

Mid-term review of Norwegian support to Escola de professores do futuro, Bie province in Angola

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The report is presented in a series, compiled by Norad to disseminate and share analyses of development cooperation. The views and interpretations are those of the authors and do not necessarily represent those of the Norwegian Agency for Development Cooperation.

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1 Introduction

In July 2005 a contract between The Norwegian Ministry of Foreign Affairs (MFA) and Ajuda de Desenvolvimento de Povo para Povo em Angola (ADPP) was signed regarding establishment and implementation of the School for the Teachers of the Future (EPF) in Bié province. 15.000,000 nkr. were made available to finance the project during the planned period 2005-2008. In the contract (5.3) it was agreed upon to carry out a midterm review.

In the Terms of Reference (ToR) for this midterm review it is emphasized that the evaluator should “examine the extent to which the programme develops according to plans with regard to input, budget, activities and to fulfilment of objects and results as described in the project document and in the project agreement.” The intended use is for the Norwegian embassy and ADPP Angola. ADPP has provided all the necessary documents for the review.

The field visit to Angola took place in the period September 24 – October 4 2007 and included a four days visit to EPF Bié and Katabola, one day at EPF Ramiro (Luanda) and two days in Luanda where we visited MoE, INIDE, Unesco and EU. During the visit to Bié I talked to smaller groups of students, to teachers, and observed the teaching and other activities. Throughout the stay I had numerous talks with the director and the vice director. We also visited IMNE in Katabola, two primary schools and had meetings with the administrator and the pedagogical director in Katabola. The methods used to gather the information needed were highly participatory and observations and findings were shared on the spot with the teachers and the directors.

There are three attachments, which give more details on some of the issues in the main report. One is devoted to cost-efficiency. The second presents reflections based on the teaching observed and the study material and the third gives suggestions regarding impact studies. The fourth attachment is a list of people met and places visited.

2 ADPP and EPF

Today ADPP is an Angolan non-governmental organisation (NGO). It has a worldwide network and belongs to the international movement Humana people to people. The EPF schools are found in Mozambique, Angola and Malawi.

ADPP has been working in Angola for many years. The organisation has among others; projects directed to children, to vocational training and to combat HIV/Aids in addition to the teacher pre-service education, EPF. ADPP has received donations from different international and national donors to establish EPFs in Angola.

EPF is primarily a two and a half years pre-service teacher education in a boarding school. The first EPF was established in the province of Huambo in 1995. ADPP has an agreement with the Ministry of Education (MoE) to establish EPFs in different provinces. Six EPFs are mentioned in the Decreto executivo No. 345, while since EPF Bie was established, two more have started, one in Uige and the other in Malanje. According to the agreement EPF is part of the national education system and has to follow the same plans and programs (curricula) as Magisterio Primario (MP) (a government teacher education institution). MP was introduced already in 1999 when I first visited Angola, and it was planned to have one in each province, but so far there are only two MPs in the country¹. The functioning and budget of the EPFs are similar to other government teacher training institutions. The provincial government provides the land and should pay the teacher salaries. A Memorandum of Understanding was signed with the provincial government in Bié in October 2005.

The pre-service education requires grade 10 and the applicants have to pass an entrance test. An EPF objective is to educate teachers for rural and semi urban areas. To this end the schools are located outside of urban centres and the students are practicing in rural and semi-urban schools. As the title indicates (Schools for teachers of the future) another objective is to educate teachers who take part in the reconstruction of the country and prepare them for the future. The study plan is divided into eight different periods: The world we live in, Our country – Angola, Practical teaching in local schools, School construction/practical work, Consolidation of subjects (Portuguese, Mathematics and Science) and Practical teaching in

¹ MP courses have been started at some of the former IMNE schools.

local schools. In the sixth period the students teach in local schools for a year. The seventh period is a course in how to run a pedagogical workshop and the eight and final period is the final examination. The education is a combination of theoretical and practical work at EPF (finishing school constructions, agriculture, cleaning, washing, preparing food) and self-studies, practical teaching and work outside of EPF in the local communities. During the practical teaching periods they are also obliged to do community work, which can be practical, like building latrines, or organising study groups.

Another characteristic of EPF is the teaching methods, called DMM (Determination of Modern Methods). This includes individual studies, courses given by teachers and personal experiences for instance during their practical work in the communities or cultural events arranged by EPF. The students work individually and in micro groups. EPF schools are very advanced in terms of computer technology. The schools have computers and Internet access and the individual student hands in assignments electronically which are corrected by the teacher trainer in charge.

EPF runs Pedagogical Workshops in the communities meant for teachers and community members and recently also in-service training for teachers.

EPFs accumulated figure of graduated teachers over the period 1995-2006 is 1.424 (by February 2006) of which around 90% are known to work as teachers, mainly in semi-urban and rural areas in most of the provinces of Angola. The statistics (from 1995-2005) regarding the graduates shows that the most of them are working as regular teachers in primary education. 4% are school directors and 2% are pedagogical directors or trainers at provincial or municipal level.

3 Student Voices

Before we embark on the formal review according to the ToR I would like to present some of the voices from the students I have talked in EPF Bié and EPF Ramiro (Luanda). They have only been studying for about a year and are boarding students. In EPF Bié I met two smaller groups of students, one consisting of female students only and another mixed group. In Ramiro I met a mixed group of students.

