict resolution

The training sessions contributed to the adolescents becoming conscience of the importance of the good things in their lives and the need for their participation in preserving them. The effect of the bad things that people, and particularly adolescents do, was analyzed in a similar way.

The working strategy used was to reinforce the competencies and skills of the adolescents for their role in the family and the community, reinforcing the good relationships that should be established with parents, brothers, with their own children and amongst adolescents.

In the beginning only adolescents without children participated in these training sessions. Later also those with children participates because they alleged that participating in the project activities taught them how to take care of their own children. They didn't punish them and conversed more with them as one adolescent said:

*“Our children will not be like us, who were beaten by our parents for any small thing. Now we will be different parents and talk with them.”*

This quotation also shows that with these training sessions the adolescent became conscience of the need not to repeat with their own children negative relations that they had in the past with their parents.

One of the results of these training sessions was also the development of values such as respect for people in the community. For example the following commentary from an adult in the community of Essanjo in Bié:

*“The children now have respect because now when they are playing ball and a person passes by they stop playing until the person passes. Even the children who ride bicycles, when they meet an adult they slow down and say good day grandfather and then continue on their way, before this did not happen.”*

In the theme on violence the adolescents shared simple ways of resolving conflicts such as: knowing how to forgive; knowing how to manage rage; controlling their emotions; waiting for a calm moment to resolve conflicts; go walking or listen to music when they are very nervous; learn to live with difference; and ask the advice of the elders.

### **Training sessions in Social Competence**

Thirty-one training sessions in Social Competence were held using a variety of activities and games. During the training the adolescents learnt techniques and games which led them to analyze and reflect to improve their competencies and skills such as: how to cooperate with others; how to communicate in a clear way; know how to hear and transmit messages; how to speak without risking to hurt someone's feelings; and how to negotiate. These competencies and skills were developed using games which will be described in more detail in the Life-skills Manual.

### **Debates**

Firstly the topics for the debates were selected using the methods of brainstorming and discussions amongst the adolescents where they presented their own questions and preoccupations and proposed ways of undertaking the activities. The themes planned for the debates included: HIV/AIDS; characteristics and development needs of adolescents; love; self-esteem; under-age pregnancy; and alcoholism.

These debates, particularly those related to HIV/AIDS provoked much interest amongst the adolescents and showed that they retained the information that was discussed according to what some of the participants said:



Adolescents during a debate on HIV/AIDS

*“We hear about AIDS, AIDS, but we didn’t know what AIDS was like or how we could know if we have it or not.”*

*“We heard about using condoms but not how to use them. We heard that if you live with someone who has AIDS you will get it also but in the end that is a lie. You can greet them and even eat with them using the same spoon.”*

*“They say that if you are thin you have AIDS, but in the end fat people also have AIDS. You can’t tell who has or who doesn’t have AIDS — only when they begin to get sick.”*

To diversify the activities, films were shown with educational messages prior to the debates. There were 37 debates facilitated by CCF trainers with the support of community promoters with 25 adolescents participating in each debate.

To undertake the debates the facilitators (trainers) negotiated with the adolescents as to how they would like to work:

- What was the best time for, and duration of, the activities
- What should be the rules during the sessions (for example respect the opinions of others)
- The methodology/strategy to be used (if boys and girls should be together or separated, if they should work in small groups or participate all together, if during group work the groups needed a leader and how they would choose the leader)

The LSE project team reported that the adolescents now speak without complexes and also provide ideas on how to undertake the activities. Based on the experiences of the debates, the adolescents used the same methods to program activities of the organized groups to which they belonged.

Each of the moments referred to above were used to reinforce a competency or skill such as: taking decisions; negotiating; working in a team; following rules; planning; and leadership.

### **Integration of adolescents in community child protection Nuclei**

The intervention strategy of LSE integrated the adults in the community in all the phase of the project. The adolescent sector leaders became members of the community child protection nucleus in their community. The objective of this strategy was to enable the adolescents to share their preoccupation with adults and to integrate their activities into the community context. The adults also had the possibility to support and accompany the changes that were occurring in the adolescents.

During the meetings of the Community Child Protection Nuclei the adolescent members provided information on how they were organized, what activities they were doing and presented their preoccupations. They asked for the collaboration of the Nuclei to help in sensitizing other adults to encourage adolescents in their families to participate in the activities of the organized groups and to participate regularly.

