INTERVENTION STUDY

Baseline Primary Education Research in Angola

Investigating the potential for change: Research report of survey and action research in rural, post-conflict Caimbambo

CfBT Education Trust and Education Action

Lead Researcher:
Professor Lynn Davies

Additional research carried out by:
Dr Ruth Naylor and Richard Germond

Education Action

CfBT Education Trust

Welcome to CfBT Education Trust

CfBT Education Trust is a top 50 UK charity providing education services for public benefit in the UK and internationally. Established 40 years ago, CfBT Education Trust now has an annual turnover exceeding £100 million and employs 2,300 staff worldwide who support educational reform, teach, advise, research and train.

Since we were founded, we have worked in more than 40 countries around the world. Our work involves teacher and leadership training, curriculum design and school improvement services. The majority of staff provide services direct to learners: in nurseries, schools and academies; through projects for excluded pupils; in young offender institutions and in advice and guidance centres for young people.

We have worked successfully to implement reform programmes for governments throughout the world. Government clients in the UK include the Department for Children, Schools and Families (DCSF), the Office for Standards in Education (Ofsted), and local authorities. Internationally, we work with educational ministries in Dubai, Abu Dhabi and Singapore among many others.

Surpluses generated by our operations are reinvested in educational research and development. Our research programme – Evidence for Education – aims to improve educational practice on the ground and widen access to research in the UK and overseas.

Visit **www.cfbt.com** for more information.

Welcome to Education Action

Education Action is a UK based international NGO and has worked, in recent years, in 14 countries, with more than 40 in-country partners.

Our focus is on education in post-conflict countries and fragile states and with refugees from war. We concentrate on innovation and development rather than on just providing financial aid.

We try out new approaches to education, analyse the lessons that emerge and disseminate what works and what doesn't as widely as possible. We take risks in trying to improve the reality of education while working for the ideal.

Our 2009–2012 Priorities are:

International

- Strengthening the skills of teachers
- Improving the effectiveness of teaching
- Increasing the participation of parents and community members in education

UK

- Improving refugee parents' ability to help their children in education
- Supporting refugees acquiring education and skills
- Increasing understanding of the impact of war in UK schools

For more information on Education Action look at our website at **www.education-action.org**

About the author

Professor Lynn Davies is the Director of the Centre for International Education and Research (CIER), part of the School of Education at the University of Birmingham.

She has a particular interest in the field of conflict and education, looking at the contribution of education to peace and to war in different international contexts, in stable, conflict and post-conflict societies. She has done consultancy work in Angola, Kosovo, Bosnia, Palestine, Sri Lanka and with UNRWA. She has just completed a book *Educating Against Extremism* (Trentham April 2008) which examines the role of education in combating negative extremism and terrorism; and presented a keynote lecture at the Gandhi Foundation of Canada on this topic. Her book *Conflict and Education: Chaos and Complexity* (Routledge 2004) won the Society of Education Studies prize for best book of 2004.

A linked concern is with democracy and democratisation of education. This has involved a funded Research Project and Report Pupil Democracy in Europe (Children's Rights Alliance 2000); a research project with teacher educators in The Gambia and guidebook *Democracy Through Teacher Education* (CIER, 2002), with a second phase working with the inspectorate, and a guidebook *Democratic Professional Development: a Guidebook for supervisors and inspectors of education* (CIER 2005).

In the area of citizenship and global citizenship, Lynn has been engaged in a funded research project 'The Needs of Teachers and Learners in Global Citizenship' (DFID 2002–2004), and has acted as advisor to British Council on Citizenship Education and Human Rights Education. She currently acts as Senior Advisor to the British Council on governance of education.

Acknowledgements

Foreword

❝This 'research for primary education in Benguela' challenges us to adopt an entirely new conception of school whose aim is to reach the core of integrated education for the Angolan child.❞

Schools need to be more than an instrument for the simple development of children's literacy skills, more fundamentally, they need to transform into truly integrated social centres, intrinsically immersed in the life of their local community. The aim is to link the interests and activities of the school with the opportunities and dynamics of the surrounding environment and wider society.

This 'research for primary education in Benguela' challenges us to adopt an entirely new conception of school whose aim is to reach the core of integrated education for the Angolan child. This will be achieved through schools that work on the child's behalf from the outset, through our non-formal education, through work within families, and through changes in the social environment in Angola and in our province in particular.

Education in this country needs to be concrete but at the same time dynamic. Concrete in the sense that it should always be closely based on the experiences of pupils' daily lives rather than starting from abstract notions, no matter how simple these might be. It also has to be dynamic; taking advantage of the functional stimuli that the family and the social environment offer to the child.

I would like to welcome this important research report, which offers insights that can be used by any school. It is necessary that people talk about change: change in human and material resources, methods, procedures, and strategies. Change becomes much more necessary and is rendered more easily when preceded by

experience and case studies, rather than when based merely on imported values – which are often out of context and therefore likely to confuse cultures and objectives.

I recommend that this piece of work be used as a reference resource to inform our planning and decision-making and for defining our objectives as well as our guidelines.

Congratulations to the Municipality of Caimbambo who served as a point of reference for the project. Congratulations to AJS (Associação Juvenil para a Solidariedade), an Angolan non-governmental organisation, for demonstrating its capability to work with communities who are in most need.

Well done!