The students said the following when I asked them about EPF and what they have learned:

- Modern methods (DMM). I had never heard of these methods and never used a computer before I came here. No one in the province (Bié) has computers.
- EPF is directed to the children and the child's learning
- We learn about the reality, the real world, it is very concrete
- We learn to think and to raise questions.
- I learned a lot about the needs in the community. I want to help them. I want to do something for the children
- Here we learn to teach all subjects. This is what the educational reform is about
- I learn from others. Since we are boarding we always have colleagues with whom we can discuss. When I have problems with my individual studies, I can ask a teacher for help because the teachers also live here
- When I was at INE (another government teacher education) I was very timid. Here I have become more open. I have to participate.
- The practical work is interesting. I have learned how to build a latrine. I did not know before. And we also grow vegetables and plant trees.
- During the practical work at EPF women and men have to do the same things; there is no discrimination
- We have learned that it is always a solution. EPF gives us tools for solving all types of problems.
- We learn to solve problems through dialogue
- A teacher's role is not only in the classroom
- I have learned practical teaching methods
- The education helps the student to grow and develop his/her personality
- The teachers are oriented towards the students

- I learned about the world outside Angola. I did not know much about it before.
ADPP is part of an international network – and I have learned about other countries and cultures also through the visiting voluntaries.
- Teachers here ask me and explain better than other teachers I have had
- A teacher's most important task is to educate the new generation. A teacher is a role model for the students and the community. H/she has to take part also in practical work.
- I learned the importance of fighting illiteracy and poverty
- If we do not understand the books, we can always ask the teachers.
- We knew from the beginning that we were supposed to work in rural areas. If we do not go there, no one else will.
- I want to serve my country and have learned not look down upon my illiterate and poor brothers and sisters
- The didactics I have learned have been very important for me
- I have learned the spirit of comradeship and to love children
- I have learned how to live with others – I have never lived outside of my family's house before
- I learned the spirit of fraternisation, how one lives with others and respect each other
- How to relate to children and how a teacher should behave
- I have learned solidarity, humanism and collectivism
- How to live with many different people who come from various parts of Angola
- (Student from Luanda) It is a great advantage to live here as I no longer need to spend my time travelling to and from school
- I like living in the countryside. Here the air is better than in the city

The students at EPF Bié had the following comments to less positive aspects:

- It was difficult in the beginning, as we had to live in tents. But it was only for a short time
- I took very long before we got a library. I would like to have more titles.

During discussions with the female students at Bié regarding how to increase the number of women students, they have the following suggestions:

- Nursery schools for children

- Continuation of stipends to female students as some have problems with paying the fees
- One way to recruit more women is to accept those who have passed grade 9

4 Findings

The goal of the project is to “improve the availability of teachers, including female teachers and to heighten the quality of primary school teaching in the province over time”.

Specific expected outputs are:

- An initial baseline study and an impact study by the of the project period
- Establishment of EPF Bié
- Annual average of 125 graduates
- Four female teacher trainers employed. 50% female students.
- Renewal of study material
- Special two year programme for students with teaching experience
- In-service training for teachers with grade 8 and lower
- Permanent Pedagogical Workshop

Some of the outputs are expected to be reached in 5 years.

Effectiveness – Outputs

- *Documents and reports.* ADPP/EPF has conscientiously described the progress and results of the project in progress reports. The reports account for the steps taken and give exact information on outcomes and unforeseen obstacles.
- *Baseline study.* The initial baseline study of primary education in Bié has been carried out with great success. This exercise has served several purposes. It has been a valuable part of the teacher education for the students who learn more about the education situation in the province, and has also been closely accompanied by the EPF school director. It has been very useful for the provincial and local school administration. A lot of time has been spent on presenting the findings to various groups in the province and locally. Finally it serves as an example for other EPF schools that have initiated similar studies. The study has produced indicators that should be considered for future similar studies. Based on the baseline study’s findings, indicators for the planned impact study need to be reconsidered (confer annex 3).

- *The construction of the school* was planned to start in 2005 but was postponed and only started in January 2006. The EPF was granted land for the school buildings, and also 160 ha. land for agricultural programs and production of food for the school. Anyhow, teaching started at EPF as planned in August 2006. The school buildings with classrooms and dormitories are now ready and EPF will be officially inaugurated in November this year. The teaching has been going on since August 2006 in temporary buildings.
- *Enrolment.* 88 students were enrolled in 2006 (the plan was 105). Only 55 students were from Bié (from eight of the nine municipalities), the rest came from other provinces. There are currently 78 students from the 2006 batch, which is a drop out of 10. The size of the drop out is not alarming and the school direction knows of all the cases and the reasons why they have abandoned. However, the intake was not as high as expected (97) in 2006 mainly due to lack of external students with the right qualifications.

Taking the experiences from other EPF schools into account there is good reason to believe that the annual intake will increase as expected when EPF Bié becomes more established and known in the province. All the students I talked to in Ramiro said they had started to study at EPF because they had heard about it from family members or friends who had graduated.

In 2007 it was planned to enrol 110 internal and 30 external students, and currently there are 114 students from 2007. The school direction has done a conscientious work in recruiting candidates by visiting various districts in the province and running campaigns. In addition to few eligible candidates with grade 10 another obstacle which explains why the intake has not been as planned is problems with recruiting external students from Katabola.