During the meeting the adults spoke about the improvements in the community as a result of the activities and the level of organization reached by the adolescents as illustrated by the following comments:

*“The adolescents are calmer, now they don’t drink a lot and fight all the time with each other. Before the adolescents were dispersed and it appeared that we had few children but now when they are together we can see that they are many.”*

*“Congratulations to Katchaka, we were used to seeing small children learn many things, speak to others with respect, play with good things, tell stories, and start to read. Now also the older ones are learning to respect their parents and themselves. Like this they will be good parents. On Saturdays Katchaka appears to be a different community — football parties, dancing and theatre. Even the elders do not stay at home when the party starts.”*

### **Creation of Youth Committees**

During the period of project implementation 5 Youth Committees were established with a membership of 246 adolescent leaders of different organized groups for the activities of sport, debates, culture, literacy and arts and crafts.

The members of the Youth Committees had the responsibility to organize the activities and negotiate their frequency and served as the link between the adolescents, community promoters, the community and the LSE project trainers. These adolescents also established links between the adolescents and adults to broach subjects that preoccupied them or were of interest to the adolescents.

### **Participation in and support to the LSE activities**

The implementation of the LSE activities with the adolescents awoke their interest, and the need for them, to participate in the life of their communities. For example the adolescents support children's activities in the Child Friendly Spaces implemented by the Kolela project in the same communities.

Other adolescents actively participated in the construction of jangos<sup>3</sup> for the LSE activities, for the youth clubs and the sewing classes.

The adolescents were very active in their participation in these activities. They helped in the making of adobe bricks, in cutting and transporting timber poles and grass, transporting water, stones and sand and helped the adults who were supervising the construction.

### **Integration between the LSE project teams and the Kolela project teams**

The Kolela project in Huambo and Bié facilitated the creation of Community Child Protection Nuclei. The LSE project integrated into these Nuclei adolescents who participated in the project which permitted them to analyze and discuss with adults their preoccupations and

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<sup>3</sup> Jangos traditionally are round open-walled structures of timber and thatch used as community meeting houses.

problems. The adolescents' participation in the Nuclei developed their skills and competencies such as: speaking in public; waiting their turn to speak; and transmitting ideas clearly.

The training sessions and workshops for adults undertaken by the Kolela project made the adults conscience of the importance of satisfying the psycho-social needs of children and adolescents. The impact of this community mobilization contributed to a change in the attitudes and behavior of adults in relation to children and adolescents, supporting their initiatives and preoccupying with then needs and problems. As two adults 53 and 55 years old said in one of the seminars:

*“Before, mothers spoke very badly to their children using words which were not appropriate with their children, shouting at them, but now things are changing. With the passing of time things are changing. Little by little people are changing. By what we are seeing things are changing...”*

*“Now, things really are changing, the teaching is having effect. After a while things will change. Before both children and those older were rascals because they would make trouble over any small thing. But after the seminars we are seeing that things really are changing.”*

As well as the aspects referred to above, the Kolela project also provided material support to the sports, recreational and training activities with the adolescents through the LSE project.

## 2.3 Result 3 Increase the capacity of people in the community

2.3.1 Training of community promoters to collaborate regularly in the project

2.3.2 Organize activities by sector with the adolescents

### Achieved result

- 100% of the 56 community promoters trained regularly undertook activities during the project
- Community promoters were trained in various thematic areas and subjects (psycho-social, social competencies, literacy, sports techniques and practice, HIV/AIDS and STDs, first aid, theatre, techniques of photography, learning through games, mine awareness)
- 808 adolescents actively and regularly participated in activities in the 6 sectors of the project namely
  - Psycho-social training sessions
  - Literacy
  - Debates
  - Culture
  - Sport
  - Arts and craft

### Analysis of interventions in relation to Result 3

#### ***Training of community promoters and their regular collaboration in the project***

The identification and selection of community promoters to voluntarily develop activities with adolescents was one of the strategies used by the project both to ensure the sustainability of the project and also to respond to the large number of adolescents who participated in the project.

56 community promoters of both sexes were selected and trained at various times and in various thematic areas with the content divided into modules. In general the thematic areas were

1. Analyzing the context of the communities
2. Factors for the proper development of children and adolescents
3. Steps in the development of adolescents (characteristics and needs)
4. The impact of violence in the family and the community
5. Peaceful forms for the resolution of conflict
6. Sports techniques and practices
7. HIV/AIDS and STDs
8. First aid
9. Social competencies
10. Learning through games
11. Mine awareness
12. Theatre techniques
13. Literacy
14. Photography techniques

During the implementation of the project all the promoters trained collaborated regularly in the project activities. The roles of the community promoters and the LSE trainers were defined. The LSE trainers had the responsibility to accompany and supervise the work of the promoters and undertake activities in relation to psycho-social training and the debates with the adolescents. The promoters had the role of mobilizing the adolescents and organizing the sports, cultural and literacy activities.

