



Rewrite the Future Global Evaluation Angola Midterm Country Report

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Note

In accordance with the evaluation Terms of Reference, this report has been written to the prioritized audiences: donors and communities of practice. Additional information for internal agency learning has been shared through other documentation.

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List of Abbreviations

AAEA	<i>Associação Angolana de Educação de Adultos</i> (Angolan Association of Adult Education)
ADPP	<i>Ajuda de Desenvolvimento de Povo para Povo</i> (Humana People to People)
ALP	Accelerated Learning Programme
CCPC	Community Child Protection Committee
CPEE	<i>Comité de Pais e Encarregados de Educação</i> (Parent and guardian committee)
DPE	<i>Direção Provincial de Educação</i> (Provincial directorate of education)
INAC	<i>Instituto Nacional da Criança</i> (National Institute for Children)
NGO	Non Governmental Organisation
PAAE	<i>Programa de Alfabetização e Aceleração Escolar</i> (Literacy and accelerated learning programme)
PALOPS	African Countries with Portuguese as the Official Language
SCiA	Save the Children in Angola
SMC	School Management Committee
TEP	Teacher Emergency Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

Executive Summary

Almost forty years of conflict, ending in 2002, left the Angolan education system severely underdeveloped. Since then the country has enjoyed rapid economic growth as a result of exploitation of mineral wealth. However, the benefits of this growth have been slow to reach the basic education system. Whilst enrolments have increased and thousands of new teachers have been employed, many classes are still conducted under trees or in derelict buildings and teachers have only limited education and training. Repetition rates and dropout rates are high and there are large numbers of youths who have not received a basic education.

Rewrite the Future in Angola has built on Save the Children's established education programmes. During the first two years (2006, 2007) the emphasis of activities was on classroom construction and teacher training, in line with the government's priorities. Save the Children has worked closely with the Ministry of Education and communities to construct classrooms, deliver teacher training workshops and support the supervision of teachers. Partnership with the provincial and municipal education authorities has enabled Save the Children to cover a large number of schools with its support and has also helped to build the capacity of local education authorities. In 2008 Save the Children changed its strategy to focus on developing a limited number (100, starting with 30 initially) of child friendly schools. Rewrite the Future also includes support for accelerated learning programmes for out of school youth.

The Evaluation's Focal Intervention: Supporting Teachers as Professionals

This evaluation has focused on teacher professionalism and investigated how Save the Children has worked together with local education authorities and community bodies such as parent associations, child protection committees and children to improve teacher professionalism through training, supervision, support and monitoring. Save the Children has provided logistical support to provincial education departments to deliver in-service training programmes and establish a system of teacher supervision. Due to the close nature of the partnership between Save the Children and the local education authorities, it is difficult to attribute aspects of progress exclusively to Save the Children. **The findings of this evaluation represent the successes and challenges of the provincial education systems as well as those of Save the Children.**

Methodology

Data was collected from a total of fourteen predominantly rural schools in Zaire and Uige and from six accelerated learning classes in Kwanza Sul. Interviews and focus groups were carried out with teachers, directors, supervisors, students, parents and child protection committees. The evaluation also included a learning assessment of 93 grade three students and observation of 30 lessons. Since Save the Children works with the local education authorities to support all schools in an area, it was not possible distinguish schools in the evaluation as project schools and comparison schools as has been done in other country studies in the global evaluation.

Key Successes

- **The majority of teachers in schools visited had been trained.** Around a half of the teachers at the schools visited had received six months teacher training or more. Most other teachers had received some short course training and only 7% of the teachers had received no training.

- **A teacher supervision system had been established.** Most (14 out of 25) teachers interviewed in Uige and Zaire reported that they had had their lessons observed by supervisors. Almost all the school teachers interviewed (20 out of 25) reported that they had been observed teaching by their school directors.
- **The practice of preparing lesson plans was widespread.** Around half of teachers were able to provide a lesson plan for observed lessons. Untrained teachers were supported in lesson preparation through joint planning meetings carried out in schools on a weekly basis. There were also regular pedagogical meetings for teachers.
- **Improved teacher conduct.** Respondents claimed that cases of teacher misconduct including drunkenness and exchanging improved grades for money had been greatly reduced.

Key Challenges

- **Poor learning outcomes in basic literacy:** Around half of grade 3 children tested could not read a word from a simple text in Portuguese.
- **Lack of knowledge of child centred teaching methods.** Lessons tended to consist mainly of the teacher writing on the board, going over the material repeatedly then asking the students to copy what was written. Few educational professionals, including supervisors, demonstrated knowledge of child centred teaching methods.
- **Low of impact of teacher training courses.** There was no significant difference found between the teaching of trained teachers and that of untrained teachers as measured by the lesson observation tool developed for this evaluation.
- **Teacher misconduct in some schools.** Four cases of teachers making sexual advances to female students were identified. One case of teachers asking students for money, one case of teachers demanding labour from students and one case of a teacher coming drunk to school were also mentioned by student groups.
- **Physical and humiliating punishments are still relatively widespread in schools.** All teachers and directors interviewed stated that children were not beaten in schools. However, most of the student focus groups (12/16) reported that teachers sometimes beat them, often with sticks or cables. At four of the schools students reported a range of other inhumane physical or humiliating punishments, including being made to crawl over gravel.

Recommendations

- Save the Children needs to change the focus of its input into teacher development from logistical support for existing Ministry of Education programmes to technical input into developing new teacher training courses. Supervisors and trainers need training in child centred teaching methods.
- The role of the supervisor needs to be made clearer and either integrated into the teacher training system or into the school based supervision system. A clustered approach to supervision is preferable to a centralised approach.
- Save the Children's new approach of developing child friendly schools responds well to the changing context in Angola. There is a need to develop models of good practice in quality education and schools where innovative approaches can be demonstrated.

Rewrite the Future Global Evaluation

- The Accelerated Learning Programme could be expanded both as a context for development of improved teaching methodology and as a means of improving access to education for adolescents, especially girls.
- Teacher training and support needs to focus on ensuring that children learn to read and write. Specific training could be given to teachers of lower grades and preschool classes. Training in teaching methods that support constructive bilingualism and literacy in local languages may be more effective than training in Portuguese language.
- Child protection activities need to be more closely linked to schools and safe reporting mechanisms need to be developed through which students can report abuse by teachers.
- Strategies to increase the number of female teachers in rural areas should be explored. These might include supporting the education and training of rural females, supporting female teachers to live and work in rural areas and ensuring that returnees with education but lacking certificates can enter the teaching profession.

Background

The Global Evaluation Framework

This midterm report is one of four country case studies conducted as part of the Rewrite the Future Global Evaluation. The Global Evaluation seeks to address two major research questions:

- In general, how have Save the Children's project level interventions contributed to quality primary education for children affected by conflict? (process)
- Specifically, which project level interventions have had what impact on the education quality of children affected by conflict? (impact)

In considering the quality of education, the global evaluation recognizes four key elements, namely:

- Learning
- Relevance¹
- Participation
- Safe learning environment

The evaluation focuses on how Rewrite the Future has addressed the issues specific to conflict affected fragile states through interventions designed to improve the quality of education. It considers the particular challenges of working in educational development in conflict affected fragile states and the strategies that Save the Children has applied to overcome these challenges.

The evaluation is being carried out in two phases, a 2008 phase (formative evaluation of the process) and a 2010 phase (summative evaluation of the outcomes). The 2008 phase has relied largely on qualitative methods to collect peoples' experiences of Rewrite the Future interventions at the school level. Quantitative methods have also been applied in order to measure a number of indicators of quality against which progress can be measured in 2010.² This midterm report gives the findings from the first phase.

For each country case study a focus has been selected to represent an innovative and effective intervention that has addressed issues particular to each country context. For each case study, the research design process took place during a participatory in-country workshop, to ensure that the country specific research questions and research tools were tailored to the country level programming and context.

Education and Conflict in Angola

Angola has experienced almost 40 years of armed conflict. The conflict started as a struggle for independence in the early 60s. In 1975 Angola was granted independence and power was handed over to a coalition of three Angolan groups. However this coalition soon broke down and the country rapidly returned to civil war which finally came to an end in 2002. The Portuguese colonial powers had not supported the development of an education system for Africans, leaving it entirely to faith based organisations. Enrolment rates and literacy rates at independence were very low. With

¹ Interventions addressing relevance tend to focus at the national level of curriculum development. Since this evaluation is focused at the school level, relevance has been given less emphasis than the other elements.

² Given the very difficult working conditions under which Rewrite the Future projects were initiated, baseline data from the launch in 2005 is very limited.

the departure of most of the Portuguese, the country lost much of its educated workforce. There was a rapid increase in primary school enrolment following independence. However, escalation of the violence during the 80s and 90s led to the loss of any initial gains.

The majority of teachers are unqualified in terms of their level of education. Many have only received short crash training courses as part of the government's efforts to achieve Universal Primary Education by 2015. In rural communities there are few educated adults who would be able to act as teachers for the next generation. Teachers from urban areas are unwilling to move to rural areas due to the lack of basic facilities (water, housing, power, communications) and lack of opportunities to further their own education. In the Northern provinces bordering the Democratic Republic of Congo, many teachers are returnee refugees and are not fluent in Portuguese, having been educated and trained outside of Angola.

The demand for education far exceeds the availability of classrooms. Many schools operate a multi shift system. Access to rural areas is limited due to destruction of roads and bridges during the war, mines and stagnated development. Schools are often very isolated from the education authorities. Many schools do not have copies of the new curriculum that has officially been in use since 2003.