- *Gender.* Over the first 10 years of EPFs history in Angola only 12% of the graduates have been women. The long-term objective (within 5 years in Bié) is to reach 50% enrolment of female students. 31 women (30%) were enrolled in August 2006. This was a very good result compared to other EPFs. In September 2007 there were 22 women (28%)² left in the 2006 batch. The total number of students has increased considerably in the 2007 group compared to 2006 (in September 114 (16f). However, the percentage of women students has decreased (14%).

² EPF Bié Overview future teachers 25-09-2007

It has proven difficult to recruit female students. Several reasons have been put forward. Firstly, the attendance of female participation in primary schools follows the general pattern found elsewhere in many provinces in Angola: there are more boys than girls in primary and the girls drop out at a higher rate particularly from grade 4 onwards. Very few girls continue to higher grades and thus the eligible female candidates are few. Secondly, premature marriages and pregnancies are common. Thirdly, traditional cultural family patterns explain a family's reluctance to let girls take up higher education. Fourthly, the girls have few role models, as well-educated women in rural areas are scarce. The pattern regarding female teachers in general in Bié is the same as in many other provinces in Angola: They prefer to work in urban or semi-urban areas and not in remote rural areas.

EPF Bié has done a formidable job trying to recruit more women for the 2007 batch and has produced excellent material to attract them, but has still not succeeded. It is necessary to make more systematic efforts to this end. ADPP has presented an important strategic document with several realistic and inventive ways of recruiting more women. In the document it is argued that EPF so far has not analysed and discussed sufficiently what needs to be done in order to attract more women to the schools.

- *Teacher trainers* and females in particular. Today there are only two full time female teacher trainers at EPF Bié. The third woman teaches only part time as she is also the vice director. The goal is to have four teachers. This is only a partly satisfactory result, but in terms of the situation at other EPFs, it is not bad. Being a teacher trainer at EPF is predominantly a male activity. The low number of women trained at EPF schools over the years explains why it is difficult to employ female teachers trainers with an EPF background. By July 2007 there are eight Angolan and two Mozambican teacher trainers at EPF Bié. Most have been educated at EPF schools. In addition there are two international volunteers.

Hence there are few qualified female candidates, and those who are may be reluctant to take up a demanding position in a remote area. EPF Bié is lucky to have a competent female vice director who has an important role to play in the future search of female teacher trainer candidates. In addition to finding already qualified and willing candidates, it is necessary to look at this in a long-term perspective.

EPF/ADPP needs to find potential candidates among the EPF students and train and

monitor them to become full-fledged teacher trainers. This is already being done to a certain extent. Positive discrimination towards recruiting talented women who do not have all the necessary requirements should be considered. Regarding the training at the OWU (One World University)³ it should be discussed how it might be adapted to meet the needs and life of women candidates from Angola. Over the years only two women teachers in the EPF system in Angola have graduated from OWU and both are today vice directors at EPF schools.

- *Quality education depends on the teacher trainers.* The quality of the pre-service education taking place at EPF Bié depends to a high extent on the quality of the teacher trainers. As far as I have been able to judge it, most of the trainers seem to be good, but few are experienced. Their potentials of becoming better are great and should be further explored. It has proven difficult to keep a stable group of trainers. It is reported that there were too few teachers working at the school during the first six months in 2007. Ten have left their post during the first year of EPF Bié's existence. Most of them have taken up work in other pedagogical institutions (three of them work at IMNE (a government teacher training institution) in Katabola). Being a trainer at EPF is demanding. It is a boarding school where the teachers are working also in the evenings and at weekends. Their salary is just the same as teachers with similar qualifications who have less demanding jobs. It is therefore important to find ways of keeping and supporting the best teacher trainers. ADPP is negotiating with the MoE regarding a salary increase for EPF teachers, but so far a satisfactory result has not been reached.
- *Pedagogical Development work.* The revision of the curriculum and study material has started and is on the right track. This is a timely and important renewal, which is being undertaken as a co-operation between the EPF team at ADPP's headquarters, Federation Humana People to People Headquarter, EPF schools in Mozambique, the EPF teacher trainers and the EPF students. The strengthening of math, Portuguese and science is a right priority taking the implementation of Angola's educational reform of primary education into account. Since April 2007 all study tasks at EPF Bié have been done digitally. The contents are divided into topics and a lot of work has been put into preparing the tasks to stir the students' motivation. Each student has to make individual plans and set their own goals regarding how to reach the necessary

³ A three years training for EPF trainers, located in Maputo, Mozambique

requirements. The study is based on individual studies of books and written texts, on working with colleagues in micro groups, on search of information on internet, on courses (lectures) given by teacher trainers and oral presentation of results to a bigger audience. The tasks seem to be well explained and manageable (in written form), and the active use of written assignments on computers gives the students ample opportunity of improving their skills in writing Portuguese. The teacher trainer in charge corrects the assignments, and a database ensures an archive of each individual student's written assignments including the teachers' comments. Frequent and relevant written tasks clearly related to the topic in question give the students a steady and regular feedback on their progress. By and large the system is very impressive. The way the topics are developed and organised may easily be adapted to for example distant learning courses (confer annex 2).