The community promoters, through their participation in the project activities, became valued by their communities and constituted a point of reference. The majority were youth from their own communities and the promoters considered that the opportunity to participate in the project developed in them useful capacities and skills both for their communities and for themselves. As well, their participation in the project helped them improved their skills in reading and writing.

### **Organization of activities by thematic area with the adolescents**

The communities were revitalized with the undertaking of different activities with the adolescents. A lot of activities were organized on the weekends – sports, dance, music, theatre, films and different games. Adults and children watched the activities with a lot of emotion. The community leaders, including the traditional leaders, were very enthusiastic with the activities, equipment, material and infrastructures made available to the adolescents.

The adolescents were organized in groups by thematic areas. Each thematic area had one leader who helped to promote inter-action amongst all the different groups within and across thematic areas involved in activities provided by the project. Most of the adolescents participated in sports as well as belonging to groups linked to other thematic areas.

### **Debates**

One of the challenges of the project in terms of debates was, on the one hand, to bring together different generations to debate together the problems of the community and, on the other hand, to share positive cultural values and competencies and skills adequate to the demands of the situation of the communities.

### **Culture (games, play, music, poetry, theatre, dance, songs)**

In this area the facilitators supported initiatives of the adolescents incentivating them to use games, songs and local dances. Other activities were also provided such as chess, card games, music, films, dominos, puzzles and others.

Theatre was a technique often used and accepted by adolescents and trainers for undertaking activities. Theatre contributed to the motivation of the participants and for the easy transmission of messages as well as helping them to express their thoughts and feelings about their day-to-day experiences.



Grupo Organizado de música



The adolescents during these activities learnt to value the customs and practices of their community and also integrated new elements from outside the context of their communities.

### **Sport (football, basketball, volleyball, and athletics)**

This was also an area of great interest for adolescents of both sexes. There was a big adherence to sports activities and the adolescents joined the sports groups in large numbers. In the villages teams were organized in football, basketball, volleyball and athletics.

The adolescents of both sexes arranged tournaments between the communities involved and others. In the games the adolescents developed the competencies of cooperation; tolerance; mutual help; negotiation; managing and channeling emotions; complying with rules; and resolving conflict in a peaceful way.

In the meetings with the adolescents they commented on the changes and benefits of practicing sports:

*“We never thought we could have a football game with the adolescents of the neighboring areas without there being trouble. Always when we played the team that lost generally threw stones at the other and the trouble continued for several days. Sometimes we waited along the way.”*

*“Now when we play we understand each other and even greet each other after the game. We really are brothers thanks to CCF.”*

*“Before when we were playing no-one passed the ball. Each one wanted to make the goal. Now we help each other. Whoever has the ball passes it. We can see that this is best. When you don't pass the ball you play alone and get tired quickly.”*

*“We were very nervous before. Anything was cause for discussion; anything was misunderstood.”*

*“When the game was over people were blamed, people were offended if they lost or not. Now everybody understands. If you make an error that is normal.”*



## Sewing

Sewing groups were organized and in the majority of cases the groups were mixed, both girls and boys. Organization of these activities was the responsibility of the community promoters in partnership with women of Promica (the Women's Association of the Catholic Church).

This activity took place in 4 of the target communities with 58 adolescents of which 19 were male and 39 female.

The participation of male adolescents in this activity was very positive. The boys considered that it was an opportunity to learn that will help them in the future as one adolescent said:

*"We are here at the moment sewing and I am happy because I never thought that one day I would learn to sew. I know that it is women's work but that's not a problem because tomorrow or after tomorrow people will need me and I will make money. I will charge everyone who comes and my house will be beautiful."*

## Dance

The dance groups were also very regular. These groups were always active in all the communities. There were exchange activities with youth who periodically went to other communities to participate in competitions, even without prizes.

Often these activities were undertaken at the same time as the football games and the costumes for the dance groups were made by the sewing classes which made the activity more attractive.



Adolescents dancing and singing

## Theatre

As well as undertaking theatre activities, the adolescents in the groups who were also members of the churches presented their plays to their church congregations which showed that they learnt from the project and disseminated information to other adolescents.

## 2.4 Result 4 Improve the coordination of community interventions in partnership with the State, churches, NGOs and international agencies

- 2.4.1 Adults living in the communities, representatives of other organization and churches participate in community activities
- 2.4.2 Implement activities in partnership with other entities
- 2.4.3 Participation in community meetings

### Achieved result

- 160 resident adults (traditional leaders, church leaders, members of local associations, school directors and teachers, members of the local administration and other adults) involved in the Kolela project integrated into and supporting the activities of the adolescents in the target communities
- Partnerships established with government institutions, United Nations, local NGOs in the 2 target provinces (Provincial Directorate of Sport, Provincial Delegation of Justice, UNICEF, DW, PSI, UNAP, Red Cross, JUPV in Huambo and AVIM and Red Cross in Bié) in the training of promoters and adolescents in the thematic areas of Sports, First Aid, HIV/AIDS and STDs, Art and mine awareness). Also they supported through supplying materials for the activities