Some of the most damaging effects of the war on the education system were cultural rather than structural. Whilst demand for good education is high, motivation and belief in the capacity of schools to deliver worthwhile education is low. Teachers have little faith in students' ability to learn, the authorities have little faith in teachers ability to perform their roles as professionals. The instability and population displacements caused by the conflict have contributed to a culture of non-planning.³ In the absence of an established, stable education system, there have been few opportunities for cultures of teacher professionalism to develop with established norms and codes of practice. Corporal punishment is widely practiced in schools and is considered acceptable by most parents.⁴

In 2001 the government of Angola set out a National Plan of Action⁵ for improvement of the education system in which it laid out a series of targets needed to be accomplished in order to achieve universal basic (six years) education for all by the year 2015. As part of this plan the government aimed to construct 2000 classrooms and recruit 4000 new teachers every year until 2015. Many of the schools visited in this evaluation had new school buildings although many were not yet in use. By 2005 around 50000 new teachers had been recruited. Many of these had less than eight years of education and were employed with only a few weeks of teacher training.⁶ As well as expansion, the system has also been undergoing curriculum reform, changing from a four year primary cycle to a six year basic cycle. This reform was introduced in 2002, but new curriculum materials were slow to reach schools and most (11 out of 14) schools visited in this evaluation did not go beyond grade four.

In recent years the extraction of oil and other mineral wealth has helped Angola to become one of the world's fastest growing economies. The benefits of this wealth have

³ Education Action (UK) and Associação Juvenil para a Solidaridade (AJS) (2008) *Our Schools, our Change, our Future*

⁴ Save the Children in Angola (2008) *Estudo de Violencia*, Luanda

⁵ Government of Angola (2001) *Integrated Strategy for Improving the Education System 2001- 2015*

⁶ UNESCO/BREDA (2005) *Mission Report: Republic of Angola and Portugal* In the Framework of The UNESCO Teacher Training Initiative in Sub-Saharan Africa, UNESCO, Paris

been slow to reach the education system. Government spending on education is estimated to be around 6% of total government spending. This is one of the lowest figures in the world.⁷ The government's apparent lack of commitment to improving basic education has made donors reluctant to support them. As the country transitions from emergency to development, humanitarian interventions such as the Teacher Emergency Programme (TEP), funded by UNICEF, has been phased out. Donor funding to education is decreasing. Organisations that remain face the challenge of inflation as operational costs and construction costs have risen sharply.

Save the Children's Response

Save the Children in Angola works closely with the Government of Angola and its main implementing partners are the Provincial Departments of Education (*Direcção Provincial de Educação*, DPE). This partnership has helped to build the capacity of the local education authorities and means that Save the Children's interventions have covered entire local education authorities rather than being targeted at specific schools.

During the first two years of Rewrite the Future the focus was on classroom construction and teacher training, in line with the priorities of the National Plan of Action. In 2007 Save the Children supported the DPE in Zaire and Uige to provide orientation and training for 360 teachers in the reformed curriculum. They also supported the training of 600 returnee teachers in Zaire in Portuguese language training. Save the Children has supported the training of school directors in school management. Teacher training has been complimented with the distribution of text books and curricular materials and with a system of supervision that Save the Children has facilitated.

Training has been provided to parent committees and to children's groups to increase their participation in the educational development process. According to Ministry of Education regulations, all schools should have parent committees (*Comité de Pais e Encarregados de Educação* CPEEs). Save the Children has supported these groups by providing members with training in child rights and by distributing the regulations to school communities, translating these into the local language where necessary. Community Child Protection Committees (CCPCs) have been set up, in partnership with the National Institute for Children (INAC). These groups include child members as well as community leaders. Child media groups have been set up and supported in advocating for protection and quality education all children and to raise awareness on HIV and AIDS.

One of the legacies left by the conflict is large numbers of out of school youth who have missed out on primary education. Many received an accelerated course covering the first two years of the basic school curriculum through the Teacher Emergency Package, but many are too old to be reintegrated into the already overloaded primary schools. Save the Children has joined with implementing partners Ibis (a Danish NGO) to deliver an accelerated learning programme to cover grades 3 to 6 of primary schooling in Kwanza Sul province. In this province they also operate a special accelerated learning programme for adolescent girls, delivering the basic education curriculum together with training in vocational skills.

⁷ UNDP (2008) *Human Development Report 2007/2008* accessed from <http://hdrstats.undp.org/indicators/102.html>

The focus of Rewrite the Future is now shifting to increasing participation and to linking Save the Children’s protection work with its education work. This will partly be achieved through developing 100 child friendly schools.

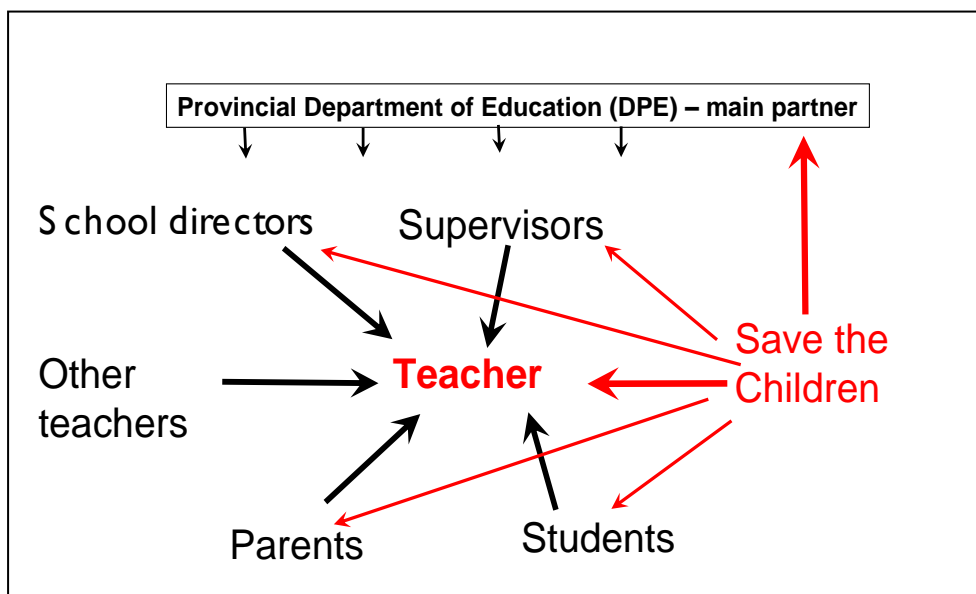
Developing the Country Study Focus: Supporting Teachers as Professionals

The rapid expansion of primary education since the end of the conflict and large scale recruitment of teachers with limited education and training have given rise to a situation in Angola where teachers have very limited professional support. Local education authorities have limited financial, logistical and technical capacity to monitor and supervise their teaching force. Save the Children has been working with local education authorities to help build their capacity in this area. A review of the literature and consultation with Save the Children staff in Angola identified teacher professionalism as a critical issue in the quality of education in Angola. Save the Children’s approach of supporting the local education authorities to develop a supervision system was an innovative one, not implemented widely in the other countries covered in the global evaluation. Therefore, supporting teachers as professionals was taken as the focus for the Angola study and the country specific research questions were developed as follows:

- How does Save the Children in Angola support the professional development, supervision and monitoring of teachers?
- How does this support impact on the quality of education experienced by children (learning, relevance, participation, safe learning environment)?

The evaluation team noted that the monitoring and support network of teachers is wider than the provincial supervisors alone, and includes school directors other teachers, parents and students. The following framework was developed to help conceptualise how Save the Children’s work supported the professional development of teachers.

Figure 1: Framework for Save the Children’s support to teachers in Angola



Using the framework above, the workshop participants developed a set of objectives related to teacher professional development and a list of Save the Children’s activities that work towards achieving these objectives. The objectives and activities were listed as follows:

Objectives

- Teachers have adequate knowledge of how and what to teach to allow them to deliver the school curriculum and training on HIV/ AIDS
- Teachers plan and deliver their lessons according to the school timetable
- Teachers use child friendly and gender friendly teaching methods
- Teachers respect child rights. No abuse of children through: corporal or humiliating punishment, use of children for free labour, exchange of grades for money or sexual favours

Activities supporting teachers directly:

- Teacher training: supporting the logistics of government training programmes
- Teacher training in child rights, HIV/AIDS and Portuguese language (Zaire only)
- Distribution of curriculum copies, teacher guides, books, HIV/AIDS manuals

Activities supporting school directors to support teachers

- Training on human resources, school management, monitoring and statistics

Activities supporting supervisors to support teachers

- Provision of transport
- Lingua Portuguesa supervisor training

Activities supporting parents to support teachers

- Parent association training in child rights
- Community sensitisation
- Translation (into Kikongo) and distribution of CPEE regulations

Activities supporting children to support teachers

- Training and supporting child media groups and theatre groups to advocate for protection of child rights in schools
- Linking child clubs to CCPCs to identify cases of child abuse by teachers

It should be noted that for the activities supporting teachers, school directors and supervisors, Save the Children has primarily been providing logistical support to the local education authorities.

Methodology

The evaluation was designed during a five day workshop in Luanda attended by Save the Children programme staff from the Luanda office and the education officers from the three provinces to be included in the evaluation. Based on the framework and list of activities given above, the team identified the key respondent groups and designed a set of research tools for data collection. Some of these tools were adapted from generic tools developed for the global evaluation, others were designed specifically for the Angola evaluation. On the final day of the workshop the evaluation design was presented to an advisory group consisting of senior staff from the Save the Children Luanda office, a representative from the primary education department at the Ministry of Education, representatives from other organisations working in education (UNICEF, Ibis, AAEA) and two members of a Save the Children supported youth group, Twana Twangola, that advocates for education for all.