- *Special two-year course.* EPF Bié had the intention of starting in-service training for external student teachers with grade 10 who already worked as teachers. A two-year programme has been developed and the planned intake was 60 students. The teachers were due to start in February and attend for a period of six months, go back to teaching and then come back for another training period. It turns out that this way of organising the course was not feasible as it was difficult for the teachers to leave their pupils for such a long period of time. Teachers at this level are scarce and substitutes are not readily available. In accordance with the MoE and the provincial education authorities it was therefore decided to postpone the programme. It needs to be reconsidered and reorganised. To substitute this course within the project, it was suggested at the annual meeting in March 2007 to make a pilot grade 10 course in February 2008 for grade 9 students from the experimental reform classes in the province.
- *In-service training* for teachers in Katabola. Only 24% of the teachers working in rural areas in the province have grade 10. IMNE Marista is implementing a program to get teachers to improve their education level through distant education. EPF has held several meetings with the Direction of IMNE Marista in Kuito and with provincial education authorities with the aim of defining how EPF Bié shall implement in service training for teachers with grade 8 or lower. It was planned to train 50 teachers in Katabola with a 320 hours pedagogical course as a first step during 2007. However only 27 actually started. Today there are 25 participants (13f) in a one-year course, which takes place once a week. It focuses on academic and pedagogical skills

(DMM). I attended a training session which used active teaching methods inviting the participants to do simulated lessons and comment upon each other's performance. 13 participants were present during the day of our visit.⁴ Average presence over the last four times is 20. The school director's analysis of the attendance rate is that it is more difficult to attract external students to in-service training and to expect regular attendance. They do not qualify for a higher salary. There is no follow up of these teachers in the classrooms.

- *Pedagogical Workshop.* A Pedagogical Workshop (PW) is supposed to be a physical space for pedagogical encounters and development work. It can either be located in the communities or at the EPF. A PW should have some equipment like books, didactic material, computers etc. and a training course like the in-service can take place in these surroundings. EPF Huambo has started two pedagogical workshops in Chinguar and Kuito. The PW In Kuito has been important as a known centre where most students now enrolled at EPF Bié have got information about the school and made their entrance tests. A PW is about to be established at EPF Bié these days, but my impression is that it needs more planning regarding the location.

Cost-efficiency

The major financial input to EPF Bié comes from the Norwegian government. In addition there are contributions from the Angolan government, from ADPP, students' fees and other donors (Statoil and Sonangol). EPF/ADPP has handed in the required documentation to the Norwegian Embassy on how the money has been used according to the plans and accounted for delays and deviations. According to my view EPF/ADPP has demonstrated that it is possible to start a teacher training under difficult financial circumstances and succeed. As they depend on several sources and the money needed and promised from the provincial government does not always arrive on time, they are used to handle this type of frustrations and not wait for ideal solutions. An overall evaluation is that the money is well spent according to the budget and that it is good value for the money (confer annex 1 on cost-efficiency for more details). However, as there is a reduction in the number of external students due to the postponement of the special course and due to the number of dropouts in the in-service training to local teachers in Katabola, this affects the cost efficiency negatively.

⁴ The training takes place on Fridays; a day which is considered "day-off" by many teachers in Katabola

Money and time have been put into preparing the courses and efforts must be made to implement them. ADPP is planning to initiate a pilot course for a grade 10 in 2008 trying to cover up for the loss.

The goal for government contribution in 2006 was to cover 23% of planned running cost. As the Provincial government's contribution to running costs and teacher and staff salary was lower than agreed during 2006, this issue also continues in 2007. It is reported in August 2007 that the provincial government pays only 18% of the planned running costs.

EPF has also received contribution from government provincial level to sports and agriculture. Statoil and Sonangol have secured the financing of the dormitories.

The problem with the provincial contribution for running costs and salaries has been taken to national level by ADPP and a decision between the Ministry of Finance and Ministry of Education has been made in July. This means that the MoE takes over the payments of the running costs, at least until the provincial governments has the capacity to do it. The salaries for teachers and other staff still have to be secured at the provincial level.

Impact

At this stage it is not possible to know much about the impact of the project (EPF Bié). "Impact" in evaluation terms meaning a wider and long-lasting social effect of a project, on local communities, people and institutions. Although some statistics have been gathered regarding EPF graduates there have been no scientific and complete impact studies of EPF. If it could be proven for example that the establishment of EPF Bié had positive effects on pupils school performance and reduced attrition and repetition rates, it would be an example of a desirable impact. It is anyhow difficult to find out which specific impacts the EPF teachers have compared to other factors. At this stage, it is only possible to present general reflections on this issue drawing upon experiences from other EPFs.

ADPP and EPF have a long tradition and a basic philosophy of learning from experience and this ensures continuous development of the schools. As the EPFs are established gradually in

different provinces, it has been possible to learn from each others' successes and failures. In-service training is for example a new experience for EPF and has now been started at three other EPFs.

