ANGOLA
Youth Conflict Resolution Centers
Case Study

SEARCH FOR COMMON GROUND
Luanda, Angola

Youth Conflict Resolution & Youth Development in Angola
A Case Study

This project is financed by BP-Angola
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1. Executive Summary

General Country Context

Angola has undergone a number of remarkable changes in the 10 years since the end of its civil war. Today it is one of the continent’s wealthiest nations in terms of natural resources, and it is becoming a promising regional power in Africa. However, the reconstruction of the national infrastructure and the investments into the oil sector are seen by the elite and government as key to expand Angola’s economy.

Social and urban issues remain some of Angola’s biggest challenges thus far. The government needs to respond constructively to the issues faced by the large majority of the population, who, despite of the country’s potential economic wealth, face tough economic conditions. Youth manipulation and exclusion from the decision making process is another factor that has played a detrimental role in the country’s growth. And while it is unlikely that this aspect will provoke major unrest in the short-term, it may increase the risk as the younger generation matures, as they have no recollection of the hardships of war and will be less prone to make reasonable demands for better living opportunities.

Project outline

The proposed methodology for this case study focuses on obtaining an initial image of the level of comprehension and retention of knowledge amongst the students of the school association based on the concepts studied during the trainings, as well as to assess whether the knowledge and knowhow has been effectively passed on from one group to another, in order to ensure the self sustainability of the project goals reached through the activities, trainings and workshops provided. In brief, the final scope of this case study is to monitor the gradual change in perception, behavior and approach towards conflict resolution methods, their application and the level of engagement between the school associations and their respective local communities.

The following points are a summary of the main key findings:

- All associations have managed to identify the concepts related to conflict and have been able to understand and apply methods of conflict resolution within their schools and local community
- All associations have been able to identify with the concepts of active listening and collaboration
- All associations have managed to identify the concepts related to leadership and advocacy
- All associations have managed to identify the concepts related to Negotiation and collaboration
- All associations have been able to identify a number of social, educational and economical problems originating from within the school and local community
- Considering the number of issues faced by the associations, most have managed to implement activities focused on conflict resolution within the schools and engage with the local community
- Some associations have been able to transmit the knowledge and know-how learned from the trainings to their peers and local community, thus contributing to the self sustainability of the project goals
- The students from the school associations, although having participated thoroughly in the project activities, have difficulties to follow the rhythm of the project, classified as an extra-curricular activity by government standard, due to their personal or familiar duties and due to a variety of other constraints.
The youth association students have challenges to understand the actual “larger picture” of the project which seeks an active youth participation in the communities and to some extent in the Angolan society. Some students have shown difficulties in linking the description of some concepts to the actual name of the concepts within the learning materials provided by SFCG-Angola. Possibly, the manuals provided by SFCG are rather technical and should be more adapted to the students’ level of understanding.

2. **CONTEXT OF YOUTH IN ANGOLA**

As a result of the 27-year conflict, almost two generations of youth in Angola have missed important opportunities that prepare them to enter successfully into adulthood. The war caused long-term disruptions to the social systems and infrastructure that typically support youth.

Moreover, it produced a context of insecurity that caused youth to avoid combat through migration or pulled them into it as soldiers or as servants for adult combatants. The war’s legacy has left a high number of orphans and has forced many young people into roles they are not ready to take: that of provider and head of household. Today, a large number of households in Angola are headed by young people 16 to 20 years old as over 60 percent of the population of Angola is under the age of 20\(^1\) (See Annex Table 1: Population by Age-group)

In this era of peace in Angola (the war ended in 2002), the war had considerable consequences from youth of both rural and urban areas. In either case, the war’s devastating effect can be seen on the physical and social infrastructure, particularly in terms of education and health. Equally, it disrupted the agro-economy that was the foundation of subsistence and the dominant cultural mode of life for a majority of Angolans. Left with few life-choices, it is hardly surprising that large numbers of rural youth have migrated and continues to migrate into urban areas particularly in the four largest cities of the country: Luanda, Benguela, Huambo and Lubango.

Therefore, this ongoing rapid influx of youth towards these and other important urban centres has caused a shock to cities which are still not prepared to receive such large number of inhabitants. As a result, employment is rather difficult, although there are a large number of job opportunities, as the demand for labor cannot keep pace with supply. In addition, urban migration has placed intense pressure on social infrastructure, especially schools and housing, and precipitated the mushrooming of urban slums. Urban poverty continues to place great stress on migrant families and their children.