The evaluation team developed a set of tools (in Portuguese). The tools were piloted in two schools in Zaire province. These tools included a school data collection tool, a

lesson observation checklist, a learning assessment in Portuguese and mathematics, interview schedules for teachers, school directors and supervisors and focus group discussion schedules for students, CPEEs and CCPCs. Following the piloting the team met to adapt the tools. The tools were then adapted for use in ALPs. The list of tools and sample sizes is given in annex 1. There is very limited reliable quantitative data on available on schools in Angola. This evaluation therefore had to rely almost entirely on data collected during the school visits.

An initial selection of schools was made prior to the workshop to allow for permission to be sought from the local education authorities and for arrangements to be made. Six schools/ ALPs were selected in each of three provinces. The initial selection criteria were:

- One 'good' school that demonstrated Save the Children's interventions well
- One supported school serving 'difficult to reach' groups
- One high performing (based on 2007 examination results) supported school and a comparison school with a similar level of performance
- One poorly performing supported school and a comparison school with a similar level of performance
- A preference should be given to rural schools over schools in province capitals

In the field it became evident that there was no clear differentiation between 'supported' and 'comparison' schools. Save the Children's inputs to schools, especially in the area of training and supervision of teachers, have tended to cover all of the schools within a municipality. Unfortunately this only became evident once the data collection was underway, and it was too late to adjust the sampling protocol accordingly.⁸ The only option for identifying comparison schools would have been to include schools in municipalities where Save the Children had not worked. This would have given rise to problems of gaining permission from local education authorities. In 2010, the distinction will be much clearer as Save the Children is focusing its work on 100 child friendly schools.

Prior to starting school data collection in each province the team visited the Provincial education office (DPE) to explain the purpose and design of the evaluation. In each province the team was assisted by two enumerators, one from the Save the Children field office and one from the DPE. These enumerators were given training prior to the start of the data collection. A debriefing of the initial findings was given to field offices and the DPEs.

The Evaluation Areas

The research areas were chosen to cover the three main provinces in which Rewrite the Future projects have been implemented. Two of the evaluation areas, Zaire and Uíge, are in the north of the country. A survey by the national Institute of Statistics and UNICEF in 2001⁹ found the northern parts of the country to be the areas with least access to electricity and piped water and to have almost the lowest enrolment levels in the country, especially beyond grade four. In terms of education, these provinces are relatively well

⁸ The confusion was due to field officers interpreting 'supported schools' as schools that had classrooms renovated or built with support from Save the Children.

⁹ Instituto Nacional de Estatística /UNICEF 2003 *Multiple Indicator Cluster Survey: Assessing the Situation of Angolan Children and Women at the Beginning of the Millennium: Analytical Report*. Luanda

supplied with teachers and boast some of the lowest pupil teacher ratios in the country but this, in part, reflects the below average enrolment. The mean teacher pupil ratio at the schools visited was 1:38 in Zaire and 1:16 in Uige.

Save the Children has worked in Zaire province since 2000. The capital, Mbanza Congo, is 12 hours drive from Luanda, mainly on dirt roads. It is near to the border with the Democratic Republic of Congo (DRC) and is closely linked in trade and culture. Many people now living in Zaire spent the war as refugees in the DRC and are French speaking rather than Portuguese speaking. Many returnee teachers have difficulty adapting to using Portuguese medium in schools. Most share the local language (KiKongo) with the local population. There is a relatively strong tradition of community participation in school improvement in Zaire and some parts of the schools visited were in temporary structures constructed by the local community.

Uige province is to the east of Zaire. Fighting in Uige was intense during the war and it left buildings severely damaged and the country side full of unexploded mines. Uige town has recently become more accessible due to the construction of a tarmac road to Luanda. However, many communities within Uige province remain very isolated. One of the schools in which Save the Children works is over 100km from the nearest road. Save the Children has worked in basic education in Uige province for over 10 years.

Many new school buildings have recently been constructed in Uige. In three of the six schools visited there were smart new school buildings build by the government with glass windows, desks and chairs. However, none of these new structures were yet in use as the official opening ceremonies had not yet taken place. Most classes were taking place under trees or in derelict buildings. There appeared to be less of a culture of self help and community participation in Uige compared to Zaire, and little had been done by the community to provide learning spaces. One school was based in a set of derelict buildings and no apparent attempt had been made to clear them of debris or to make some form of temporary repair.

Kwanza Sul is a coastal province south of Luanda and can be reached in half a day's drive from the capital. Save the Children has constructed and equipped six schools there under Rewrite the Future. In 2008 the focus in the province changed to supporting basic education for out of school youths. This is done through Accelerated Learning Programme classes (ALPs). Some ALP classes had been allocated classrooms that were lower quality than the schools that they were linked with. They were in temporary structures or annex buildings such as chapels. ALPs are allocated one teacher per class of 30. In practice some of the classes were smaller due to dropout. As in Zaire, there is a tradition of community support for school development in Kwanza Sul.



Figure 2: Provinces of Angola

The School Level Programmes

Improving Teaching and Learning

The teachers

During the school visits details were collected for over 200 school teachers and 6 ALP teachers. The teaching force of the schools visited was predominantly male. Less than 20% of the teachers were female, and in Zaire there were only 7 females among the 76 teachers for whom details were collected. In Ambuila municipality (a rural municipality) in Uige, the director of education reported that there were only 27 female teachers out of a total of 288. The highest percentage of female teachers were found at fairly large schools in semi-urban areas, eg Gabela in Kuanza Sul, where more than half of the teachers were found to be females.

The low number of female teachers is largely due to the low number of educated women in Angola. Many parents, teachers and supervisors in Zaire mentioned that there are quite a lot of women in the villages educated in the Democratic Republic of Congo who are waiting for or cannot get copies of their certificates but could otherwise join the teacher corps. However, lack of Portuguese language is further obstacle to entering teaching for many of these women.

Female teachers are less willing to take up teaching posts in rural areas as this may imply separation from their families. There were also cultural barriers to females working in remote schools. In one rural municipality visited, local police had complained to the school director that two of the female teachers were having affairs. The case was unfounded. Culturally, women who live away from their husbands are under great suspicion of infidelity, whereas this is not considered a problem for men.

Around half of teachers had received six months or more teacher training, 42% had attended a short course and 8% had received no training (see figure 3). Most teachers had studied beyond grade 8 at school although around a third had only reached grade 8 and a few (6 out of 209) had not completed grade 8 (see figure 4). Anecdotal evidence suggests that many teachers gain false certificates, especially returnees, so these figures on education levels, based on official school records, may be somewhat over exaggerated. These findings suggest a more educated teaching cadre than reported by UNESCO in 2005¹⁰. This may reflect the current rapid rate of change that the Angolan education system is undergoing.

Save the Children has supported the local education authorities in providing training seminars in the new education reform. They have also provided training in Portuguese language, Child rights and HIV/AIDS. Of the eight school teachers interviewed in Zaire, six had received training in the education reform, and four in Portuguese. Out of the 16 teachers interviewed in Uige, seven had received training from Save the Children in methodology, four in HIV/ AIDS and in Child rights. Of the six ALP teachers interviewed, three had received training from Save the Children in HIV/AIDS and two in child rights.

¹⁰ UNESCO/BREDA (2005) *Mission Report: Republic of Angola and Portugal In the Framework of The UNESCO Teacher Training Initiative in Sub-Saharan Africa*, UNESCO, Paris

Figure 3:

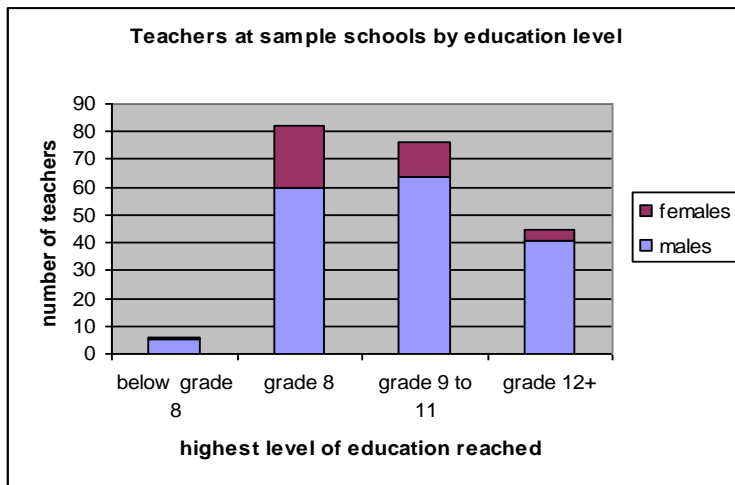
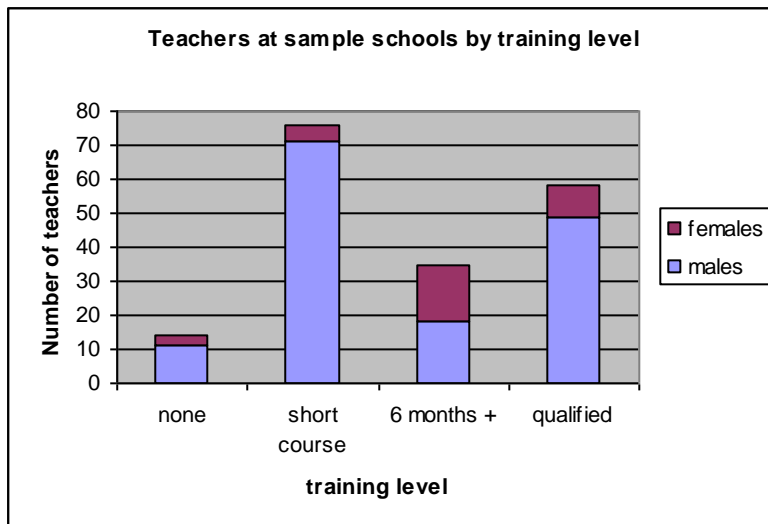


Figure 4



Education officials and teachers themselves identified lack of training as a barrier to provision of quality education. As one teacher in Uige described: *“us teachers, we are enough in quantity, but we need more in quality, we need seminars”*. When asked what would make teaching more attractive one of the most common answers was *“more training”*. The chief of education in one municipality in Uige saw lack of knowledge as a greater problem than lack of motivation among teachers. He reported: *“The problem for teachers is that they lack knowledge of how to teach, we send them on training. But they are very motivated, all the time they are at school teaching.”*

When asked to rate teachers on a variety of aspects of teacher professionalism, directors were generally very positive about their teachers’ conduct but expressed some concerns over their knowledge of the curriculum. In Uige for example only two of the directors rated their teachers’ knowledge of the curriculum as ‘good’, three gave it as ‘acceptable’ and one as ‘poor’. Teachers’ use of participatory methods was also rated as only acceptable by three directors. By comparison all other aspects of teacher behaviour were rated by directors as ‘good’ or ‘very good’. Supervisors also pointed to the lack of knowledge of teaching methodology as one of the key problems of teachers.