Dr. José Sessa Dias
Provincial Director of Education, Benguela

Benguela, 06 de Janeiro 2008

Dr. José Sessa Dias

CfBT
Education Trust

Abbreviations

ACT   Action for Change Team (Accao Para Mundanca)

AJS   Youth Association for Solidarity (Associação Juvenil para a Solidariedade)

CIER   Centre for International Education and Research, University of Birmingham

EA   Education Action

FGD   Focus group discussion

Contents

CfBT
Education Trust

Index of data tables and charts

Photographs

CfBT
Education Trust

Executive summary

> *It is the story of how schools who were, by anyone's standards, at the bottom of a global educational heap, managed to take very small steps on the road to self-improvement.*

This is the story of a minor miracle. It is the story of how schools who were, by anyone's standards, at the bottom of a global educational heap, managed to take very small steps on the road to self-improvement. The mechanisms to achieve this were not revolutionary; the themes are familiar – collaboration, raising expectations, professionalism. What is more original is that the people in the schools (teachers, students, parents), who had not been subjected to the vast international literature on school effectiveness, arrived at factors and improvement strategies relatively independently of outside advice. The intervention merely helped create ways to ask questions. This report tells the story of these schools and the answers they came up with.

The broad aim of the research project was *'to contribute to strategies to improve teaching and learning in post-conflict contexts'.* This objective was to be met through the study of remote villages in one area of Angola, which was representative of the fall-out from the years of conflict across the country. The area chosen was the five communes of Caimbambo that are located in the middle of the province of Benguela.

In any country where there is limited capacity of the government to reach remote schools and ensure some degree of quality education there are many common features. Many of the issues identified by this research were therefore not unexpected. However, the post-conflict context of Angola presented a number of additional significant features. The conflict has reduced the capacity, resources and infrastructure for adequate education provision by the state, creating a 'vacuum' in provision. Humanitarian providers' attempts to fill some of the gap have arguably strengthened the culture of dependency, which can result from reliance on humanitarian aid in an emergency. Schools have less authority and support from the state and they tend to maintain a survivalist culture, reacting to change rather than initiating it. People are disempowered by war and conflict. When they have experienced extreme loss of control over their lives and their future they become passive and a culture of inertia can

set hold with people waiting for life to happen to them. The self-reliance that communities and schools need to recover and rebuild post-conflict is difficult to achieve in this context.

Schools, particularly those in rural and hard to reach areas need to be able to engage education authorities from the bottom up and be proactive about their improvement and development.

The focus of the research was therefore on identifying the key factors that explain why teaching and learning is more effective in some schools than in others in a post-conflict context, and secondly how school change or improvement can be initiated or sustained.

The 15-month project, which ran between January 2006 and April 2007, was facilitated on the ground by a local NGO, Associação Juvenil para a Solidariedade (AJS), and managed by Education Action (EA), London. The initial project design was developed by EA and CfBT Education Trust, Reading, with technical input as the project progressed from the Centre for International Education and Research, Birmingham.

The project approach

The project had quantitative and qualitative elements. The quantitative work comprised a survey of all 87 schools in Caimbambo to generate basic data on student and teacher numbers, locations of schools, buildings, distance travelled to school and student mobility. Broadly, the survey found the following:

Schools

There was a great shortage in the overall number of classroom structures, due in part to their destruction or neglect during the conflict, but exacerbated by the large numbers of people returning to Benguela Province since the end of the war. Those that did exist varied from a few wooden palings to denote the learning space, to a thatched roof, to an adobe construction with a corrugated iron roof or, in a few cases, to a new concrete school constructed through an aid project.

Accessibility to the schools, both in terms of geographical remoteness and the conditions (or in some case non-existence) of the roads to reach them, was a significant factor in how often they were visited by school directors and education officials…

In some schools, open air teaching was observed. Accessibility to the schools, both in terms of geographical remoteness and the conditions (or in some case non-existence) of the roads to reach them, was a significant factor in how often they were visited by school directors[1] and education officials (commune coordinators) from the municipal capital.

Students
Data was collected on 3,963 students. There was an average student–teacher ratio of 32:1, although class sizes were smaller (around 27 on average), but these figures were complicated by teacher and student absenteeism, both of which were considerable problems. The survey also found that the vast majority of students lived within 4km of their school. There was a broad gender balance, with a boy–girl ratio of 5:4. 41 of the 3,963 students were recognised as having disabilities, suggesting that many children with disabilities are not enrolled in school or do not have their special needs identified.

Teachers
There was a more marked gender disparity among the teacher populations with an overall male–female ratio of 5:3 of the 139 teachers surveyed. However, teacher gender ratios per school were very varied. Catholic mission schools and those less remote from the municipal capital tended to have a higher proportion of female teachers. Additionally, the data on the length of service indicates that the gender imbalance is reducing, with a much greater proportion of females among the more recently registered teachers. The survey identified teacher mobility as an area of concern, with over a third reporting having changed schools in the last two years. There was also a big problem with teachers being recruited to teach in schools that were far away from their homes. Almost half of teachers came from outside Caimbambo and only 26 of the 139 teachers were teaching in their home villages.

Whilst the data does give some indication of the problems encountered on the ground, it does not give a very full picture of primary education in Caimbambo. Many of the issues of school ineffectiveness related to the institutional culture of the schools, and these cannot be captured easily through numerical data collected on surveys.

The qualitative element of the project was an action research programme which facilitated ten pilot schools to identify small changes they wanted to make which did not rely on outside resources. The philosophy was that these changes should be democratically identified, implemented and monitored by a team of teachers, students and parents in a 'school change cycle'. This change process was developed in response to the findings of the baseline survey and was a collaborative effort that resulted from a discussion with AJS, school directors, EA and Professor Lynn Davies. A change manual was devised to help the school in the process of identifying change.