Regarding EPF's influence on other Government teacher training institutions in Angola, it is only Magisterio Primario that has a similar approach, namely educating teacher for the new educational reform (primary school covering grade 1-6). This implies, a teacher education preparing them for multidisciplinary (polivalente) teaching, regular assessment of the pupils progress and abandoning the repetition system. As I have not been able to visit MP during my stay, it is not possible to say how far they have come in this process compared to EPF. My general impressions over the years I have been doing evaluations in Angola, is that several aspects of the EPF "model" have been a source inspiration for other teacher education in Angola, including Magisterio Primario. Because of the bureaucracy and old habits the road from theory to practice is far more cumbersome for the government institutions than for ADPP. Through numerous conversations with various actors on the scene in the Ministry and among partners, my conviction is that ADPP implements the teacher education and training that the Ministry of Education wishes for Angola. Many recognize the resemblance between EPF and a previous teacher education "professor de posto" during colonial times, which prepared for teaching in rural areas.

Sustainability

A prominent feature of ADPP/EPF is its close relation with the national and local education authorities. This has been a priority for ADPP since day number one in Angola. ADPP has had projects in Angola for 21 years, and the first EPF school was established in 1995. They are invited to join various developmental projects within basic education and teacher training. Their long and stable presence is appreciated and they are looked upon as reliable, trustworthy and competent. As the director of INIDE said: "ADPP is not only a partner, they are one of us".

Currently there is an important work going on regarding the elaboration of a National Teacher Training Master Plan (TTMP). MoE has since July 2007 had three national meetings with

selected representatives from five provinces in order to work out and define the national TTMP. ADPP Angola was among the few invited as a non-governmental representative.

ADPP's position gives them updated information on lines of action the Ministry is considering regarding the future as well as opportunities of influencing decisions made. Another example is EPF/ADPP's partnership with INIDE (Instituto nacional de investigacao e desenvolvimento de educacao), which is crucial in the national educational reform on basic education. Currently ADPP is considering establishing a formal work group with INIDE to explore the possibility for EPF Bié (and other EPFs) to offer grade 10 to their future teacher students. This may have a positive effect on the recruitment of candidates to the training. It is believed that only a few adjustments of the academic contents are necessary as the EPF study plan is already quite strong.

EPF/ADPP is also highly regarded by the provincial authorities in Bié and the local administration in Katabola where EPF Bié is located. It was the provincial authorities that wanted to have an EPF in Bié, and the selection of Katabola was well planned as it is considered a province centre. EPF has been given the land by the provincial authorities and has received a deed of conveyance. Katabola seems to be an excellent choice of location and the centre is only 15 minutes away from where EPF is located. The province authorities have provided a generous plot of land for growing vegetables and fruit.

The province has totally seven IMNEs (Instituto Medio Normal de Educacao) of varying quality. IMNE offers both general education and professional teacher training. A lot seems to be lacking in order to reach higher standards in educating professional teachers at IMNEs. An obvious weakness is that the students have very little time for practicing how to teach in the classroom. The establishment of EPF therefore fills a gap in the province.

Although there is no formal co-operation between EPF and IMNE in Katabola, there are exchanges of information. During the examination of the EPF students when they present their project work after the first period, EPF invites people from IMNE and the education authorities to take formally part in assessing their performance. Therefore EPF and their programme are well known. Students from EPF have also had five months practice in primary schools in Katabola, which local teachers and school directors highly appreciate. They have

not only assisted in the teaching in the classroom but also initiated community development projects.

ADPP also cooperates with other partners. There is for example an agreement with Unicef to train 10 primary school teachers - all graduates from EPF - to become Master trainers in 10 provinces for a total of 700 other teachers in terms of water and sanitary education. In cooperation with Unesco ADPP/EPF is engaged to educate seven trainers in HIV/Aids, based on a manual developed by ADPP and UNESCO, who again will train teacher trainers in HIV AIDS education at Teacher training Colleges in seven provinces.

Regarding the future of EPF Bié after the project period the long history of EPF in Angola shows that the schools have been running during the war and under severe financial constraints. The times have changed as the Provincial government and the Ministry of Education are now committed to pay part of EPF's running costs. ADPP has also shown that they are capable of finding donors. However a more stable funding over time would allow EPF to engage in more projects and extend its capacity to even more teachers and local communities.

The question of transferring of ownership of school buildings was discussed at the annual meeting between the Norwegian Embassy and ADPP in 2006. At that time it was stated that ADPP's policy was not to hand over the buildings at the end of the project period. The argument was that at present it was better to secure solid teacher training institutions with the Ministry of Education as close partners in order to succeed with the new educational reform. Today there is no change of policy in this regard. The complete buildings as well as the land provided will continue to be in the name of ADPP Angola, like it is at other EPFs. There is no agreement with the Ministry or the Province regarding take over of the EPF. ADPP is an Angolan non-governmental organisation and will continue to provide teacher training in the future as the government recognizes that there is a dire need for this type of education. The most important for the Ministry of Education and the Provincial authorities is to secure that ADPP continues to secure EPFs in more provinces and that they are subject to the same national legislation and requirements as other similar government institutions. Take over of school premises is not mentioned in the formal agreements (confer Agreement between ADPP and Ministry of Education 29.8.06 and agreement with the provincial government in Bié 5.10.05).

5 Conclusions

EPF/ADPP has achieved or are about to achieve the main objectives and is working hard to succeed. Their efforts to reach the goals set are impressive and the results are promising.