Most (14 out of 25) of the teachers interviewed in schools in Zaire and Uige said that they had gone into the profession because they liked teaching. Eight said that they saw it as a good job. Three (out of 25) spoke about their desire to help the next generation and two said that they had gone into teaching because that was what their parents had done. The ALP teachers were somewhat more pragmatic and two (out of six) admitted that teaching had been their only option of a job. Only three (out of a total of 31 teachers) admitted to having second jobs or work in the informal sector although many more were part time students, often pursuing their secondary schooling in a nearby town.

All of the teachers were working in their home provinces although four were working in different municipalities¹¹ to their homes and over half (17/31) in different comunas. Around a third of the teachers interviewed lived more than 5km from their schools. Some commuted on a weekly basis. Others travelled up to 20km daily so that they could study in town and teach at their out of town schools. Several teachers spoke of difficulties that they experienced in getting to school on time and over half (18/31) agreed with the statement "I sometimes have difficulty getting to school on time". Save the Children has provided bicycles for 200 teachers in Zaire who lived more than seven kilometres from their schools although none of the teachers interviewed mentioned that they had received a bicycle. In the rural schools teachers commented that finding local accommodation was often difficult. One of the teachers interviewed trained by ADPP and had built his own house. The ADPP teacher training course is three years long and is designed to train teachers to work in rural areas. Trainees are taught how to construct their own houses and aspects of rural development alongside teaching skills. The course includes a six month internship in a school in the trainee's own community.

In one school in Uige that was about 12km out of town there were only 4 teachers present out of 26 and all but the headmaster arrived after 10am. The headmaster explained that this was because most of them stayed in the town to study. This school, however, was an exception and in most other schools the teacher attendance was reasonable. Reliable data on teacher attendance and punctuality was not readily available. A teacher headcount on the day of our visit would not have been representative as schools knew of our visits in advance. Schools had teacher signing in books but in most cases these appeared to be filled out retrospectively. In many cases there were no absences marked for the previous week. In one school where the headmaster had designed his own signing in book format and kept it under rigorous control to prevent teachers signing in retrospectively the attendance rate for the previous week was around 75%. This was the lowest attendance rate as measure by the sign in books but in reality may represent the upper end of the range, as his system would have encouraged better attendance. The director in question testified that he had seen an improvement since employing his new method of recording teacher attendance. From a review of students' exercise books and the lesson attendance book at one of the schools, students appeared to be taught on average around one lesson a day, out of a timetable that had at least 5 lessons.

Directors, supervisors and parents mostly reported that teacher attendance and punctuality was good, with just a few conceding that they were sometimes a few minutes late. From the school visits it was noted that many teachers did not arrive in schools until an hour or more after the official start of lessons. This disparity between reported and observed teacher behaviour and the denial of any deficiency presents a significant

¹¹ Angola is divided up in to the following administrative levels: provinces, municipalities, comunas, with comunas being the smallest unit.

challenge to Save the Children and the Ministry of Education in bringing about improvements in this area.

Supervision and support of teachers

Save the Children works in partnership with local education authorities to train and support supervisors in all the three provinces visited. Supervisors are mainly based in the provincial capitals and have to cover large distances in order to visit rural and outlying primary schools. In Uige and Zaire they were mainly teachers working in primary or secondary schools and only worked as supervisors on an occasional basis.

In Zaire each supervisor was allocated a cluster of schools for which they were responsible. Save the Children had supported the supervisors with training and provision of motorbikes, Save the Children had provided logistical support in form of motorbikes, 50\$ a day incentive plus lunches, and pamphlets. Management of the supervisors had been passed fully to the municipality education authorities. As well as observing lessons, supervisors also participated in the weekly lessons planning sessions at schools during which they advised the teachers and school directors on improved methods for lessons preparations and gave demonstration lessons. They also helped to identify teachers who were weak in Portuguese language and recommend them for the special training programme. Save the Children supported special supervisors for its Portuguese Language training programme and each of these had been provided with a bicycle.

In Uige there was a pool of 36 supervisors all based in Uige town. They also worked as part-time trainers, delivering short training seminars during the holidays. Save the Children has provided logistical support for their training and their work and provided a 50\$ a day incentive. Until 2008 there was a regular programme in Uige, starting with the training of trainers in Uige, with facilitators from the Ministry of Education in Luanda. The trainers/supervisors then gave teacher training workshops in two municipalities (Songo, Ambuila). These sometimes included peer teaching. There were then supervision visits to schools. Save the Children would take a group of around 12 supervisors to a municipality and distribute them among schools (two per school). In 2007 there were three visits to Ambuila and four to Songo. They sometimes spoke to teachers individually but then would call the director and all the teachers and spoke to them together. They filled in government designed supervision forms then these were filed at Save the Children Uige office. No apparent use had been made of these evaluation forms beyond providing a basis for individual feedback. There were no training or supervision visits in 2008.

Supervisor visits to schools were neither uniform nor regular across the board. The school visits by supervisors varied between the urban schools and the rural schools. During the evaluation it was noted that schools that are closer to the urban district centre and easily assessable received more frequent visits than those in outlying remote areas. One teacher who had come from a very remote school, 100km from the road, complained that the school had never been visited by a supervisor. The majority of schools (8 out of 14) reported having received between one and three visits during the year but respondents at five of the schools said they had never received a supervisor's visit. The supervisors in Uige reported that whilst Save the Children had provided motorbikes for supervision, these were solely used by the chiefs of education and were not available to supervisors. As a result supervisors only visited schools when taken there by Save the Children.

Most (14 out of 25) teachers interviewed in Uige and Zaire reported that they had had their lessons observed by supervisors. All those visited confirmed that they appreciated

the supervisor visits because the supervisors gave them valuable advice on a number of important issues such as punctuality, lesson planning, presentation of work on the black board and providing a good example in terms of dress and conduct. However, none of the teachers interviewed at schools gave any examples of teaching techniques that supervisors had suggested. When asked what advice they gave teachers, supervisors mentioned lesson plans, teaching methods in general, positioning of the teacher and correcting how students sit. One supervisor interviewed did talk about making lessons more participatory. He explained: “*in traditional teaching it was only the teacher talking. We tell them [teachers] that the pupils also have to talk*”. But most training and supervision advice appears to focus on the mechanics of delivering lessons (structured lesson plans, clear board work) rather than on methods that promote active learning.

Supervision of ALP schools in Kwanza Sul is still weak as the system is being developed. For example, at least two ALP schools in Kwanza Sul have never had a supervisor visit to date. The supervisors at the provincial education directorate confirm that they have not yet visited all the primary schools. The main reason for this is due to lack of transport and logistic support and also the ALP system is still being installed at the provincial education directorate. A further problem was that supervisors had not yet received training in the evaluation of module 2 (grades 3 to 4) accelerated learning programmes. Where teachers had received supervision it appeared that the emphasis of the advice given was on making the teaching more participatory. One supervisor recommended that the teacher use group work, another gave suggestions on motivating activities for the students.

Almost all the school teachers interviewed (20 out of 25) reported that they had been observed teaching by their school directors. In the majority of these cases (11 out of 20), observation was very frequent, occurring at least once a fortnight. When directors spoke about the advice they gave it was generally described in terms of correcting faults. All teachers agreed fully that their directors gave them useful advice and that they could take their problems to the director. However, in two ALPs visited that were attached to schools the teachers reported that they were never visited by the school director and were treated as external elements to the school.

The lesson planning process in schools was well coordinated with weekly plans and sometimes daily plans written with teachers working together. This was sometimes done with the participation of the school directors and supervisors. There were meetings on Fridays for this activity. In larger schools the class coordinators coordinated these meetings for the different year groups. There were also more occasional pedagogical meetings taking place twice a month (in line with the official Ministry of Education recommendation) or less. At these meetings teachers discussed discipline issues; application of teaching methods and elaboration weekly teaching plans. Larger schools had a teacher appointed as the pedagogical coordinator. In Zaire teachers from different schools were linked through ‘zones of pedagogical influence’ and met together once a month to discuss issues relating to teaching.

Lesson observations

The table below gives the outline of a typical lesson observed during the evaluation. It was a grade 2 class with 30 students sat under a tree. The class was sat on whatever form of seating they had managed to carry from home (plastic chairs small stools, old food cans etc.). The subject being taught was “Manual and Plastic Arts”.