The school change cycle

In the school change cycle, change begins with the establishment of an 'Action for Change Team' (ACT). This team consists of two teachers, two students, two parents and the school director. Once established, the ACT identify three changes they wish to see happen in their school. They then determine what actions need to be taken to bring those changes about and which people or groups will be responsible for implementing them. To maximise the possibility of success, actions are usually quite straightforward and it is suggested that only one be tried for each of the changes identified. The next stage of the process is to implement those actions. Throughout the school change cycle, the director plays a pivotal role, establishing the ACT, facilitating meetings and activities, monitoring and evaluating. At the same time, school change being a democratic process, teachers, students and parents are all encouraged to participate as fully as possible and feel ownership of the project. Monitoring of school change consists of keeping basic records of all meetings and events associated with the project and ensuring that the ACT keep notes of their activities. Depending on the kind of change the school is trying to achieve, monitoring may also entail classroom

---

[1] Director also refers to headteacher and principal.

> *The key learning areas were that changes must be recognised by the schools themselves, for ownership and sustainability…*

observation, interviews and focus group discussions. The evaluation involves collecting together and reading through all the pieces of information, discussing as a group what worked, what didn't work and the reasons why changes either did or didn't happen, and then writing a final report, to which the whole ACT is encouraged to contribute. AJS and the commune coordinators provided assistance and support where necessary throughout the cycle.

The changes planned by the pilot schools fell into two broad categories: construction of new buildings such as classrooms, offices, teachers' houses and teachers' transit houses; and improvements to teacher professionalism, for example punctuality, attendance, preparation of lessons, planning, explaining, and active teaching methods. Mechanisms to achieve these included a new emphasis on collaboration and talking (meetings between teachers, meetings with parents), taking initiatives to obtain the curriculum, and some support from AJS in areas such as lesson planning.

The table on page 13 shows the changes planned and achieved by each school.

As illustrated in the table, the majority of changes were either partially or fully achieved, with new constructions going up and evidence (from directors, parents and students) of some teachers exhibiting improved skills and greater commitment to their teaching as well as to the school. It should be noted that many of the activities identified as 'changes' would be routine in schools in more developed or stable contexts. Lesson planning, following the curriculum, coming to school on time – none of these would be seen as part of an 'improvement' process in the UK for example; but in Angola the prolonged war has prevented these practices from becoming established as a culture of education. Not only did the majority of teachers have no training in the basics of teaching, most would not have had experience for themselves of schooling in which the teacher planned lessons, followed the curriculum and came to school on time. The changes therefore required a step change in school culture. Across the change schools there was a perceptible shift in attitudes and

approaches to teaching amongst students, teachers, parents and directors alike. However, although the changes identified by the ACTs were largely achieved and improvements made, clearly much needs to be done if a deeper and more substantial shift in attitudes and methodology is to be brought about.

Factors affecting school effectiveness

The project clearly identified nine key factors in school effectiveness and improvement to be addressed:

- the central role of the director of the school
- parental and community involvement
- parental engagement with teachers and teaching
- teacher collaboration
- teacher access to curriculum
- student participation in change
- student enthusiasm and understanding of the teaching-learning process
- support from local authorities such as commune coordinators
- the Action For Change team (developed during the action research elements of this project) in the school.

The key learning areas were that changes must be recognised by the schools themselves, for ownership and sustainability; but that initial training and meetings were essential to explain democratic processes of change identification. A written resource was important in this regard, but the role of the school director was central in mediating the processes and in communications with the community. For sustainability, a cultural shift was needed which included having regular meetings of teachers where pedagogy was discussed; regular meetings with parents where teaching and learning were discussed as well as parental contributions to the school; a new perception of the capabilities of students to participate both in learning and decision-making; systematic recognition of school and teacher efforts by outside authorities; and habits instilled of taking initiative and making demands to achieve quality education.

CfBT Education Trust

TABLE 1: Changes planned and achieved by each school			
School	Changes planned	How	Achieved?
Tchiculo	1. Construction of teachers' houses 2. Teacher comes on time 3. Teachers prepare lessons	1. Parents and students make mud blocks 2. Meetings, house visits, telling commune coordinator 3. Meetings, lesson planning, classroom observation	1. Yes 2. Yes, meetings about teachers' performance and planning 3. In progress
Calima	1. Obtain curriculum programme 2. Promote teachers' meetings 3. Construct classrooms 4. Teachers are not late nor absent	1. Go to Municipal office 2. – 3. Parents distribute tasks 4. Influence communal coordinator in teacher allocation	1. Yes 2. Yes 3. Yes 4. In progress
Cambumba	1. Teachers are punctual 2. Teachers use adequate methods 3. Teachers explain well	1. Effective supervision, attendance book 2. Demonstration, supervision 3. Lesson planning	1. No, director left; new director is trying to restart
Primaria 145	1. Teachers prepare lessons	1. Pedagogic discussions, teachers understanding material	1. Yes
Epunda	1. Teachers use adequate methods 2. Parents buy school materials for their children 3. Teachers explain well	1. Lesson planning, photocopy curriculum 2. Make a savings plan 3. Lesson preparation	1. Yes 2. No 3. In progress
Halo	1. Teachers love their work more 2. Teachers master the material 3. Parents involved in teaching and learning	1. Punctuality, getting curriculum, preparing lessons 2. Getting curriculum 3. Meetings between school management and community	1. Yes, although not all teachers 2. Yes 3. Yes
Chinguvi	1. Students more punctual 2. Teachers make lessons more agreeable 3. Fortnightly meetings between teachers and parents	1. Meetings with parents, starting the lesson with those who are present 2. Giving exercises to students 3. Encourage parents to contact the school, individual meetings about their child	1. Yes 2. In progress 3. Yes
Malowa 2	1. Teachers share the curriculum 2. Construct classrooms 3. Teachers explain well	1. Joint meetings of all teachers 2. – 3. Better lesson planning	1. Yes 2. In progress 3. Yes

> *…that a relatively small input can change a culture that has been shaped by conflict; and that that culture change can go a small way to lifting children out of a cycle of poverty or lack of aspiration.*

Contextual constraints on change were also identified, arising from the effects of civil war on the local population, including the post-conflict economic situation, authoritarian forms of student discipline and low expectations of students' capacities; gender disparities; teacher turnover; availability of textbooks; access to the school; and the culture of planning.