ADPP has made plans for how to improve their performance regarding gender. It is particularly important to pay more attention to how to reach the following:

- The gender balance among students
- The recruitment of more trainers and particularly female trainers
- Developing and strengthening the teacher trainers qualifications and finding ways of keeping them
- Increase the number of external students to in-service training and start implementing the two years special course
- Implement the pilot course for grade 10 from February 2008.

EPF/ADPP is strong in terms of cost-efficiency regarding their regular pre-service training. The teacher training started before the school buildings were ready and this clearly demonstrates their efficiency.

ADPP needs more experience regarding the best way to organise in-service training and other trainings to external students.

EPF/ADPP has an extensive network of partners and donors and work in close collaboration with the education authorities at national, provincial and local level. In line with the written agreements on EPFs with the Ministry of Education and provincial government, ADPP is not required to hand over the school premises.

The renewal of the study plan is an important step and the results are promising. But there is room for improvements in this regard.

EPF fills an important gap in the education system in Angola. The pre-service teacher education is not only a teacher training of high quality, but it also educates the future teachers as persons. The education authorities at national and local level particularly value EPF's approach in this respect. The teacher training seems to succeed in training the students to

become responsible, cooperative, inventive, result-oriented and non-corrupt future teachers. This is possible to notice already with the students from the 2006 batch in Bié. According to the community members as well as cooperating partners at local, provincial and national level, it is just as important to educate a teacher who is a role model in behaviour and personality as an academically competent teacher.

The general statistics for EPF teacher graduates show that most of them work in rural and semi-urban areas.

The training combines theory and practice, modern teaching methods including active learning, and train teachers who are able to work and live in rural communities. The intention is also to train them to become community agents. It has been confirmed that EPF is a type of teacher training which the society and MoE want. EPF manages to restore the Angolan identity after a long and devastating war, which has taken its toll on the new generations and their hopes for the future.

EPF has great potentials for future developments with respect to the civil society in Angola and this needs to be further explored. However, it is necessary to prepare for more systematic in-depth studies in order to find out which impacts the EPF teachers have in the schools and communities they are working. The long-term effect of the community work for instance seems to be weak according to the general statistical information ADPP has gathered on the graduates from 1998-2005.

Another important aspect of EPF/ADPP is that it is a well functioning, modern organisation with good routines, capacity to deliver, efficiency, stamina, openness to the surrounding society and willingness to listen and learn from others. As such their routines and practices are relevant to study for school leadership and school development as well as for other leaders in the community including leaders at provincial and national level.

6 Recommendations

In the following I shall present recommendations related to reaching the specific objectives within the period of financing from the Norwegian government. I will also give suggestions regarding ways of improving the quality of the teaching and the teacher training on a long-term basis (see also annex 1-3). I see these suggestions as a continuation of our dialogue based upon my brief observations at EPF Bié. It is up to ADPP/EPF to consider how and if they want to implement them.

1. *Baseline study.* The initial baseline study made in Bié has served as an example for the new EPFs in Uige and Malanje, and it is strongly recommended to continue this practice. It has both pedagogical advantages and strengthens the relations with the communities. It is recommended to make the following improvements. First the students need to be better prepared in how to use appropriate methods, particularly how to do semi-structured interviews. Secondly, it is necessary to reduce the number of questions, deciding upon which are the most important and reduce the size of the sample. These improvements will make it easier to go into some depth and get more reliable information.
2. *The intake.* The number of regular boarding students cannot exceed the capacity of the dormitories. The increase should come from day students and in-service training. EPF has to consider its capacity in terms of qualified teacher trainers regarding how many external students they can accept. It is necessary to develop a strategy on how to implement the special course and increase the number of participants in the in-service training courses. It is recommended to start a pilot with a batch of students with grade 9 as of next year.
3. With respect to in-service training it is recommended to develop a plan for a follow-up of the teachers in the schools and classrooms.
4. It is recommended that EPF starts - now or later - an in-service training for local pedagogical teacher supervisors whose task is to support teachers in the classrooms. It may be started as a small pilot and expanded on a long-term basis according to lessons learned. It should be developed in close cooperation with local, provincial and national education authorities.

5. Regarding gender balance, EPF Bié needs to study the excellent strategy paper made by ADPP on how to increase the number of female students and make a priority list for the coming year. As there are 50% women in the in-service course for local teachers, it should be possible to obtain the same in similar courses, at least if they recruit candidates from semi-urban areas. In addition it is recommended to include an introductory seminar on gender in education to all boarding students in their first semester. This should also cover teaching methods, which increase girls' participation in the classroom. It is not realistic to reach the desirable gender balance within short time but to consider the right steps to be taken to this end. It is recommended to consider developing practical arrangements, which are known to facilitate female students access and continuation, like nursery schools (crèches)/day care centres for those who have children and stipends for female students.
6. A strategy for how to increase the number of female teacher trainers is also needed. This means that potential candidates have to be recruited among the students and a plan has to be developed on how to encourage and facilitate their studies at OWU (one World University) in Mozambique. It is recommended to explore the possibility of distant education in this respect.
7. Regarding the teacher trainers, it is recommended to develop a plan for continuous support and follow up of them.
8. The revision of the curriculum is a necessary step in the right direction and should be continued in close cooperation with INIDE. The division into many topics and tasks has its advantages and disadvantages. It is suggested to combine psychology with sociology and philosophy and to emphasize not only developmental psychology but focus on social and cultural psychology. It is important to emphasize how the student-teacher and student-student relationships contribute to individual performance. It is also suggested to strengthen knowledge of special education strategies to help students with learning difficulties. This is particularly relevant for the new educational reform, as the repeater system will be abolished. Regarding modern teaching methods (DMM) it is suggested to make the balance between traditions and modernity more explicit to avoid that modern teaching becomes synonymous with Western ways of teaching. The students should be encouraged to investigate and value both traditional knowledge and skills and combine them with modern methods. It has to be ensured that there is a desirable balance between individual work and group work-