Table 1: Example lesson outline

Rewrite the Future Global Evaluation

Time	Teacher activity	Main student activity
10:40- 10:45	Writes name of school, class, date, subject, type of lesson and topic on the board	Inactive, silent
10:45- 10:50	Asks students to name shapes from the previous lesson	A few individuals give answers
10:50-11:05	Carefully draws a square, rectangle, triangle and circle on the board, asks students for the names and labels them. Writes a paragraph about geometrical shapes.	Inactive, silent except for 4 students who give the names of each shape.
11:05-11:08	Reads the material on the board and repeats several times	Listening
11.08-11.40	Tells class to write. Stays at front of class without looking at any of the students' work. When noise levels rise he repeats the instruction "write!"	Students laboriously attempt to copy what is on the board but many are just writing meaningless wiggles
11.40	Teacher departs	Pick up blackboard and chairs and leave

During the observation it was noted that the same lesson was being taught to another grade 2 class under a neighbouring tree. The board work, activities and the pattern of the lesson were almost identical, supporting the teachers' description of how they sat together during weekly meetings to plan their lessons. The observed teacher had not had any training, but the other grade 2 teacher was fully certified as a teacher (three years training). The observed teacher had a clear lesson plan prepared for the lesson, despite not having received any formal training on how to do this. The Ministry of Education has produced a guide that includes lesson plans for every taught class. The uniformity of the lessons demonstrates that teachers tend to adhere closely to this guide.

This system of weekly joint planning meetings appears to be an effective way for trained teachers to share their training with untrained teachers and to support them in activities like lesson planning. It also provided a planning structure for teachers to work with. Almost half (8/18) of the teachers who spoke about the advice that supervisors had given them mentioned lesson planning as an area that they had advised on. Around half of teachers observed (16 out of 30) were able to produce a lesson plan for the lesson that had just been observed when it was requested. In the supervisor reports in Uige, around half of the lesson observation reports reviewed (39/74) recorded that the teacher had written a lesson plan. Supervisors in Uige conceded that many teachers only write plans when they know that they are going to be observed. During the school visits some teachers presented lesson observation books that contained very few plans, implying that it is something they only do occasionally. But writing a lesson plan appeared to have become an accepted norm of professional teacher behaviour within most schools visited.

The lesson described above followed a common pattern observed in many other lessons. The final stage of students copying was generally the longest, for example, in the lesson

above it took over half an hour. When walking round schools during lesson time, most classes were observed to be copying from the board whilst the teacher sat inactive at the front of the class. Teachers were rarely seen marking books or circulating their classes to see what the students were writing.

Teachers used elegant linked handwriting and complex vocabulary on the board, even in the lower grades (see figure 5). It was noted that many of the students when attempting to copy the board work just wrote meaningless wiggles (see figure 6). Given that around half of grade 3 students tested in the learning assessment were unable to read a single word of a simple passage (see below) it is likely that many students were simply transcribing the pattern of lines on the board without being able to distinguish letters or words. Transcription without comprehension is a very slow and laborious task, which is why this section of the lesson generally took so long.

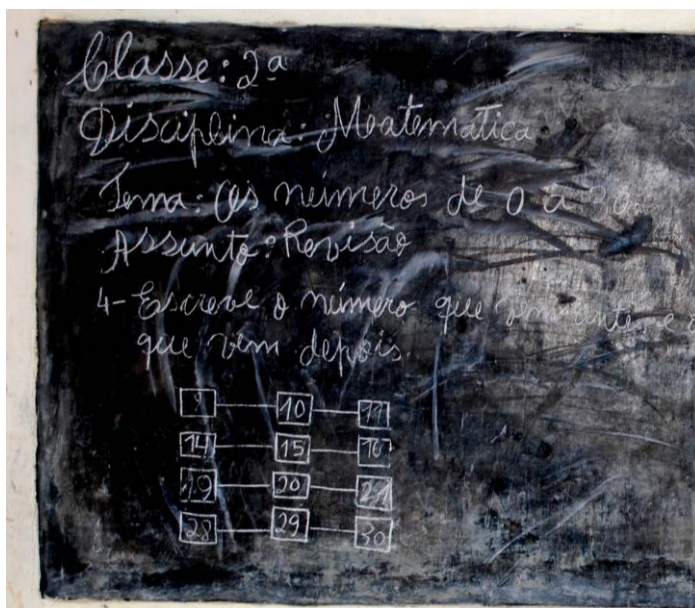


Figure 5: board work for students to copy

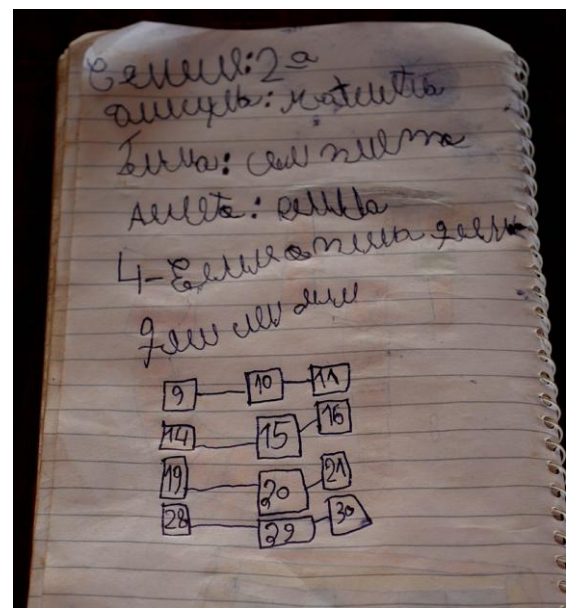


Figure 6: a student's copy

What seemed to be missing, even among trained teachers, was any attempt to adapt the script and language level of board work to the level of literacy of most of their pupils. There was also almost no attempt made by most teachers observed to check whether students were able to read and write what was written on the board, and to identify and support those that were unable to do it. During a focus group, one group of grade three students in Uíge complained that many of them were unable to read what their teacher wrote on the board. Although they had asked for help, the teacher had refused and continued teaching new material.

There appeared to be a shared concept of 'good teaching' among educational professionals that prioritised the presentation of material on the board over the comprehension and learning of students. Writing out all the details of the lesson on the board was seen as very important, even with first grade classes that had not yet been taught how to read. These aspects of teaching were also stressed by the supervisors. One grade 2 teacher described how the supervisor had advised him to write out the date in full on the board, rather than just in numbers. In many cases the boards used were very small and low quality and the lesson details could take up more than half of the space available.

At all but one of the schools visited in Zaire, most or all of the children had a full set of textbooks. In Uige this was only the case in two schools and at the remaining four schools only a minority of children had textbooks. In classes where students had textbooks, teachers were rarely observed using them as part of teaching, relying more on the blackboard. The average number of students present in observed lessons was 30. Class sizes are unlikely to be a limiting factor on lesson quality at this level. Only three (3/30) of the lessons observed had over 50 students present.

A total of 30 lesson observations were carried out as part of the evaluation. A checklist with 35 items was used to measure the quality of the teaching observed. According to school timetables, lessons are 40 to 45 minutes long. In practice teachers did not appear to follow these timetables very closely, especially in the lower grades where one teacher taught all the subjects. This made it difficult to observe whole lessons and observations often missed the start or the end of the lesson.¹² For comparative purposes it was not possible to include items on the checklist relating to the start and end of the lesson in the scoring process. By scoring positive teaching behaviours as one and giving a score of minus one for beating or excessive shouting, a score out of 23 was given to each lesson observed and these scores used to compare the teaching quality in observed lessons (see annex 2a).

In the lessons observed, teachers' language proficiency in Portuguese did not appear to be a major obstacle to teachers. In all but one observation (29/30), the item "the teacher uses clear and simple Portuguese" was checked. In most of the lessons observed in Zaire province (7/11) the teacher used a mixture of languages. This was only observed in one case in the other provinces. Four of the teachers observed in Zaire had received training in Portuguese language supported by Save the Children.

The mean scores for different groups of teachers are shown in the table in annex 2b. There was no statistically significant difference found between the scores of Save the Children trained teachers and the scores of other teachers. There was also no clear difference between the lesson observation scores of teachers who had had at least 6 months training with those that had had less. The average lesson observation score for teachers with post basic education (grade 9 or more) was higher than those with grade 8 or less, but the difference was not statistically significant at the 10% level.

The lessons observed in ALPs on average scored higher than those in schools although the difference was not statistically significant. The ALP students in general praised their teachers saying they were better than the regular primary school teachers. They said that they gave better (clearer) explanation of the school material, praised the students, talked well, and motivated students during their lessons. This may reflect the benefits of the additional training that ALP teachers get. Half of the ALP teachers interviewed had also received training through the TEP programme.

The lack of difference between trained and untrained teachers implies that many of the teacher behaviours measured by the tool are not influenced by training of any length. This may indicate a fundamental problem of lack of technical skill across the trainers. These findings could be influenced by the capacity of local enumerators, especially those recruited from the provincial education authorities, to use this tool due to lack of familiarity with pedagogical concepts such as 'open questions' and the difference between understanding and memorisation. Teaching methods such as group work were

¹² In piloting a lesson was observed to go on for over two hours. Based on this it was agreed to leave the class after 1 hour, whether the lesson had finished or not. Lessons frequently went on for much longer than this.

considered so alien to the Angola classroom culture that there was some debate as to whether it should be included in the checklist.¹³ The results of the lesson observations must therefore be interpreted with caution. These methodological issues point to a lack of familiarity with concepts of participatory or child centred learning methodologies throughout the system.

Learning outcomes

The most striking finding from the learning assessment was that around half (46/93) of all grade 3 students tested could not read a single word from an unfamiliar text. A further quarter (23/93) were not able to answer more than one simple comprehension question based on the text (See figures 7, 8). In mathematics most students were able to solve simple word and number addition and subtraction problems. Fewer students were able to solve simple multiplication and division problems.