Although post-war recovery is progressing positively considering Angola’s economic boom, the sheer size and potential of the Angolan youth cohort makes them important stakeholders. If adequate investments are made and spaces to participate are created, youth will have the ability to become leaders in the reconstruction and development of the country. Public, private and independent actors ought to seize this historical moment and work with youth to invest in their healthy growth and development—an opportunity they have not seen in nearly three decades of internal strife.

The Angolan government is aware of the pressure that these demographic trends exert and is coming up with policies to mitigate them mainly through efforts to create jobs and opportunities of the urban populations GUE and BUE.

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1. USAID “Youth Assessment in Angola” March 31, 2006 Report
Empreendedores). These include the “Angolisation” which entails setting strict targets for hiring local labor in sectors that have traditionally relied on foreign workforce such as the petroleum and banking sectors. Promises have also been made, and to some extent fulfilled, to construct social housing, build more cities, and develop coherent urban planning policies and most of the public service delivery mechanisms have been decentralized to municipal and/or provincial levels. In spite of these initiatives, the scale and pace of urban population growth may be too great for government policies to make a difference. In addition, government responses are held by rigid hierarchies, heavy bureaucracy, corruption and the limitations of such policies have resulted in counterproductive measures.

Also, Angola’s rampant youth urbanization and the inability, so far seen, of the government to deal with it has the potential to create an explosive mix of disaffected urban youth who have very little to lose. These grievances may be exploited and have been exploited in the recent weeks, by populist politicians, particularly by the ruling party, and have manifested themselves in increased rates of urban crimes, demonstrations and youth protests. The land scarcity due to overpopulation is compounded by instances of forced evictions by the government in order to clear urban areas for housing developments (by foreign companies) that are unaffordable for most of Angolans. This issue aggravates the already existing injustices over living conditions, repression, abuse of human rights, severe restriction of freedom of speech or assembly, police brutality and represents a high risk of social unrest which this project of SFCG is indirectly mitigating and preventing. This being said, any government response to such instability is very much likely to be heavy-handed and counterproductive.

Finally, it is important also to recognize that the conditions affecting the youth continue to affect the generation before them. In a survey produced by SFCG Angola team as part of this project, the following challenges have been identified as the most prominently faced by the community.

a) **Health challenges**: Alcohol abuse (95%); drug use (85%); early and/or unwanted (92%); tobacco use (80%) and sexual orientation (72%)

b) **Social Challenges**: school corruption (97); sexual harassment (90%); youth prostitution (89%); absence of parents (88%); loss of moral value (85%); youth exclusion (83%); domestic violence (80%) and urban violence (78%).

c) **Education challenges**: inadequacy of school curriculum (72%); conflict amongst teachers and students (73%); poor sanitation in schools (85%); absence of leisure facilities (86%); difficult access to didactic material (95%); lack of didactic material (95%) and absence of libraries (98%)

*Sample size of the survey: 228 school students. Average age: 17.6*

In conclusion, these challenges and the urgent need for education and labor opportunities as well as the need for social inclusion and the health challenges (particularly HIV/AIDS²) should serve as a strong motivation for the youth to step forward and take an active role in the decision-making processes, in the democratic process, and in the socio-political mechanism which will allow them to have an effective part to play in setting a positive path for the future of Angola.

3. **PRESENTATION OF THE PROJECT GOALS AND OBJECTIVES**

² USAID “Youth Assessment in Angola” March 31, 2006 Report; page 2
Youth in Angola are commonly a marginalized group. Possible targets for political manipulation and mobilized to take part in violence, Angolan youth remain a vulnerable entity in Angolan society and in the road to peace. As illustrated by the previous youth-oriented projects implemented by SFCG-Angola such as the School Parliament funded by the European Union (see textbox below) and Big Sister funded by UNDP in Angola, youth are also enthusiastic, innovative, and motivated to work towards positive change in their communities.