Analysis of the role of intervention found it highly positive, although issues needed to be considered regarding sustainability, the need for manuals to be accompanied by training, the ethics of action research, exit strategies and overall research and project limitations in post-conflict impoverished contexts.

Conclusion

This study has shown that a small-scale intervention can make a significant difference to a school with minimal resources. The changes may seem hardly radical (teachers coming to school, teachers coming on time, teachers planning lessons, teachers using the formal curriculum, directors supervising teachers, adequate physical environments), but they have the potential to lead to at least a minimally satisfactory level of teaching and learning instead of an arbitrary learning experience for the students. Cultures have shifted, and people are seeing each other differently, with raised expectations on contributions all round. All this points to the need to find some way to build on the successes of the project, both for the schools involved and for schools in similar circumstances.

The final conclusion has to be that a relatively small input can change a culture that has been shaped by conflict; and that that culture change can go a small way to lifting children out of a cycle of poverty or lack of aspiration. We hope that this story enables others to begin their own narratives of change.

CfBT
Education Trust

1. Aims and background of the project

> *The baseline data collection shaped the formulation of two main research questions for the project and a number of supplementary questions.*

This is the story of a minor miracle. It is the story of how schools who were, by anyone's standards, at the bottom of a global educational heap managed to take very small steps on the road to self-improvement. The mechanisms or routes to do this were not rocket science. The themes are familiar – collaboration, raising expectations, professionalism. What is more original is that the people in the schools (teachers, students, parents) who had not been subjected to the vast international literature on school effectiveness arrived at factors and improvement strategies relatively independently of outside advice. The intervention merely helped in ways to ask questions. This report tells the story of these schools and the answers they came up with.

The broad aim of the project was *'to contribute to strategies to improve teaching and learning in post-conflict contexts'*.

The first step to identifying appropriate strategies was to conduct a baseline survey. This was met through the study of remote villages in one area of Angola, Caimbambo, in the province of Benguela. Angola was identified as a post-conflict situation where there had been relatively limited intervention, great need and where the availability of useful data was limited. Angola has seen 27 years of conflict, with 300,000 dead and 4 million internally displaced. There are 1.2 million children out of school and living in vulnerable conditions. The completion rate (grades 1–4) is only 27% – one of the lowest in Africa; Angola is one of the countries most at risk of failing to achieve Education For All. In Benguela there had been much conflict up to 2002, but the people who had been concentrated round the towns were now returning to their villages; there are an estimated 7,000 children out of school and at least 200 teachers needed. Within Benguela, the choice of Caimbambo municipality was based on this being a district where, unlike neighbouring ones, there had been few interventions or outside support at all for any school improvement. This meant that it both 'deserved' support and would also be relatively 'uncontaminated' in terms of evaluating the impact of any contribution

made. (A map of Angola showing the location of Caimbambo is given in Annex 1). Caimbambo was therefore to act as a case study of how improvement can or cannot be initiated, which hopefully would have wider relevance in similar contexts.

The 'post-conflict' context here related to the circumstances that conflict leaves a region in: this was not about peace-building or trauma counselling, but about economic and cultural dislocation. There was internal displacement. Teachers were untrained. The students in basic education could be up to 22 years old, as they had missed out on schooling during the war years. School buildings were destroyed or were not now in the places to which villagers had returned. But most significantly, as will emerge from this study, the conflict leaves a heritage of a particular culture of survival which requires more than just an injection of funds or materials to make it progressive and dynamic.

The project was a 15-month one, which altered shape over the period, as knowledge was gained, and need for new knowledge identified. It clearly needed an initial mapping of the school provision and the collection of basic data about the schools, which was not available from the authorities. It became apparent both from visiting the schools and from identifying the (low) level of material and pedagogical support that the schools could expect from local and national education authorities, that any real change or improvement would have to come from the schools themselves. The political and economic history had meant that a key barrier to improvement in the Angolan context was the ability to effect change. Hence a revised and more focused set of research questions were, to identify in a post-conflict context:

1. What are the key factors that explain why teaching and learning is more effective in some schools than in others in a post-conflict context?

2. How can change or improvement be initiated or sustained in such a school.

These research questions signified a number of further questions, which would

CfBT Education Trust

provide learning for Education Action (EA), CfBT Education Trust, and the Centre for International Education and Research (CIER) and for local education actors:

1. What are the relationships between students, parents, teachers, school management and how does this relate to the effectiveness of school and to initiating change?

2. What are the attitudes of different stakeholders to change and responsibility for change, particularly in communities affected by years of uncertainty and instability caused by the protracted conflict?

3. What are the main barriers and possible effective strategies for change in a survivalist cultural climate?

4. How can the municipal education authorities better support school-based strategies?

5. How effective was the project's approach/ model to creating change?

6. Is school-initiated and led change an effective strategy for improving teaching and learning in post-conflict contexts?

2. Description of the project

> *The intention of this survey was two-fold: to provide essential information for education administrative personnel in the region, and to give an explanatory context for the qualitative and comparative work in schools.*

(a) Research design

The project had both quantitative and qualitative elements. The quantitative study was to provide a survey of the 87 government primary schools in Caimbambo – a process that had never before been done. This was achieved through visits (from May to August in 2006) to each school, as much of this data was not available at the Municipal Education Office. The survey included data on:

- name, village and commune of school, and distance from the Municipal Office

- name and gender of director

- number of classrooms

- number of classes

- names, nicknames and number of pupils, broken down by gender, age, class attending, distance travelled to school, place of birth, whether they had a birth certificate, which shift they attended, which classes they had been in from 2003 to 2006 and whether they had a disability

- number and gender of teachers, and which class they taught

- name of parent or guardian, and relationship to pupil.