ALP students demonstrated significantly faster mean reading speeds (see annex 3a). The mean reading level, which takes comprehension into account, was higher for ALP students than school students but not significantly so. Mathematics scores were lower for ALP students than for school students. In the case of the ALP classes, multiplication had not yet been covered in the curriculum, which explains the lower performance of ALP students in the mathematics assessment compared to the school students. This was symptomatic of a problem with the ALP curriculum materials for module 1, which was originally designed as a three month literacy training programme and did not cover all the topics of the first two years of the primary school curriculum. This left students poorly prepared to start module 2.

It is interesting to note that only three children out of 27 tested in Zaire said that they used Portuguese at home, compared with 29 out of 36 in Uige and eight out of 30 in Kwanza Sul. However, home language did not appear to be a major factor in determining learning outcomes. Children from Portuguese speaking homes actually scored lower on average than those from homes where local languages were used, but the difference was not significant. To investigate the possible influence of socioeconomic factors on learning outcomes, children were asked about the material that the roof of their house was made of and whether or not their parents worked but neither of these was found to be significant in predicting the learning assessment scores for the sample.

Overall, girls' performance in the student assessment was significantly lower than boys' performance (annex 3b). Around two thirds of girls tested (29/46) could not read a single word compared with around a third of boys (16/47). When the students from ALP classes were considered separately from the school students it was found that there was no significant difference between the mean scores of boys and girls in ALPs, whereas in schools girls scored significantly lower than boys in reading and mathematics.

¹³ According to the Save the Children education officers, group work was not commonly promoted in school teacher training in Zaire and Uige, but it is covered as part of ALP teacher training in Kwanza Sul.

Figure 7: Girls' reading levels

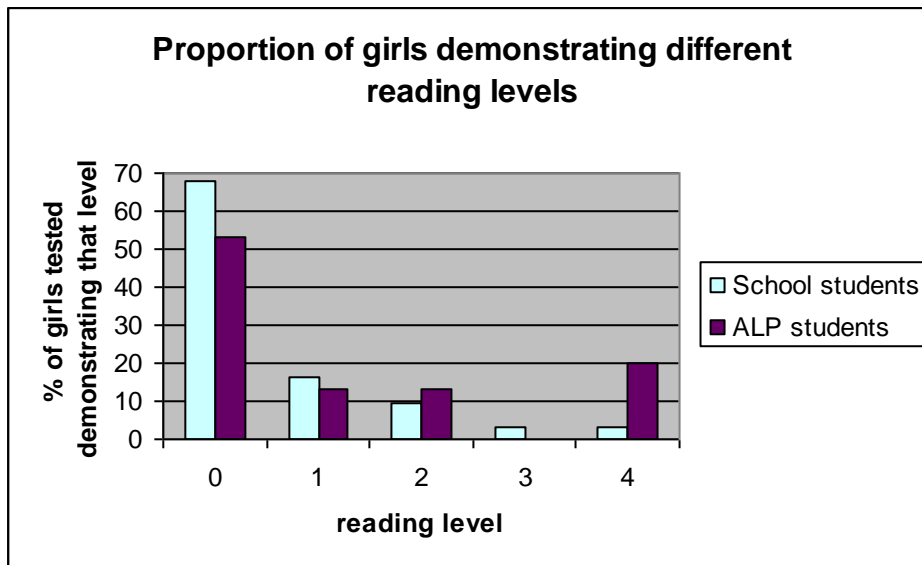
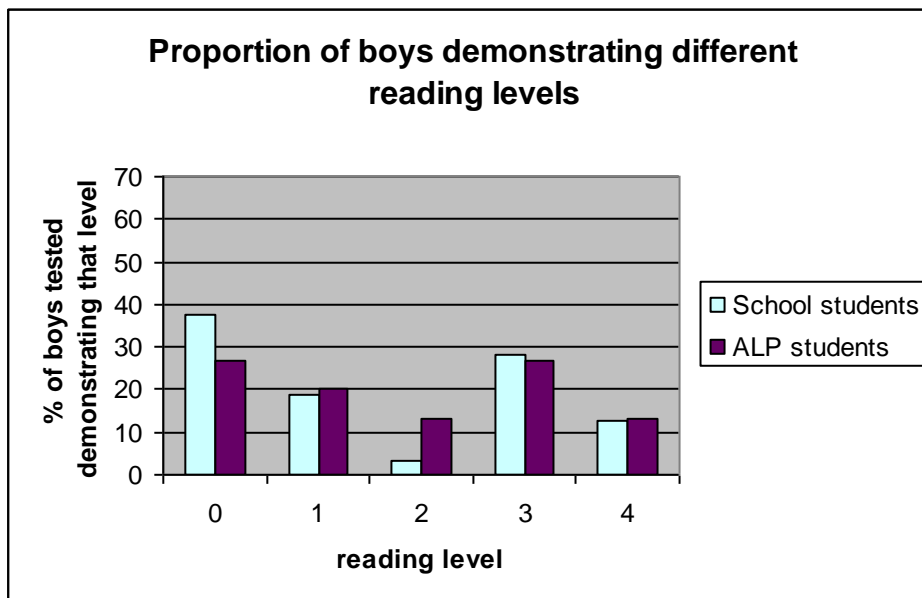


Figure 8: Boys' reading levels



Key to reading levels

- 0 cannot read any words from the story
- 1 can read less than half of the words
- 2 can read most words but 1 or no comprehension questions correct
- 3 can read most words and 2 or 3 comprehension questions correct
- 4 can read passage and shows good comprehension: all questions correct

Whilst the overall difference in the learning assessment results does not differ greatly between the Kwanza Sul ALPs and the Uige and Zaire schools, the gender gap appears to be narrower in the ALPs.¹⁴ This could be due to regional differences in but could

¹⁴ The learning assessment was only conducted with mixed ALP classes as the two girls' ALP classes visited were first year classes.

indicate that the learning environment provided by ALPs is more favourable to improving girls' learning. These ALP classes were relatively new and many of the students had recently been transferred to them from the regular school classes for being over age.¹⁵ It may be too early for actual differences in learning outcomes to be evident.

Providing a Safer Learning Environment

Child protection work

Save in the Children has worked in partnership with the National Institute for Children (INAC) to establish and train community child protection committees (CCPCs) in many of the communities where it works. Members include community leaders (sobas), activists and influential members of communities as well as children. In Uige there were no CCPCs in the communities visited, but in Zaire the evaluation team met with members from three active CCPCs. Much of their work had focused on protecting children accused of practicing witchcraft (*feiticaria*), a common problem in this province. They also worked to protect orphans and abandoned children and to prevent child trafficking. Their work included sensitising families on child health and education.

Sometimes school directors and teachers were members of the CCPC. However, there were no formal links between CCPCs and schools and mechanisms for identifying and addressing cases of abuse in schools appeared to be weak. The focus of CCPCs work was primarily outside of schools. The CCPCs interviewed mentioned a few general problems with teachers exchanging grades for money and making sexual advances to female students, but when asked about specific cases in their local schools they said that no cases of abuse or teacher misconduct had been reported. Cases of abuse in schools, if reported at all, were more often reported to the Parents and Guardians Committee (CPEE) than the CCPC.

One of the CCPCs interviewed had not received any training from Save the Children in child rights. Only three out of the 31 teachers interviewed reported having received training from Save the Children in child rights, although some teachers had received child rights training at six of the 14 schools and children had had child rights training in five of the schools.

Physical and humiliating punishment

Most teachers and directors reported that beating did not take place in schools. Evidence of beating (actual beating or threats) was observed in four out of the 30 lessons observed. Most of the student focus groups (12/16) reported that teachers sometimes beat them, often with sticks or cables. At four of the schools students reported a range of other physical or humiliating punishments including:

- Being made to crawl on sharp gravel as punishment for coming late to school.
- Expulsion from class for an indefinite period for bad behaviour during class.
- Being made to slap the wall hard with the palm of their hands 10 times for misconduct in class.
- Being made to kneel in the front of the classroom facing the wall throughout the lesson.

¹⁵ It should be noted that the original intention of the ALP classes was to provide education for out of school youth. But in accordance with guidelines issued by the Ministry of Education, the DPE prioritised over-age primary school students in the enrolment process.

- Being made to pay a fine or '*symbolo*' for speaking in the vernacular in school.

Most concerning of all, one group of students reported that the teacher sometimes instructed fellow students to slap another student for misconduct in class. This sometimes led to the 'punished' student taking revenge outside of the classroom and thus led to an escalation in violence.

According to the students, if a student felt unfairly punished or judged by a teacher or school authorities, they report the incident to their parents and asked the parent to intervene. The parent may intervene directly with the school teacher or authority involved or may do so through the CPEE.

Nonetheless, the students are often timid and will hesitate to seek resolution to a conflict situation with the teacher or school director. In one school in Zaire province, for example, a student was expelled for an indefinite period to time, nine months at the time of our visit, due to misbehaviour in class. The student had not sought any resolution to his situation. Neither the school director nor the parents were aware that the student had lost all his academic year's subject material and looked set to fail his end of year exams. Asked why this student had not reported this situation, the fellow students said that the student was afraid to report the teacher for fear that it might "*worsen his situation*" with the school authorities. This case is an example of how students are often of the opinion that if they report a conflict situation against a teacher, they might get further punished by either the teacher or even the director.

Professional misconduct by teachers

Reports of teachers conducting themselves inappropriately or making sexual advances to female students were rare. In two schools in Zaire specific cases were cited and said to have been resolved locally with the involvement of the teachers, school authorities and parents. In Kwanza Sul, two students admitted to having received sexual approaches by teachers. These incidents were said to have been reported to the mothers and resolved passively. All the directors denied that there was any problem with sexual harassment of girls by the teachers at their schools.