The present case study covers the project “Youth Conflict Resolution Centers” financed by the petroleum corporation BP-Angola. This project supports a peaceful future for Angola through supporting youth as actors in peace building and community engagement. The project capitalizes on the lessons learned and experiences from the above mentioned projects to continue promoting youth development while empowering youth to take ownership of their community level initiatives. The project covered by this research has the overall goal of promoting greater community level engagement amongst youth to take an active part in the determination of Angola’s democratic future. This goal can be attained by reinforcing knowledge and skills of Angolan youth in civic education, leadership, collaborative problem-solving, and advocacy focusing specifically on conflict resolution whilst fostering interaction and dialogue between various youth actors, local communities, government or civil society.

It is important to mention that this case study has drawn on the energy, optimism and potential of youth in Angola as well as the strides that youth have made in the preceding years and months particularly since 2008 where most of the youth of time have now become active citizens able to vote and participate in the decision-making processes.

The project has built on the momentum and structure laid out by the School Parliament which responded to the manipulation and frustration of youth in society and the willingness of young students to participate in the solution of many problems that affect their lives, the schools and the surrounding communities. Just as the School Parliament project, engaged youth to reach to their communities and local governments to identify problems and learn about issues such as governance, democracy, and leadership, this project aims to engage youth to build off these issues. Nevertheless, in this project financed by BP Angola, the youth participants are acting on the lessons learned from the previous project and are provided with a space to enter into dialogue and constructively address the issues they face in society. The project provides also a communication/information platform to maintain the relationships made with government and civil society as to capitalize on the positive experience gained through previous exchanges and activities. In other words, the project provides the youth with a space for youth to materialize the concepts and innovative ideas generated during the previous phases, and bring them to fruition for the purpose of creating positive change amongst their peers.
4. **Methodology**

a) **Approach & Data Collection**

The school associations members of the schools participating in the project and any additional students exposed to project activities (trainings and workshops) were invited to attend a *series of focus groups*. A focus group was administered in each of the selected 5 participating high-schools to obtain the relevant data. The focus group questions were specifically tailored to provide information on the precise objectives of the case study, and also encompassed cross-reference questions to validate the answers given by the students (*Annex i: focus groups questionnaire*).

In addition, an *interview questionnaire was developed for key informants*, which were the specific academic figures of each school, such as principals, professors or extracurricular directors of the schools associations. The purpose of the questionnaires was to gather more detailed information on the schools, their surrounding community and their socio-economic condition. In addition, the questionnaires were useful in validating the information supplied by the focus group with the school associations. (*Annex ii: questionnaire for key informant interviews*)

b) **Report Design**

The case study will be focused on the following objectives for which specific indicators have been determined and established:

1. Evaluate the level of understanding and retention of the notions provided throughout the project, including conflict, collaboration, leadership & advocacy, negotiation and mediation

   ➤ *Indicator*: Number of knowledgeable associations able to identify leadership, collaboration and advocacy, as well as the quality of answers provided

2. Observe the level of engagement of the school associations with the school and local community as well as their interaction with the schools’ management

   ➤ *Indicator*: Youth activities held as well as the quality of interaction with schools’ management and local communities

3. Assess if the students were able to apply the knowledge and skills learned to resolve conflicts within their local communities

   ➤ *Indicator*: Number of youth activities held as well as the quality of interaction with schools’ management and local communities

4. Record the aspects of the project liked and disliked by the students, and any suggestions for future similar projects
The overall aim of this case study can be represented by the following diagram:

In other words, the objective of the case study is to appraise the impact of the capacity strengthening provided by SFCG on the abilities of the School Youth Associations to address, mitigate and prevent the conflicts within their communities including the conflicts existing in their own schools. This will lead into analyzing if the youth associations and its members have improved their skills and confidence to work together to solve their conflict non-violently.

The case study is also focused on the capacities of the youth associated regarding the application of the skills progressively acquired to solve conflict amongst other youth, particularly in their respective communities which implies the expected presence of an increased understanding of problem-solving and of identification of relevant challenges amongst youth.

5. **Findings**

One of key finding from this case study is the level of understanding of the concepts learned during the trainings and workshops. On average, 5 out of 5 associations were able to identify the main concepts related to conflict resolution (See Annex i: Focus Group Questionnaire, questions 1, 2, 3, 4, 5, 9 & 10); the following table provides a detailed outline of how many associations were able to understand and retain the aforementioned concepts:
These findings were further confirmed by the answers given to several cross-referencing questions, which also showed a positive development of the skills and abilities learned throughout the project. The questions, in this case, relate to the perception of the association members in relation to their progress regarding conflict resolution (See Annex i: Focus Group Questionnaire, questions 7, 9, 10 & 12).