The purpose of such precise data (including names and nicknames) was to provide much greater validity than mere lists of data which are supposed to be given to the Municipal Education Office. The intention of this survey was two-fold: to provide essential information for education administrative personnel in the region, and to give an explanatory context for the qualitative and comparative work in schools.

The qualitative aspect comprised action research with ten pilot schools, two from each of the five communes of Caimbambo, working with them to identify changes and improvements they themselves could instigate, and then providing support for such changes and their monitoring. A 'Change Manual' or toolkit was provided for the schools to guide them on identifying and implementing changes. Full details of the action research process and this Change Manual are given in Section 5.

Two further research methods were designed for the end of the intervention. Firstly there were questionnaires to Form 3 students and to teachers in the ten change schools and in a further ten control schools, in order to check whether there were now differences in school management, teaching or ethos between the two groups of schools. Secondly, focus group interviews were conducted with teachers, students and parents as well as with the director of these 20 schools. The statements for the two questionnaires are provided in Annex 3, and included items for the students such as *'My teacher arrives punctually'; 'I don't understand the lessons'* and *'The school has improved in the last months';* for the teachers the items included *'In our school the planning of the director is efficient', 'It is easy in our school to see a copy of the curriculum'* and *'Due to where I live it is difficult to arrive punctually at school'.* The focus group interviews all followed a similar format, asking each group about what changes had happened in the last year, about consultation, and then about perceptions of other participants in the process. Specific questions for teachers related to meetings and curriculum access and for students related to liking of school. The actual questions are provided in Annex 4. Questionnaires were written in Portuguese; interviews were conducted in a mixture of Portuguese and Umbundo, depending on the group.

The questionnaires were completed by a relatively small number of teachers (23 in the change schools in total, and 42 in the control schools, total 65); for the students, the figures were 98 in the change schools and 265 in the control schools, a total of 363. The numbers of students completing the questionnaire in each school varied considerably, from four to 54, clearly depending on who was there that day. Those administering the questionnaire reported that students were unused to completing such schedules, and needed much guidance and even encouragement to do this.

> *To overcome anxieties about 'getting it wrong', in some schools it was suggested they work in pairs.*

To overcome anxieties about 'getting it wrong', in some schools it was suggested they work in pairs. A 'response set' was apparent in some schools, both for students and for teachers. For all these reasons, it was not advisable to attempt rigorous statistical analysis on the data. Nonetheless, some interesting findings were generated, and some apparent differences between change and control schools; these will be drawn on as relevant in the discussion as it unfolds. Similarly, the focus group discussions (FGDs) generated some revealing views, which complemented both the questionnaire data and the final visit interview data, and these views again will be drawn on throughout.

(b) Research team and timing

The team engaged in the project was:

Angola based:

- A local NGO, AJS, *Associação Juvenil para a Solidariedade* (Youth Association for Solidarity), who carried out the survey work as well as facilitating the action part

- The commune coordinators[2], and the Municipal Education Office, who provided support and advice

- Local NGO, Okutiuka (Action for Life)

- A local consultant, Susan Dow, who advised on the project initiation and managed the work of the local NGO.

UK based:

- *Education Action* (EA) who designed the overall project and secured funding from CfBT, as well as participating in the process locally (Cameron Bowles, Mandy Smith, Richard Germond)

- CfBT Education Trust who provided funding, steering/advisory and technical support and participated in the first field visit

- Professor Lynn Davies, from the *Centre for International Education and Research* (CIER) at University of Birmingham, who advised on the action research component, also participating in the initiation workshop in July 2006 and returning in March 2007 to visit the schools and assess impact.

The timescale of the project was January 2006 to April 2007. AJS started their work in Caimbambo in February 2006, forming a management group to run the project. This comprised five commune coordinators, representatives of the Municipal Section of Education, the AJS team and Okutiuka. There was an initiation workshop in February 2006 which examined teaching, and, once transport was procured, twice monthly stays in Caimbambo and regular meetings with the group. The initial work of AJS was the survey work; they accompanied EA and Lynn Davies on their visits; and they conducted the questionnaires and focus group interviews towards the end.

---

[2] There are five commune coordinators in Caimbambo, one for each commune. The coordinator is the intermediary between the Municipal Section of Education and the school director. The coordinator is responsible to the Municipal Section for all the schools in his commune. Although in some cases the coordinator is also the school director the role is full time. For this project, coordinators were a key link with school directors. It was the view of AJS that coordinators do hold meetings at schools, but mainly to solve a specific problem rather than regularly engage in issues of teaching and learning.

The coordinator is an education person and is not linked to municipal administration who employ communal administrators.

3. Survey findings

> *Eleven schools had an annex attached to them – this was a classroom put up nearer to where some of the children lived, in order to encourage attendance.*

This section records some of the findings from the survey, to give a picture of the whole municipality of Caimbambo. The survey covered all 87 schools in the five communes in Caimbambo, but detailed data was only collected for 36 of the schools. Each commune comprises a number of villages. Table 3.1 below shows the total number of teachers and pupils in each commune.

(a) The schools

The size of the schools in terms of student numbers varied from 36 to 1025. In the vast majority of cases, schools covered only the first four years of primary schooling, with only a handful of schools having higher classes (Years 5 and 6). This reflects the structure of the education system prior to the current reforms. In the pre-reform system all primary schools provided level 1 schooling as free and 'compulsory' – the first four years. A few primary schools (largely in municipal capitals) also provided level 2 schooling – the next two Years 5 and 6. The current reforms are changing the system to 6 plus 6 – six years of primary and six years of secondary schooling.