9. With respect to textbooks, it is recommended to supplement the excellent new ones elaborated by INIDE with locally developed booklets based on local studies. A problem with uniform textbooks is that they do not correspond with the reality in many local communities.
10. It is recommended to expand EPF's library in terms of non-fiction and fiction literature. This may for example be done by seeking co-operation with associations for librarians in Portuguese speaking countries. Suggestion: each visitor to EPF Bié, who can afford it, should bring a book as a gift for the school's library. The library should also be supplemented with locally adapted didactic material.
11. The Pedagogical Workshop should be further developed and its location needs to be discussed. It is recommended to locate it closer to a school in Katabola.
12. It is time for EPF to prepare for an impact study not only of EPF Bié, which anyhow cannot be carried out until a few years after the first batch of students have graduated. Relevant indicators need to be reconsidered. It is recommended to do a separate study of the impact of the period of traineeship (estagio), the micro projects in the communities and the EPF teachers' impact on school development. A proficient researcher in command of quantitative and qualitative methods should assist the work.
13. It is recommended that the Norwegian government continue to support EPF Bié until the 2006 group has graduated and one year after they have started to work. This will allow EPF to prepare for a better impact study, which may yield more reliable information. A final evaluation carried out by the end of the period (2008) will only allow an incomplete presentation of results and activities.
14. It is suggested that EPF/ADPP engages in two new approaches on a longer time perspective. One directed to teachers in remote areas based on a distant learning course regarding the theoretical part of the curriculum. The ways the texts and the tasks are being organised now lend themselves easily for self-studies. This type of project should be elaborated in close communication with INIDE and the MoE and not the least with IMNE Marista at Katabola.
15. Secondly, it is suggested that EPF focuses more on school development and leadership. EPF is already training future school leaders, and this type of course is therefore not difficult to develop. If EPF wants to see changes, it is not sufficient to train individual teachers as change agents; one also needs to look at how schools are managed and organised. Furthermore, training of leaders and well functioning

organisations is an important issue in Angola now and tomorrow and should also be developed for leaders in the education system at all levels as well as in other areas

Annex 1: Cost-efficiency

Cost-efficiency in pure quantitative terms does not take quality issues into account. The number of teachers trained as well as their level and skills are indicators of success and cannot be separated. The cost-efficiency also depends on whether the teacher graduates start teaching and how long they continue to do so.

The financial input from Norway was not sufficient to cover the construction of the school and ADPP therefore had to find additional donors (Statoil and Sonangol). Even so ADPP needed to consider ways of reducing the construction costs by rethinking construction details and negotiating with the firm who was hired to carry out the work. The buildings are functional and serve their purpose well, but everything is still not in place. The school will be officially inaugurated in November this year (or February next year).

ADPP considered it more important to start the teacher training as soon as possible instead of waiting for proper school buildings to be ready. During the first two months the students lived in tents. Thereafter they slept in the classrooms until the dormitories were ready. There are six students in each room due to more internal students than in the plan. They have beds, mattresses and chairs but shelves and cupboards are not ready yet. The dormitories have water closets and a showers but the dimension of the constructed wells is too small and does not cover the needs. Buckets are filled with running water twice a day.

Food is very expensive in Angola as most products are imported, even fruit and vegetables. The school grows a few products and is planning to grow more. At present it costs one US dollar to feed a student per day.

The students prepare the food themselves and do the washing and the cleaning, like most of them also have to do at home. According to EPF's philosophy practical work should be part of the teacher education, and a teacher who lives and works in rural areas in particular needs such skills. At the same time the work the students are doing contribute to bringing the costs down as they only need to hire the minimum staff for cooking and cleaning.

The community does not provide electricity right now, but ADPP has a generator. As the school offers access to Internet and computers it is essential to have a predictable energy source. The computers are in full swing during the days and in the evenings too. Other activities also take place in the evenings like study groups.

Although the boarding concept increases the costs, it is beyond doubt that it also increases the quality of the teacher training as there is more time for concentration, working together and getting help from the teachers. It may also contribute to the number of the teachers who complete the training because the boarding implies close contact between teacher trainers, school directors and the students.

Life at EPF Bié is frugal but most of the students are used to a simple life and do not have more luxury where they come from. This is another advantage of placing EPF in rural areas.