The following table shows the different examples of how each association has dealt with issues faced within their schools and surrounding community, as well as their answer regarding any progress made since the beginning of the training:

<table>
<thead>
<tr>
<th>IMIL SCHOOL ASSOCIATION</th>
<th>SCHOOL 4011 ASSOCIATION</th>
<th>SCHOOL 9026 ASSOCIATION</th>
<th>ELIADA SCHOOL ASSOCIATION</th>
<th>CACUACO SCHOOL ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past example of conflict resolution</td>
<td>Dialogue (association found method not always effective)</td>
<td>Negotiation and mediation</td>
<td>Association resolved conflict by trying to appease conflicting parties</td>
<td>Violent method of resolution. Conflicts often taken to Directors</td>
</tr>
<tr>
<td>Example of reinforcement of youth duties within decision making process</td>
<td>Lectures for behavior modification</td>
<td>Dialogue and consultation to encourage youth participation</td>
<td>Engaging youth through dialogue</td>
<td>Family, peers and colleagues intervention to reinforce youth rights and participation</td>
</tr>
<tr>
<td>Example of effective advocacy initiatives or activities</td>
<td>No advocacy initiatives</td>
<td>Advocated for the use of school cantina during evening hours. Advocated and helped in vaccination campaign</td>
<td>Successfully advocated reduction of price of cantina biscuits. The price of biscuits were reduced from 100 to 30 Kwanza which represents a 70% reduction</td>
<td>Effective advocacy of student rights, resulting from conflicts between students; Incentivize students to take part in activities in school and community</td>
</tr>
<tr>
<td>Progress in relation to leadership and advocacy</td>
<td>No progress recorded or mentioned during the interactions with the students.</td>
<td>Positive development in leadership and advocacy skills.</td>
<td>Verifiable development in leadership and advocacy skills based on the results gathering in the baseline study performed in the initial phase of the project</td>
<td>Development in leadership and advocacy skills.</td>
</tr>
</tbody>
</table>

Interestingly, two recurring details have emerged from these initial findings: Three school associations (School 4011, 9026 and Cacuacu) have mentioned their active participation in advocacy for both food and vaccinations related activities and issues. Considering the challenging socio-economic conditions of the schools’ local communities, the associations’ engagement in activities concerning foodstuffs and medications is a rather laudable example of the associations’ ability to identify issues within their community. This also shows that these communities are in dire need of basic sanitation and food items, which also confirms the findings of the survey implemented by
SFCG of the first quarter of 2012. In these findings, access to health services (due to their high costs), remains one of the main challenges faced by the youth, and is an issue that still needs to be addressed by the local municipalities (See Annex c: Graphs). As a contextual reminder, access to health is a right that is consecrated by the Angolan constitution and by international human rights laws. Nevertheless, the access to health services, an important factor for youth development, is a considerable challenge that might have the potential risk to fuel social unrest and instability.

Furthermore, the focus groups have also provided positive results concerning the relation between the school associations and the school parliament. This can be seen from the information provided to the question concerning the relation between the two student bodies, as 3 out of 5 associations reported to have good relations with the school parliament deputies (See Annex i: Focus Group Questionnaire, question 20). This result also indicates a sustainable outcome of the previous SFCG project School Parliament, in terms of cross fertilization between the Luanda school parliament and the school associations regarding basic democratic principles, good governance, active citizenship, human rights and other topic related to civic education. This is also supported by the opinion of the associations on the fairness of the election process of the school parliament deputies, as 4 out of 5 associations thought the elections to be unfair as the deputies were selected by the schools’ management and not elected. This “unfairness” is rather justifiable as school students are still students and ought to obey and comply with their school management/directors/teachers who are their mentors and are charged (both by law and societal norms) with the education of youth which represent the future society of the country. Finally, this relatively subjective unfairness might be explained by the fact that at the time of the elections, there were no norms or criterion established for students’ participation in school associations. Therefore, the school management had to select the students deemed most appropriate to take part in such structures which, if correctly managed, can have a very high positive impact both on the schools’ life, on the youth in general and on the community in which the schools are located.