At the time of this survey the school structure reflected the old system. In addition to the four primary classes, many schools had an 'initiation' class, although there were generally fewer students in this class than in class 1. Interestingly there was limited mention at the school level of the changes to the structure of

the schooling system and none of the 'change' schools referred specifically to preparing for it in their plans for change.

The level of resources for schools in terms of numbers of classrooms, class sizes and numbers of teachers are shown in table 3.2 on page 20. Some significant data related to the match between the number of classes the school was supposed to have and the number of actual classrooms. The number of 'classrooms' varied from 0 to 8, although this figure is complicated by how a brick built school such as Escola Primaria 145 is classified, (in the data as having 3 rooms, which would actually signify school buildings, the figures in table 3.2 need to be viewed in the light of this). The figure of 0 would signify children learning under a tree; a positive figure would mean any construction at all – from a few wooden palings to denote the learning space, to a thatched roof, to an adobe construction with a corrugated iron roof (called a 'zinc') or, in a few cases, to a new concrete school constructed through an aid project. A new school such as this always had a water pump installed, which made it a popular facility and meeting place too. The photos in this report illustrate the range of structures used as classrooms. Eleven schools had an annex attached to them – this was a classroom put up nearer to where some of the children lived, in order to encourage attendance (the problem of teacher attendance at these annexes is however discussed later).

Commune	No of schools	No of students on roll Female	No of students on roll Male	No of students on roll Total	No of teachers Female	No of teachers Male	No of teachers Total
Canhamela	24	1,166	1,345	2,511	18	64	82
Catengue	12	716	759	1,475	20	25	45
Cayave	5	237	326	563	12	12	24
Sede	33	2,829	3,506	6,335	87	100	187
Wiyangombe	13	958	1,314	2,272	22	51	73
Totals	**87**	**5,906**	**7,250**	**13,156**	**159**	**252**	**411**

TABLE 3.1: Summary of teacher and pupil numbers for Caimbambo Municipality

1. Class without classroom – Caimbambo

2. Stick and thatch construction classroom – Caimbambo

> *Observation showed that if a teacher was absent, students would still be in their classroom, and other teachers would go between them, rather than putting students together for an activity…*

As shown in table 3.2 below, the survey found a great shortage in the overall number of classroom structures; this is in part due to the destruction or neglect of school building structures during the conflict. The shortage has been exacerbated by the estimated 431,000 people who have returned to Benguela Province since the end of the war (http://www.unangola.org). In some schools, open-air teaching was observed. Elsewhere in Angola, it has been reported that many schools use multi-shift systems in order to cope with the shortage of classrooms and teachers (see WCRWC 2003, Concern 2007). However, only three of the 36 schools in this survey reported that they operated a multi-shift system. Distance of the school from the municipal capital varied from 0.4 km to 106 km, although a better predictor of remoteness and how often the school might be visited was the state of the roads to reach it – or whether there was a road at all. Particularly in the rainy season, roads would be impassable. A director might have a motorcycle, as did the commune coordinators, but even then the road would be difficult, or fuel not available or affordable.

The average student teacher ratio was 32:1. However, class sizes were smaller than this (around 27 on average) so that, on paper at least, there were not enough teachers for one teacher per class (see table 3.2). These figures are complicated by actual attendance, either of students or teachers, on any particular day. Observation showed that if a teacher was absent, students would still be in their classroom, and other teachers would go between them, rather than putting students together for an activity (both because of availability of large learning spaces and also the tradition of keeping to the work of that class). Student absenteeism was reported by all teachers to be a big problem, and we rarely saw classes of 30.

(b) The students

The total number of students officially enrolled in Caimbambo Municipality for the 2006 academic year[3] was 7,250 boys and 5,906 girls, a gender ratio of roughly 5:4.

The detailed data collected on the 3,693 students at 36 of the schools illustrates the characteristics of the student population of Caimbambo. These characteristics are as follows:

- The vast majority (84%) of students lived within 4km of the school

- Many students repeat a year of schooling; of the 420 students in class 4, 124 (30%) were repeaters

- Within the survey group of 36 schools, only one school operated as a level 2 school (providing education beyond primary Year 4), therefore very few students progressed onto class 5 (only 29 students among the 36 schools)

Table 3.2: Summary school resources per pupil for Caimbambo Municipality				
Commune	Average No. of classes per classroom	Average No. of pupils per class	Average No. of teachers per class	Average No. of pupils per teacher
Canhamela	3.1	22.4	0.7	30.6
Catengue	2.1	24.6	0.8	32.8
Cayave	1.1	21.7	0.9	23.5
Sede	7.5	30.0	0.9	33.9
Wiyangombe	2.5	28.0	0.9	31.1
Totals (based on all schools)	**3.3**	**26.8**	**0.8**	**32.0**

[3] The school year in Angola is a calendar year – running January to December

3. Stick and thatch school
– Caimbambo

4. School constructed of typical mud
'Adobe' bricks – Caimbambo

- In the sample, only 41 students (approximately 1%) were recognised as having disabilities, indicating that many children with disabilities are not enrolled in schools or do not have their special needs identified.

The distribution of students within the different classes of the 36 sample schools is shown in figure 3.1 below. The tapering shape of the school population profile is likely to be due to the growing intake since peace in 2002, rather than to student drop-out. However, as this survey only collected data on students in schools in 2006, dropout rates could not be determined.

The upper classes included students with a wide range of ages. The class 4 sample included several students in their 20s and 30s. The lower classes included far fewer mature students with only a handful of students over 15 years old in classes 1 and 2. However, students joining class 1 were generally several years older than the official intake age of 6.