The problem of sexual harassment of girls in schools was seen by some parents and community members to lie with the girls' behaviour rather than the teachers. As one CCPC member commented: "*Sometimes teachers make proposals to students because the students provoke the teachers by wearing miniskirts.*" Cases were often resolved through 'counselling' the girl involved rather than through direct confrontation with the teacher concerned.

Other cases of abuse of authority by teachers described by students include the following:

"Last year the teachers asked students to cultivate their fields. If you said no, they beat you".

"We paid 100 Kwanza for a reporting book but we still have not received them. We also paid 50 Kwanza for tests"

"One teacher comes to class drunk and leaves very early. He drinks in class, starts laughing and beats the children without any reason. When this sort of thing happens we can talk to the school director but this can make things worse for us, we can get beaten for telling on the teacher."

Though such behaviour was only reported by a minority of the student focus groups, the fact that children described them indicates that these anomalies do happen and when they do occur, students, in most cases, feel helpless to resolve them.

The Save the Children media group in Uige has been promoting the protection of children's rights in schools and broadcast programmes discussing the rights and responsibilities of teachers and students. School children who they talked to had not reported any cases of abuse in schools. Apparently there had been a problem of teachers asking for money to give students a pass in tests in the past. According to the media group, this practice had now virtually disappeared in Uige. However, a CCPC member from Zaire commented "*It is common knowledge at national level that students pay/bribe teachers to pass exams.*" The same CCPC claimed that they had managed to root out instances of teachers seducing children or making students work in their fields. One of the parent committees in Uige reported that there had been a problem with teachers coming to school drunk but they had dealt with it.

Water and sanitation

Most of the schools visited in Zaire had functioning latrines, but only two of the schools in visited Uige and two of the ALPs visited had functioning latrines. In one case the school had a latrine block build by Save the Children but students were not allowed to use it in case they made it dirty. The teachers at this school said that the problem was that they did not have a school cleaner, demonstrating the limited culture of self reliance among many of the school communities visited in Uige.

Only one school had water for washing hands (not safe for drinking). No other schools had water, although the new school buildings in Uige that had not yet been opened included water tanks and had flushing latrines and basins for hand washing.

Increasing Participation of Children and Parents

All schools visited had a parents committee (CPEE) but in three of the schools the CPEE had not met that academic year. The other CPEEs had met up to six times that year. The schools visited in Zaire had more active CPEEs than the schools in Uige and they tended to meet more frequently. Two of the CPEEs in Zaire and one in Uige claimed to have student representation at meetings. Save the Children has supported CPEEs by providing training in child rights, distributing the government guidelines on CPEE duties and by working with them in classroom construction. However, many of the CPEE members spoken to said that they had not received any training from Save the Children, implying that the training was not very widespread or was not keeping up with turnover of members.

The main activity of most CPEEs was school maintenance and construction. In Zaire, all but one of the school CPEEs had been involved in construction, often using resources they had collected themselves. In Uige, two CPEEs had been involved in construction (e.g. clearing land, collecting sand) when Save the Children funded construction but there was only one case where parents had constructed a classroom using their own resources.

Some CPEE members also mentioned that they monitored teachers. In one school in Uige, for example, the CPEE reported that they were happy with the teachers and said that they regularly gave homework. They had each observed around 4 times that year. One commented: "*we see the teachers bring the students to the blackboard, they have good methods, we have been following the way they teach*". This CPEE was one of the few spoken to where members had received training from Save the Children. They had been advised to observe teachers as part of this training. CPEEs in two schools in Zaire also reported on

how they monitored student attendance and teachers teaching but mentioned that they were not allowed inside the classroom. In general, CPEE members did not participate in class observations but sometimes visited the school premises to get a sense of what was going on during school periods and to check that their children were in school. CPEE members also reported involvement in resolving cases of teacher misconduct such as teachers sending love letters to female students and teachers coming to school drunk.

Anecdotal evidence from other provinces implied that parents and communities sometimes build houses and provided food for teachers. This practice was not found to be very widespread in this evaluation. Only one teacher in this study reported receiving food from parents and there was one case identified of a community providing accommodation for a teacher. In two cases, parents contributed towards a subsidy for volunteer teachers.

Challenges remain in that parents' links with the school remain superficial and often a token form of involvement. Parents, through the CPEE, are often mobilized for a one-off intervention such as a construction project. During this short space of time, the CPEE has a common and clear objective and are able to pool their resources to resolve the problem. Thereafter, the CPEE seems to lose a clear objective of their existence and have less capacity to maintain active and useful interaction with the school and education authorities. CPEE members are often unable to articulate current school challenges and less so teaching quality issues.

General Indicators of School Quality

Attendance and dropout

From headcounts conducted during the 30 lesson observations the student attendance rate was around 75% of the enrolment list. In the classroom observations carried out by supervisors earlier in the year, attendance was also found to be around 75% on average.

Comparison of enrolment statistics for each grade in 2008 with the number enrolled in the previous grade in 2007 showed an increase in many cases, even when taking repeaters into account. This implies that most of the schools visited in this evaluation tended to be growing, with an influx of students at all grades. In the four schools where enrolments were falling they were falling in all grades including grade 1, indicating that it was due to migration rather than dropout (supported by interview evidence). This method can therefore not be used to measure dropout. A comparison of the number of students enrolled in grade 4 in 2007 compared to the number sitting the examination at the end of grade 4 indicates that four of the schools had a dropout rate of over 30% in grade 4 alone. The average grade 4 dropout rate measured by this method was 15% in Zaire and 26% in Uige. These data were not gender disaggregated so it is not possible to compare male and female dropout rates, but other data suggests that dropout rates for girls are not significantly higher than for boys during the first four years of primary education.

Three of the schools where the enrolments appeared to be shrinking due to migration were ones with classrooms constructed with support from Save the Children. Two of the schools in Uige province that had been supported in classroom construction by Save the Children had also benefitted from classrooms constructed by the government. These schools were relatively close together (2km) so there was potential for their catchment areas to overlap. During the visits it was found that both schools had some classrooms not in use. This demonstrates the risk of investing funds in construction of permanent classrooms in such a rapidly changing context.

The official policy on grade repetition has recently been changed so that there is automatic promotion from grades 1 to 3, although one school in Zaire reported repetition rates for the lower grades. The average repetition rate for grade 4 in the schools covered in the evaluation was 15%. The repetition rate among girls was higher than for boys, reflecting their lower performance in end of year examinations.

Girls' participation in schooling

In the schools visited in Uige and Zaire the gender ratio (number of females enrolled divided by number of males) was around 0.9, implying that there are 9 girls in school for every 10 boys, and had increased from a ratio of 0.8 in 2007 (see annex 4). The gender ratio in grade 4 was lower than in grades 1 to 3. This probably represents lower female enrolment in previous years rather than higher female dropout. Comparison of the gender ratios of grade 3 in 2007 with the gender ratio of grade 4 in 2008 shows that the number of girls was not falling in comparison to the number of boys.

Teachers reported that they treated boys and girls equally. During the class observations there was no indication of any differentiation in the treatment of boys and girls. The students interviewed during the group discussions also confirmed that teachers treat boys and girls equally in class. Most teachers interviewed said that there was no difference between boys and girls in their classes but two commented that girls tended to be less serious in class and did not perform as well as boys.

Girls from both a girls-only ALP from a mixed ALP class in Kwanza Sul stated that they preferred girls-only school setting as the boys were destructive in class. They also viewed boys to be bullies picking fights with girls as a way of intimidating girls.

A major cause for drop-out among girls is said to be pregnancy. This was reported to be a problem in many of the schools in Zaire and in one school in Uige. In Kwanza Sul Girls ALP classes gave young mothers a second chance in a learning environment safe from the harassment of older male peers.

Family obligations on the girls to take up domestic responsibilities such as working on the family fields (farming), caring for siblings, helping out with domestic chores was also reported to be a cause of female dropout. However, the enrolment figures indicate that dropout rates for girls are not much worse than for boys during the first four years at the schools included in this evaluation. What is likely is that girls bear a greater burden of household chores than boys, allowing them less time for their studies and leading to lower academic performance. This can lead to higher repetition and dropout further on in the education process.

Conclusions

Save the Children has worked in very close partnership with government local education authorities in Angola. This has given many benefits in terms developing the capacity of the local education authorities and ensuring that the interventions are adopted into the mainstream. It has meant that Save the Children has been able to work with all of the schools in a municipality, rather than just a limited number of 'project schools'. However this approach it has made it difficult to demonstrate the 'value added' by Save the Children.

Save the Children has helped local education authorities to establish and develop a system of teacher supervision by part-time supervisors. Teachers appreciated the input from supervisors although supervision was relatively infrequent. The clustered approach to supervision in Zaire, with local supervisors responsible for a group of schools, appeared to provide a more consistent and sustainable model of supervision than the centralised model in Uige where supervisors were all based in the provincial capital and only visited schools when taken there by Save the Children. Supervision of the ALPs in Kwanza Sul is at an early stage and still needs strengthening.

The pedagogical support that Save the Children has provided in terms of teacher training, supervisor training and facilitating supervisor visits has been almost entirely logistical. There has been very limited technical input. What became apparent during the evaluation is that technical understanding about good teaching methodology was limited even among relatively senior education officials. The supervisors were not well equipped to advise teachers on child centred teaching methods as they had not been exposed to them themselves. The emphasis of pedagogical instruction appeared to be on well structured planning and clear board work.