Lastly, it should be mentioned that the schools associations are still facing a number of issues originating from both within the schools as well as their respective communities. The most recurring problem reported by the association has been the lack of space for the implementation of a school association room.

Secondly, another issue that has been mentioned during the focus groups is the lack of core funds used for administrative and technical purposes, such as computer maintenance and sanitation within the schools. In addition, the lack of funds may be explained by the relatively low student collaboration (in general) with the associations, which has been reported as one of the main issues faced by the associations. Also, the school associations do not have an actual membership system which would entails subscription fees and other tools to levy funds giving, hence, a certain leeway to the associations to perform their activities whilst fulfilling their mission.

Another issue reported was the conflicting relation between student association and school directors: this issue can be due to the fact that two out of five associations reported to not have an official authorization from the school direction to perform their activities. This lack of authorization, per SFCG Angola perusal, is mainly due to two main reasons: one, the school management do not understand the need or purpose of having a school associations and two, the prevalent political

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3 USAID “Youth Assessment in Angola”, March 31st, 2006 report.
ideology compels the school management from authorizing school association which would give room for the active participation of students in the schools’ decision making processes. This is not a surprise in Angola, a country in which freedom of association and freedom of speech are severely controlled and often suppressed. Also, for the school management/directors, in general, linked to the ruling political party, having a school association would provide a margin for students to ask sensitive questions, therefore, providing room for enlightenment, hence, for intense request for social changes with the shadow of possible social (youth) unrest in the communities where the schools are based.

These issues are summarized in the following table.

<table>
<thead>
<tr>
<th></th>
<th>IMIL SCHOOL ASSOCIATION</th>
<th>SCHOOL 4011 ASSOCIATION</th>
<th>SCHOOL 9026 ASSOCIATION</th>
<th>ELIADA SCHOOL ASSOCIATION</th>
<th>CACUACU SCHOOL ASSOCIATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of space</td>
<td>X</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Students collaboration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Conflict in relation with school Directors</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Lack of authorization</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>Educational issues</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Association not independent</td>
<td>✓</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>✓</td>
</tr>
</tbody>
</table>

**LEGEND:**
- “X” = did not have this challenge or issue
- “✓” = Positive verification of challenge or issue

6. **FURTHER OBSERVATIONS**

1. The schools associations, although facing restrictions from the schools’ management, are very keen and showed a great interest in expanding the association and promoting its mission on a wider scale. This shows a great understanding from the school association members about the need for effective youth participation into decision making processes and in advocating for the resolution faced both by youth and the communities.

2. All the school associations have a great interest in further development of the youth conflict centers project, which was implemented by SFCG in Angola.

3. Although not researched, the case study has demonstrated that there many challenges faced by youth that need to be specifically identified and addressed by the schools associations. This observation implies that there is a further need for training and/or guidance from SFCG in assisting the associations.

4. There is no gender balance in the school association as we have noted that none of the school associations are headed by female students. This can be explained by the cultural male dominance in Angola although the women, in the general context of the country, are becoming more active by showing strong leadership in several areas, ranging from small-scale economic activity to
high-profile positions within the private and public sectors. Nonetheless, this goes in contrast with the general gender parity within male and female entry rates since the 1980’s secondary school attendance.

5. Even though the students from the school associations have attended most of the training/workshops/exchange sessions and the focus groups, they have difficulties to follow the rhythm of the project due to their personal or familiar duties and due to a variety of other constraints (traffic in the city, social functions, lack of transportation means, sickness, parental refusal etc). We must keep in mind that this project is classified as an extra-curricular activity, as per the government standards.

6. Politics and ideologies represent an important factor for the school associations, as well as for the school management. There is this underlying worry that if the school association does not align with the general political party lines set for the youth, then it might be difficult for them to operate both with the communities and with local authorities. In some schools, the case study showed that the youth branch of the ruling political party made pressure on the school association to join their ranks or to align with an ideology which is more and more rejected by the youth. The project management chose to not address this challenge as to avoid mingling with local politics particularly in the highly politicized context of Angola. Also, addressing this challenge would create more difficulties for the students associations, directors and for the students in general, for the project funder/donor (BP) an outcome that would be contrary to the principle of the do-no-harm policy that SFCG-Angola applies to its programme in Angola. Finally, it is not the overall purpose of the project to address issues that are strictly of a political nature. If the project performs well and if there is an active participation of the school associations and of the students, this issue/challenge will be dealt naturally by them in due time and when the context is more open or favorable for their actions.