Figure 3.2 on page 22 shows the age profile of class 1 students within the sample.

As the average intake age reduces, as a result of post-conflict rebuilding of the education system, it may become socially more difficult for older youths, who missed opportunities for schooling during the war, to attend classes within the formal primary school system. However this was not identified by schools or communities during the research as an area of concern.

Within the student population, student mobility caused some problems, but was not a major issue, with only 14% of students reported to have changed schools since 2004. However, this data did not capture out of school populations and mobility may be a significant barrier to enrolment.

(c) The teachers

The gender disparity was more marked among the teacher populations than the student

---

FIGURE 3.1: Numbers of pupils enrolled by gender in each school year/classe in the sample
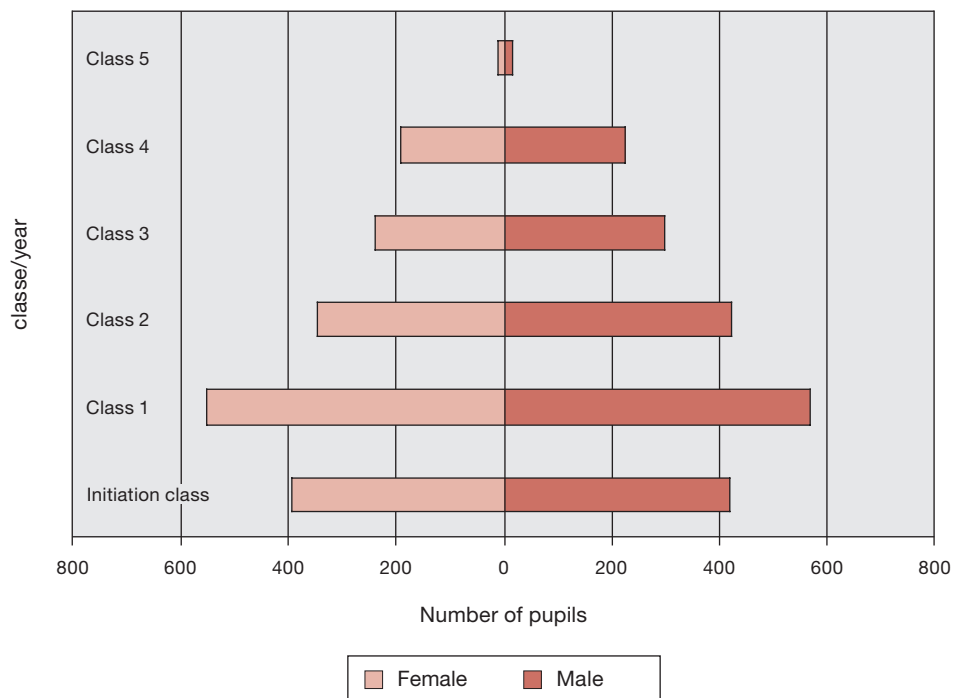
FIGURE 3.2: Age profile of class 1 students

6.4b Classe 1

TABLE 3.3: Gender ratio for teachers and pupils for Caimbambo Municipality

Commune	Ratio of female to male teachers	Ratio of female to male pupils
Canhamela	0.28	0.87
Catengue	0.80	0.94
Cayave	1.00	0.73
Sede	0.87	0.81
Wiyangombe	0.43	0.73
Totals	**0.63**	**0.81**
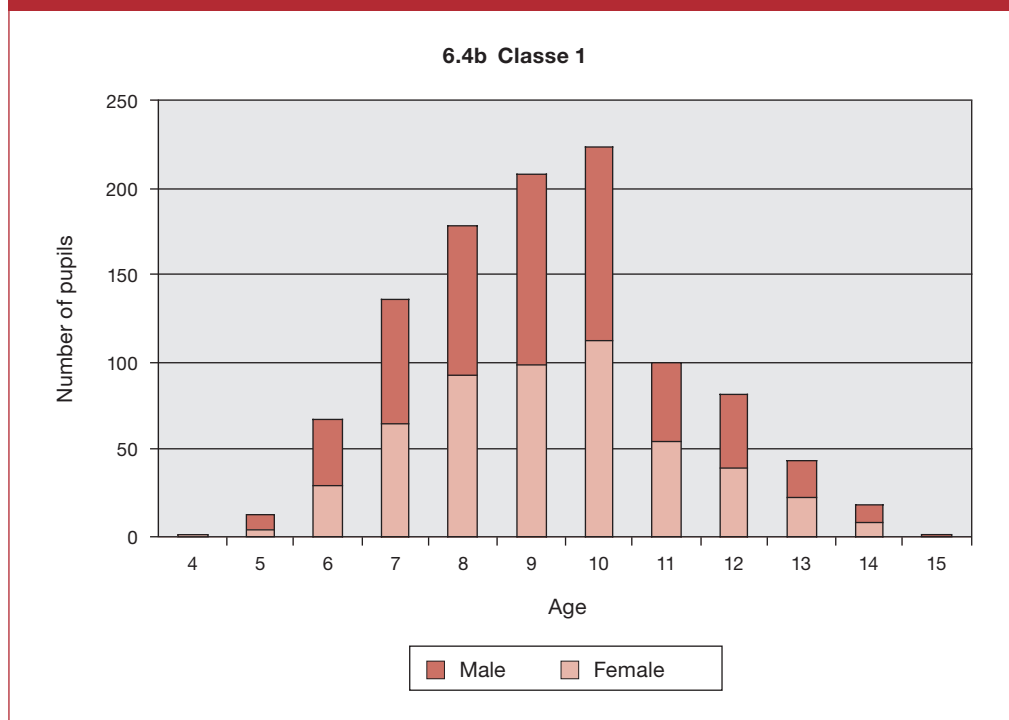
population with considerably more male than female teachers (252 males to 159 females, a ratio of almost 5:3). However, the teacher gender ratios were very variable (see table 3.3 below). Catholic mission schools and those less remote from the municipality capital tended to have a higher proportion of female teachers.