Annex 2: Renewal of study material and teaching

Although the timely renewal of the study material is a step in the right direction in several aspects, I believe that EPF's practical teaching is more modern than their study material. Based on my brief classroom visits and evaluation of some of the material (mainly the sessions for the Pedagogical Workshop), I suggest considering the following:

- How the topics are organised and if it is better to have broader themes. I suggest for instance to combine psychology, sociology and philosophy. I also suggest including the following: critical views on Western developmental psychology, more emphasis on cultural psychology and social psychology. It should also be considered to try out interdisciplinary teaching.
- More emphasis on special education with a view to the ending of the repeater system
- Teaching and learning should embrace more studies on human relations. Examples are focus on child-to-child learning and the relationship between teacher and student.
- It is difficult to measure the broad concept "learning" in quantitative terms and supplementary qualitative approaches should be stressed
- The terms "modern" and "traditional" should be analysed and studies of knowledge and skills among illiterate people should be encouraged. This will allow the students to value their cultural roots and combine the modern with the traditional. To fight illiteracy can easily be understood as not accepting knowledge that is not written and found in books. Quality education and modern education should include "an open and curious attitude towards knowledge in its broader sense, combining various sources of knowledge, for instance exploring local knowledge and skills in non-literate societies and develop methods which combine local ways of knowing and teaching with Western ways."
- More focus on bilingual/multilingual education and the language of instruction
- The material is very well structured which is an advantage at the present stage. It also makes it easier for self-studies for instance in a distant education setting. But it may come at the cost of local initiatives and adaptations and it should be kept in mind how to encourage this
- More emphasis on elaboration of local material and local adaptation of ready-made material and books
- Support and monitor teacher trainers. Observe them in action and create a continuous support system, evaluating their performance regularly, engage them in colleague supervisory groups/activities. The trainers I have observed need to improve their performance in how to direct group work and debates in a big audience
- Engage the students more actively in evaluating each other's performance.

Annex 3: Impact study

An impact study of EPF Bié by the end of 2008 will most probably not demonstrate impacts in its broader sense, but will mainly focus on results related to the objectives. However, it is possible and timely to do impact studies regarding EPF Angola in general since EPF will have trained more than two thousand teachers by January 2008.

Instead of planning only one impact study restricted to EPF Bié, I suggest that ADPP/EPF takes the opportunity of making several such studies. When designing them, the following may be considered:

- To include both quantitative and qualitative impacts
- Quantitative data have already been gathered from all the EPF schools in 2005 regarding the EPF teachers whereabouts, but there are still many unanswered questions relating to the quality of their work and the impact on the schools and the communities. In addition one or preferably two different EPFs may be selected for a qualitative study.
- The studies have to look at the impact of EPF at different levels: classroom, school, community, municipal, province and national level
- The studies have to be specific as to descriptions and analysis of the context within which EPF and EPF graduates are working
- Here follow some tentative suggestions regarding indicators which should be further elaborated:
 - Less repeaters
 - Less dropout
 - Higher performance scores
 - More active teaching methods
 - Less corporal punishment
 - Regular assessment of the pupils' progress
- Even though the above tentative indicators seem easy to apply, it is necessary to differentiate between groups of performers, for instance those who have low, middle and high scores to find out if and how potential changes have affected their performance.
- In terms of the teacher, one may look at how and if the EPF teacher's results differ from other teachers
- At school level one may look at indicators of impact on the other teachers way of teaching and on the school director, if the indicators above have spread to other teachers and if the EPF teacher has managed to introduce lasting changes.
- At community level one needs to find out whether the impact of the EPF teacher's micro projects in the community are sustainable and if other community members have been inspired to do similar projects
- At municipal and provincial level it is possible to find out whether EPF teachers are invited to accompany and train their colleagues, imparting their knowledge to colleagues, and whether this has had an impact on the policy
- At national level it is possible to look at to what degree EPFs model for pre-service and in-service training has had an impact on similar government teacher training institutions

Annex 4: People met and places visited

Bié:

- Ms. Delfina Alberto, Vice Headmaster EPF
- Mr. Eduardo Candumbo, Municipal coordinator of Education, Katabola
- Ms. Maria de Conceição, Teacher trainer, EPF
- Mr. Jaime Domingos, Teacher trainer EPF
- Mr. Jose Francisco Dumba, Province director of Education
- Mr. Farai Estevao, Teacher trainer EPF
- Mr. Inácio Gabriel, Teacher trainer EPF
- Mr. Madéu Miquitaio, Teacher trainer EPF
- Mr. Dag Rune Hauglund, Headmaster EPF
- Mr. Gabriel Hinse, Municipal administrator Katabola
- Ms. Adelheid Holterman, Administrative Project leader EPF
- Seven students (four f) from the 2006 batch, EPF
- Classroom observations: Two at EPF Bié, one at IMNE Katabola, one at Patrice Lumbumba school (grade 5-8) Katabola
- Talks with four teachers and the school director at local school (grade 1-4) Katabola

Luanda

- Mr. Francisco Alberto, European Union
- Mr. David Chivela, Director INIDE (National Institute of Investigation and development of Education), Ministry of Education
- Mr. Pedro Fernandez, INIDE
- Mr. Samuel Mondlane, Unesco
- Mr. Pinda Simão, Vice Minister of Education, Ministry of Education
- Mr. Guilherme Tuluca, Leader of the Department for Human Resources, Ministry of Education
- Ms. Rikke Viholm, Director of ADPP Angola

Ramiro (EPF Luanda)

- Mr. Jesper Bjerregaard, Headmaster
- Ms. Karen Hesselberg, Centro de Cursos e Conferencias, EPF
- 10 students