7. The youth association students struggle to see the actual “larger picture” of the project which seeks, beyond the conflict resolution, leadership, advocacy, negotiation and else, an active youth participation in the communities, hence, in society in general. The schools associations do not understand their potential role in the Angolan society and in defining the future of the country. They fail to comprehend the inroads that would provide future opportunities for progress in order to reinforce their leadership within their communities and at a larger scale. At the contrary, the school students focus on the micro challenges faced within their communities (water, poverty, financial difficulties, absence of health services, diseases, poor education system etc). This is very normal and corresponds to the concept of a pyramid of a hierarchy of needs, in satisfaction of physiological needs and safety needing to be satisfied before evolving to higher and more abstract needs.

8. The trainings and didactic materials provided by SFCG have the positive effect of allowing the students to be more open and assertive to external points of views and opinions. Nevertheless, some students have shown difficulties in linking the description some concepts to the actual name of the concept. This might be explained by the fact that the manuals provided by SFCG are rather technical and should be more adapted to the students’ reality whilst using more common language terms.

9. Most of the students come from social groups that face substantial financial difficulties thus making it difficult for them to spend too much time on the project although they are willing. It is

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4 Educational Psychology Interactive. Valdosta, GA: Valdosta State University; http://www.edpsycinteractive.org/topics/conation/maslow.html
difficult to program around this as this is a factor on which SFCG has no leverage or leeway of action. Nevertheless, it is possible to accommodate the activities in a manner that is not “heavy” for the students and have more incentive for them to participate (raise the transportation stipend, cultural activities such as visits to monuments or museums, or any activities that might create more socialization amongst students). At the ends, if possible, SFCG-Angola can also introduce some small trainings in micro income-generating projects or some free lessons in areas that will serve the student’s educational level such as IT class, typing, working with MS office and any similar activities.

10. There is a correlation between youth empowerment and the challenges faced by the communities in term of socio-economic standings. In some schools, the youth empowerment would entail participating in educational/didactic activities whereas others schools visualize youth empowerment as youth participation in family/community matters.

11. There is a reverse proportionality between financial means and the development of the school associations’ agendas. The higher the financial challenges are, the higher is the output and motivation of the school association. The lower financial difficulties, the lower is the output and higher is the idleness of the school association, as can be seen with the Cacuaco and Eliada school associations respectively.

12. The students seems to be quite focused and interested in the democracy, good governance, youth rights and other topics that are very relevant to the socio-political context. At the same time, the youth seems in a very dire need of guidance from parents, family, teachers and other individuals related to their growth.

13. Some students seem very detached about the project and participate in the school association with little motivation. This is an observation of a low percentage of students who were not paying attention to the meetings during the research and also who did not participated at all to the exchanges. Also, in very frequent occasions, meetings and work sessions had to be cancelled and reschedules because there was not enough students attending. At the end, some students have move forward with other activities and have another agenda particularly during the pre-election period in which this research was implemented. In other words, it is possible that the students also prefer different types of extra-curricular activities.

7. **RECOMMENDATIONS**

The following recommendations are made for the enhancement of the project and the improvement of the activities implemented:

a) *Tailor more precisely the activities and material of the project to the profile of each school, such as level of education, student overall knowledge.* The main reasoning behind this recommendation is the fact that, as stated in the key findings, some schools associations and students had a better knowledge or understanding of the concepts than other schools associations. The reasoning behind this recommendation is that there is variety of schools in the project: junior high school, high school, pre-university school and technical schools. Also, due to the disposition and social context of some schools, there are students who are more prone to activities and to the concepts conveyed; whereas schools with restricted budgets and lower quality education have students who not always cope or understand the project and its abstract nature. Nevertheless, this has not been verified in all cases since the school with the most active and productive student association has considerable budget problems and is located in a poor neighborhood. This is due
to the fact that the school director is a highly experienced professional who dedicated herself to the school and who acts as a model and leader for the student association.

b) *Train the school directors or the teachers working with the students association in youth development and in project development:* by providing such training the school director/teachers would be more effective and more responsive to the needs of the student association whilst allowing them to monitor the association’s development and to evaluate their own engagement for the youth participation in decision making processes. This trainings or work sessions with the school directors or management will be a mean to address and positively resolve the tensions that exists between schools directors and the school associations.