### Analysis of interventions in relation to Result 4

#### **Adults in the communities participate in activities to support adolescents**

The leaders and adults in the communities collaborated actively in the search for resources for the effective implementation of the activities. They were always participating in the mobilization of the adolescents. They supported the team of trainers and the promoters when they encountered difficulties with the adolescents. For example the leaders provided spaces for the construction of youth clubs, sewing rooms and for practicing sports. Other adults orientated the participation of the adolescents in the construction of the youth clubs, sewing rooms and also the Child Friendly Spaces.

The Community Child Protection Nuclei served as a source of advice on the adequacy of the strategies and the approaches used by the adolescents and by the team of trainers. The adults in the community attended regularly the frequent meeting of the Child Protection Nuclei which showed that they were open to listening to the preoccupations and problems presented by the adolescents.

#### **Partnerships and contacts with institutions**

For the establishment of other partnerships, the LSE project team of trainers identified institutions and NGOs which implement projects on thematic areas and approaches for the education of adolescents.

In Bié province partnerships were established with the NGO AVIM and with Red Cross for the capacity-building of adolescents in the thematic areas of HIV/AIDS and mine awareness.

In Huambo province partnerships were established with the Provincial Directorate of Sport, UNICEF, DW, PSI, UNAP, Red Cross and JUPV which fundamentally supported in the capacity-building of the promoters and the adolescents in the thematic areas of Techniques and Practice of Sports; First Aid; HIV/AIDS and STDs; and Arts. Other partners helped by providing materials for the activities.

## 2.5 Result 5 A manual “Life-skills for Angolan Adolescents” for adolescents in rural areas of Angola

### 2.5.1 A draft manual produced in Portuguese

#### Achieved result

- A draft manual “Life-skills for Angolan Adolescents” prepared

### Analysis of interventions in relation to Result 5

#### Draft manual

A draft manual on “Life-skills” has been prepared adapted to the Angolan context. The content of the manual covers the activities, the techniques and the strategies used during the implementation of the project.

It is a document for trainers who work with adolescents and in particular for community promoters. The manual is planned to be completed in October 2005.

### 3. Positive factors in project implementation

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- The integration of the experience of CCF in psycho-social approaches in all the processes of community intervention
- The involvement of traditional leaders, religious leaders and key adults in the communities during the intervention process
- The voluntary collaboration of the community promoters in the project activities
- The articulation and complementarity of projects implemented in the same communities permitted the effective use of resources both human and material and also strengthened and consolidated the activities undertaken
- The variety of activities implemented and materials made available to the adolescents contributed to their continued interest and motivation
- The partnerships established with the government, United Nations, NGOs, churches and with the communities themselves contributed to strengthening the range of activities made available to the adolescents
- The use of local languages in communication with the adolescents and adults helped to establish links and interaction between the team of trainers and the adolescents
- The fact that the team stayed over night in the communities permitted a greater understanding of the context in which the adolescents lived and helped to establish an environment of greater confidence.

### 4. Negative factors

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- Little initiative and creativity by the trainers to explore the use of local material available in the communities
- Even though some partnerships were established, more could have been established given the opportunities that exist in the target provinces
- One of the weak points of the project was the late start of literacy classes which, on the one hand, could have covered more adolescents, and, on the other hand, strengthened their perspectives in relation to the future.

## 5. Lessons learnt

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- An entry process which involved leaders and key adults in the communities as well as the clarification and definition of roles and responsibilities permitted the communities to participate actively and stimulated voluntary participation in the whole process of implementation of activities.
- The organization of groups initially by gender and slowly mixed, as well as a diversity of activities was the strategy which contributed to the motivation of and integration of girls in the project activities.
- The fact that the teams which intervened in the community stayed in the community strengthened the link between the trainers and the population creating greater acceptance.
- The planning together of the activities and the regularity in which activities were implemented were factors which helped the adolescents to create routines in their daily lives. Also they were in constant contact with new ideas which as they were acquired were mutually reinforcing.
- The empowerment of the human potential that existed in the communities, in this case the community promoters, contributed to the valuing of the human potential which existed in the communities and to adopting an approach relevant to the context, creating bases for the sustainability of the project.
- The fact that the project was designed to work with various generations (adolescents, youth, adults and elders) through the Community Child Protection Nuclei, meetings and activities enabled an exchange of experiences and an understanding of different points of view making it possible to improve the relationships between generation to the extent that there was a greater valuing, understanding and acceptance of the potentialities both of adults/elders and children and adolescents.



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