The Ministry of Education in Angola has developed progressive policies to ensure that teachers are supervised and supported by management structures within the school. The system of weekly planning meetings, fortnightly pedagogical meetings and monitoring and support by the school director provides a good framework for teacher support within schools. Most schools were aware of these policies and were following them to some extent although some of the monitoring systems, such as the teacher signing in books, appeared to be applied somewhat superficially. The director appears to be a key figure in the pedagogical support and supervision of teachers and is able to give much more regular supervision than the supervisors. Whilst this framework should enable good sharing of pedagogical knowledge, there is currently very little technical pedagogical knowledge within the teaching cadre to be shared.

Lack of knowledge of Portuguese did not appear to be a major problem for teachers in Zaire but may be an additional barrier to more women entering the teaching profession.

In spite of the monitoring and planning systems in place, not very many lessons were being taught. There was a pretence of following a full timetable but in practice teachers tended to arrive late and leave early and few lessons were taught during the school day. The pace of lessons was very slow. This can partly be explained by low literacy levels of students and the lack of adaption of the level of written language used to the learning level of the students. This meant that large amounts of time were spent with the students attempting to copy information from the board that they found difficult to interpret.

According to most education professionals and parent groups, schools are relatively free of abuse of students in terms of corporal punishment, sexual abuse and exploitation of students (being made to work for teachers or to pay money to ensure good grades). Child

protection groups and the child media group in Uige affirmed that these practices were reducing, but some informants (mainly students) gave cases of physical abuse, sexual advances by teachers toward girls and cases of teachers demanding money or labour from students. In the case of physical punishment, these practices appear to be very widespread. This disparity between accounts from different sources implies that reporting systems are not yet working effectively. Child protection groups are not currently well linked to schools and do not concern themselves much with child protection within schools.

There is great potential for generating support for schools and teachers from parents, but the tapping of this potential appears somewhat haphazard at present. There appears to be a stronger culture of community support for schools in Zaire than in Uige. As demonstrated by one school in Uige, training of the CPEE can encourage parents to take a more active role in monitoring and supporting their teachers.

Recommendations

Greater technical input in teacher development

Save the Children needs to change the focus of its input into teacher development from logistical to technical support. Supervisors and trainers need training in child centred teaching methods and technical input from outside of the Ministry of Education is now needed.

Training programmes need to be designed take into account the low education level of most teachers and very limited exposure to participatory teaching methodologies. Care needs to be taken to avoid undermining teachers' confidence through the promotion of methodologies that would be radically new within the Angolan context. Training should aim at developing current models of practice and giving a few simple strategies that can be applied with limited resources and large classes. It should include non-violent methods for maintaining class discipline.

The ADPP approach to teacher training appears to be a relatively effective one and Save the Children should explore opportunities for partnership. Another potential source of technical expertise is Ibis and the ALPs. Pedagogical knowledge could be shared between the ALP system and the formal school system, potentially using teachers trained by TEP/Ibis to supervise teachers in schools.

A more integrated approach to teacher supervision

The role of the supervisor needs to be made clearer and either integrated into the teacher training system or into the school based supervision system. One option would be an in-service training model with full time trainers/supervisors who gave seminar based training during the school holidays and worked as supervisors during the school term.

An alternative (or complimentary) approach would be to provide more technical support to the supervision structures that already exist within schools. Directors and pedagogical coordinators could be given training in pedagogy and supervision.

A clustered approach to supervision (like in Zaire) is preferable to a centralised approach (like in Uige) and the idea of 'Zones of Pedagogical Influence', practiced in some parts of Zaire could be developed further with supervisors facilitating pedagogical meetings of teachers within a cluster.

Developing model child friendly schools

Save the Children's new approach of developing a limited number of child friendly schools responds well to the changing context in Angola. The government now has access to considerable resources that it could invest in basic education but needs demonstrable models of schools where quality teaching and learning takes place and where children's rights are respected. Identifying and supporting good school directors will be important for the success of this approach. Directors need to be supported in establishing a professional ethos among teachers where the whole timetable is taught every day. The approach will make it significantly easier to evaluate the impact of Save the Children's work.

Teachers at these schools could be provided with additional and innovative training and supervision by Save the Children using external trainers, rather than relying solely on Ministry of Education teacher development programmes. This could then act as a model for more province-wide strategies.

Focusing on Accelerated Learning Programmes

ALPs provide a good environment for developing and modelling child friendly education, including participatory teaching methodology. They are less constrained than schools to conform to DPE policy and therefore provide greater opportunity for innovation. Girls ALPs can provide an opportunity for young mothers to continue their education and a safe space where adolescent girls can study without harassment from their male peers.

Focusing on supporting skills for teaching basic literacy

Teacher training and support needs to focus on ensuring that children learn to read and write. Training needs to stress the importance of ensuring that the language of the classroom and board work is at a level that can be understood by the children. Specific training could be given to teachers of lower grades and preschool classes. The emphasis of training should be on literacy rather than Portuguese language. Training in teaching methods that support constructive bilingualism may be more effective than training in Portuguese language. In the early grades, teaching of basic reading skills can be done in a local language before introducing Portuguese language.

Linking child protection activities with schools

There is a need for more open debate on child protection in schools. Students need access to safe reporting structures given more training on child rights. CCPCs are known to be an effective method of promoting child protection but need to be more closely linked with schools. This could be done through school based child clubs linked to CCPCs through common membership of child members.

Exploring strategies to increase the number of female teachers in rural areas

This can be done through providing incentives and support for educated women from urban areas to teach in rural schools. A longer term strategy would be to support females from rural areas to complete their education and train as teachers. In areas like Zaire where there are many returnee educated women without certificates, there is a need for a teacher accreditation system, where women aspiring to be teachers are able to demonstrate their capability to teach.

Annexes

Annex 1: Summary of tools and sample sizes

Evaluation tool	Zaire	Uige	Kwanza Sul	Total sample
School data collection	8 schools	6 schools	6 ALP	20 institutions
Lesson observation	11 lessons	14 lessons	5 lessons	30 lessons
Learning Assessment	27 students	36 students	30 students	93 students
Student focus group (8 grade 4 students)	7 groups	5 groups	4 groups	16 groups
Director interview	8	6	4	18 directors
Teacher interview	9	16	6	31 teachers
Supervisor interview	Group interview + one individual interview	Group interview	3 individuals	13 supervisors
CPEE focus group	3 groups	4 groups	Not applicable	7 groups
CCPC focus group	4 groups	Not applicable	Not applicable	4 groups
Other interviews	DPE, youth media and culture group	DPE, Child media group, municipal education chief	Ibis, DPE	

Annex 2a: Scored items on lesson observation schedule

	Teachers without SC training (N=17)	Teachers with SC training (N=13)
The teacher smiles and speaks in a friendly tone.	11	9
The teacher listens attentively to the children.	12	9
The teacher bends down to (or sits) and makes eye contact.	11	13
The teacher calls the children by name.	13	6
The teacher helps children solve problems.	12	8
The teacher praises the children	10	5
The children treat each other with respect	15	10
the children treats the teacher with respect	17	13
Students spend more time in activities than waiting or listening	13	8
all the children participate in the lesson	12	9
The teacher uses teaching materials other than the textbook.	7	6
The teacher asks questions that test understanding, not just memorisation	15	9
The teacher asks individual children questions.	13	8
the teacher asks open questions	10	8
Children give their own experiences and ideas	5	3
there is an opportunity for children to ask the teacher questions	10	9
the teacher treats boys and girls the same	16	13
The teacher checks the children's homework	14	12
the teacher checks that the children have understood the material	11	8
the teacher presents a good example to the class	17	13
the teacher shouts excessively in class*	1	1
the teacher beats the children or threatens to beat them in class*	2	2
the teacher uses practical examples from the daily lives of students	6	5
the lesson includes group activities	4	3
the teacher uses clear and simple Portuguese	17	12

* Given a negative score

Annex 2b: Mean scores for lesson observations

	Number observed	Mean score (max score =23)
By training provider		
Teachers with Save the Children training	13	15.1
Teachers without Save the Children training	17	15.8
By length of training		
Teachers with no training	5	15.4
Teachers with less than 6 months training	11	16.4
Teachers with more than 6 months training	14	14.7
By education level		
Teachers with grade 8 or below	11	13.8
Teachers with grade 9 or above	19	16.4
By institution type		
Schools	25	15.3
ALPs	5	17.6

None of the differences between groups are statistically significant as all comparisons give values above 0.10 in the students' T test.

Annex 3a: Mean learning assessment scores for school and ALP students

	age	Words read per minute	Reading level	Mathematics score (max = 8)
ALP students mean	13.1	21.8	1.5	4.7
school students mean	11.5	11.8	1.1	5.9
Students T test	<0.05 significant	<0.1 significant	>0.1 not significant	<0.05 significant
T test (girls only)	<0.05 significant	<0.1 significant	>0.1 not significant	>0.1 not significant
T test (boys only)	<0.05 significant	>0.1 not significant	>0.1 not significant	<0.05 significant

Annex 3b: Mean learning assessment scores by gender

	Words read per minute	reading level	Mathematics score (max = 8)
All girls mean	9.7	0.8	5.0
All boys mean	20.2	1.7	6.0
Students T test	<0.05 significant	<0.05 significant	<0.05 significant
ALP girls	19.8	1.2	4.3
ALP boys	23.8	1.8	5.1
Students T test	>0.1 not significant	>0.1 not significant	>0.1 not significant
School girls	4.7	0.6	5.4
School boys	18.6	1.6	6.4
Students T test	<0.05 significant	<0.05 significant	<0.1 significant

Annex 4: Gender ratios of schools in the evaluation

Gender ratio= number of females enrolled/ number of males enrolled

Grade	Gender Ratio	
	2007	2008
1	0.83	0.96
2	0.85	0.89
3	0.86	0.98
4	0.71	0.87
overall	0.81	0.93