c) *Reinforce the capacities of the student associations in fundraising techniques:* to allow the full development of any school association particularly in Angola, one of the most expensive countries worldwide. With such capacities, the student associations would be able to fundraise; this in turn, would give more autonomy to the association rather than depending from school management funding, thus avoiding possible conflicts.

d) *Work with the student association to encourage high standards:* to encourage diversity of opinions and vibrancy in the schools and to encourage other students, particularly female students who represent an important potential as they are more prone to action as observed during the research, to participate and understand the project and to persuade other speaking about the issues affecting their lives. In other words, this activity would allow instilling a culture of excellence amongst the student associations.

e) *Implement exchange sessions and cross-fertilizations sessions between students associations:* This will give the opportunity for socialization and would provide the occasion to assess with precision the presence of a common denominator in the challenges faced by the schools association and by the youth in general. It would also provide a chance to clearly assess the strengths, opportunities, threats and weaknesses allowing adequate strategic decisions by project management. Finally, the cross-fertilization experience would get the students more motivated to implement best practices seen during the exchanges into their own schools upon return. We suggest this activity because we have noticed that some schools associations were more active and showed a higher level of accomplishment/deliverables than others. Therefore, this cross-fertilization is an occasion for cross-learning and capitalization of experience, enhancing the self-sustainability of the project.

f) *Capitalize SFCG’s other project activities with the school associations:* broadcasting the “A Equipa” into the schools would catalyze a higher youth participation in the community and would reinforce the concepts that were transmitted by SFCG during the project timeline as the mini-series “A Equipa” is clearly focused on the youth role in society whilst using a common ground approach of collaboration, understanding differences and acting on commonalities.

g) *Encourage school student associations to take own initiatives:* the school associations tend to rely entirely on training or technical assistance provided by SFCG or funds offered by school management or being provided by SFCG. There is a lack of initiative taken by the school student associations to secure their development.

h) *Provide more visibility to the project particularly at the community level.*
8. Conclusions

The case study implemented in the five schools of Luanda has provided the following conclusions from the data collected:

Firstly, all students associations were able to identify and the technical material provided by the trainings carried out by the SFCG team; this includes, but is not limited to the concepts of conflict, collaboration, leadership & advocacy, negotiation and mediation. With regards to the material provided to the students, it should be underlined that the language used has proven to be too technical and therefore presented a less engaging study. A less complex or technical approach should be adopted for future project implementations.

The associations that have showed lower community participation, also reported to have a number of conflicts originating mainly from the lack of funding; this, as mentioned previously, also binds the associations to the schools’ administration, which in some cases has caused attrition. Further project implementations would benefit from the implementation of fund raising activities and concise learning material, as many students have shown eagerness to develop skills (such as finance, economics etc) which will undoubtedly assist their personal and professional career.

Not all associations were able to put the acquired knowledge into practice in and around their communities. Even though this case study has tried to give an initial picture for the many reasons for some of the associations’ lack of success in this objective, it is nevertheless important to give context to the number of difficulties faced by the associations (political pressures, socio-economic situations, familial and personal issues) in their entirety and assess the outcome of this objective

Finally, due to the resonating success obtained throughout most of the school associations regarding the change in mentality and behavior with regards to conflict resolution, a visibility campaign specific for local community level and engagement would greatly increase project visibility and potential coverage. In the school of the Cacuaco Municipality, for example, may be a great example to use for cross fertilization and model for other schools to emulate, and ultimately allowing for a self-sustaining replication of the mind-set proposed by the project.
9. ANNEX

a) Questionnaires
The following samples show the questionnaires used for the focus groups and Key Informants.

i. Focus Groups Questionnaire

<table>
<thead>
<tr>
<th>CONFLICT PREVENTION &amp; RESOLUTION</th>
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<tbody>
<tr>
<td>1. What is your definition of conflict?</td>
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<tr>
<td>2. What did you learn about active listening?</td>
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<tr>
<td>3. What are the two methods of conflict resolution and prevention you have studied?</td>
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<tr>
<td>4. With reference to conflict resolution, how would you describe collaboration?</td>
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<tr>
<td>5. How would you resolve conflict? Can you give me an example of resolving a conflict since the training?</td>
</tr>
<tr>
<td>6. Do you think the approach you described is effective? Why?</td>
</tr>
<tr>
<td>7. Can you give me an example of how the association has dealt with a conflict in the past?</td>
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<tr>
<td>8. Why do you think it was an appropriate resolution? Ie. Collaborations with local youth groups, community etc.</td>
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<table>
<thead>
<tr>
<th>ADVOCACY AND LEADERSHIP</th>
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<tbody>
<tr>
<td>9. How would you reinforce the duties of young people within the decision making process? Ie. Youth formation, family upbringing etc.</td>
</tr>
<tr>
<td>10. Can you give me an example of when you effectively advocated in favor of your beliefs and decisions made in collaboration with your peers?</td>
</tr>
<tr>
<td>11. In your opinion, do your peers feel a deep civil responsibility and are they open to opinions and worries of others? Why or why not?</td>
</tr>
<tr>
<td>12. Do you believe that the youth association has made considerable progress, with reference to advocacy and leadership and the spreading of these concepts within the local community? In which ways has it made progress? In which ways has it not? Can you give me an example?</td>
</tr>
<tr>
<td>13. In what way do you participate in the local governance of your community? If not, why do you not participate?</td>
</tr>
<tr>
<td>14. How has your ability to advocate in favor of your decisions and peers changed since the beginning of the training?</td>
</tr>
<tr>
<td>15. Can you give me any examples?</td>
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<table>
<thead>
<tr>
<th>CHALLENGES</th>
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<tbody>
<tr>
<td>16. Can you describe for me how the youth organization was formed?</td>
</tr>
<tr>
<td>17. Has the youth association ever received authorization to perform as an association?</td>
</tr>
<tr>
<td>18. What are some of the main challenges that the organization faces? Ie. Lack of money, poor leadership etc.</td>
</tr>
<tr>
<td>19. (If no external issues are mentioned): What about external pressures?</td>
</tr>
<tr>
<td>20. Can you tell me about the relations with the members of the school parliament?</td>
</tr>
<tr>
<td>21. Do you consider the election of the parliament deputies fair? Why?</td>
</tr>
<tr>
<td>22. Tell me about the participation of students in the school parliament?</td>
</tr>
<tr>
<td>23. Does the youth association support similar projects related to civil education, conflict prevention, advocacy and leadership? If not, does it support any other?</td>
</tr>
<tr>
<td>24. Is there anything you would like to add, any concerns, issues you would like to address?</td>
</tr>
</tbody>
</table>
ii. **Key Informant Questionnaire**

1. In terms of its transformation through the years, can you give me a brief description of the surrounding community and overview of the school you manage? History, owner, how many students, average students per class etc.)

2. How many students are in each of the three group sessions (morning, afternoon, evening)? Do you have an idea of the gender distribution amongst the students?

3. How are the students performing in their studies?

4. What do you think are the main challenges they face? How do they overcome these challenges? What actions does the school take to help them to address these issues?

5. What is the general background of the students in terms of their family’s economical situation? In your opinion, does the financial situation of the students affect their behavior, their response to conflict in the school or community and their abilities to be part of the solution?

6. In your opinion, how active is the school association within the school and local community? Can you give us clear examples to explain your response?

7. How was this youth association created? And why?

8. In your opinion, what ought to be the role of the school associations?

9. Can you give me an example of how the school association has effectively dealt with behavioral, social or external issues in the past?

10. In your opinion, how effectively has the youth association been able to perform and maintain an adequate conduct?

11. Has the school association taken any initiative to resolve the conflicts in their community and in the school? Do they participate actively in school’s life? Are they accepted by their peers?

12. In your opinion, have the youth association students been able to effectively assimilate and implement the concepts related to leadership/negotiation/advocacy and conflict resolution? Can you give me a clear example of how they have assimilated them?

13. So far, what are the aspects of the project that you believe that have been successful? Are there any inefficiency? Please explain.

14. SFCG works at the community level. What do you think can be done to assess the effects of the project on the community?

15. This is a pilot project; would you recommend extending it to other provinces of the country? Why or why not?

16. Do you have suggestions for improvement or concerns regarding the next phase of the project?

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1 This project has been evaluated and the evaluation report is available upon request.