The data on the length of service of the teachers indicates that the gender imbalance is reducing, with a much greater proportion of females among the more recently registered teachers (see figure 3.3 on page 23). Most of the female teachers in the sample were under 31 years old, whereas most of the male teachers were 31 years old or more.

Sixty per cent (80/133) of teachers had had 8 years of formal education, but almost a third of teachers (39/133 = 29%) reported having less than 8 years education. Around a quarter of teachers (34/139 = 24%) reported

FIGURE 3.3: Number of years in formal service (registered with the Education Ministry) of teachers in sample
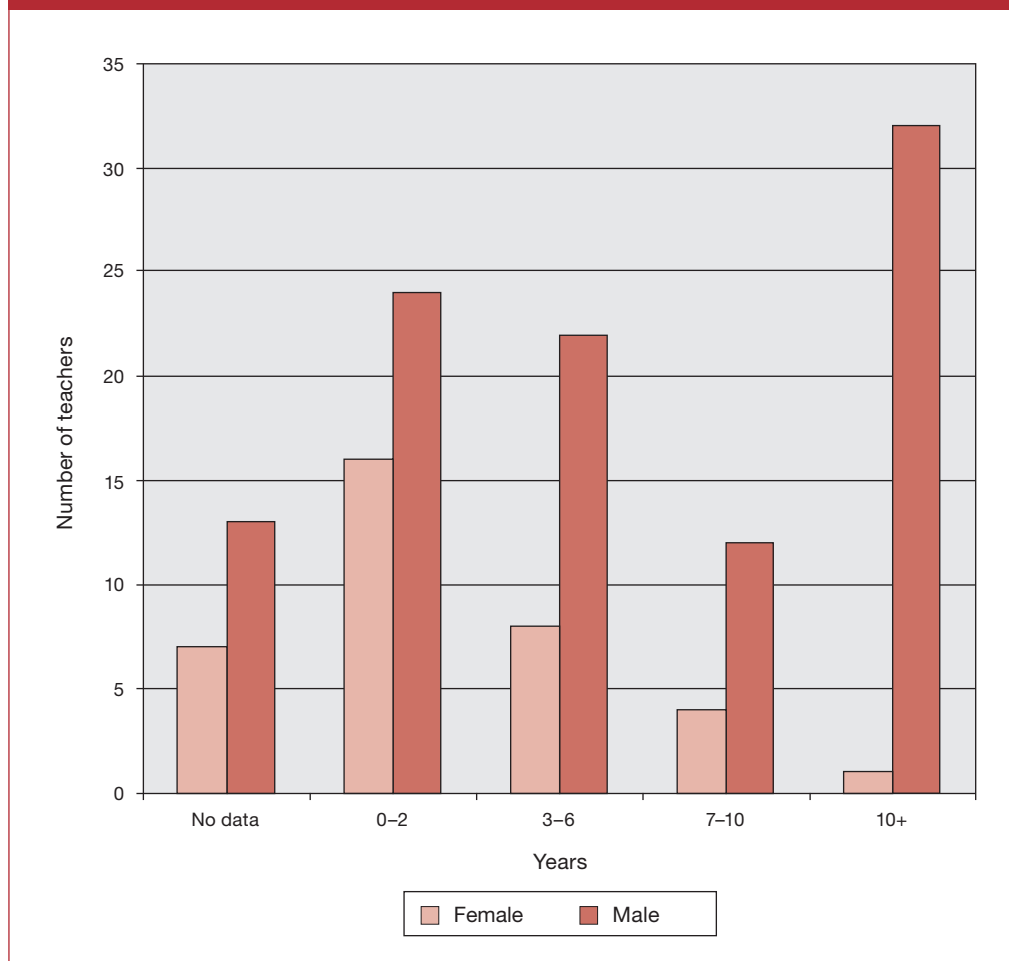
having received formal pedagogic training and around a half (71/139 = 51%) some form of in-service training.

Teacher mobility appeared to be more of an issue than student mobility, with over a third reporting having changed schools in the last 2 years. There was also a big problem with teachers being recruited to teach in schools that were far away from their homes. Almost half of teachers came from outside Caimbambo and only 26 of the 139 teachers were teaching in their home villages (see table 3.4 on page 24).

When asked on the questionnaire, more teachers agreed (37/65) with the statement *'Due to where I live it is difficult to arrive punctually at school'*, than disagreed (28/65).

As discussed below, some schools attempted to tackle this problem by building transit houses for teachers closer to the school. Until a pool of well-educated school leavers can be produced from which to draw teachers from the local population, education authorities need to consider strategies for accommodating and retaining teachers from other areas.

(d) Survey findings: general comments

The figures presented above, whilst giving some indications of the problems encountered on the ground, do not give a very full picture of primary education in Caimbambo. Teacher/student ratios, discussion of multi-shift schooling and class sizes all suggest a far more structured system than what was actually observed. As discussed in the following sections, many of the

TABLE 3.4: Permanent teacher residence in comparison to the location of their school	
Teachers' home	**No. of teachers**
Same village as school	26
Same commune, different village	26
Same municipality, different commune	19
Different municipality (outside Caimbambo)	68
Total	**139**

issues of school ineffectiveness related to the institutional culture of the schools, and these cannot be captured easily through numerical data collected on surveys. The existence of teachers and students on the school roll only occasionally translated into students' learning, either inside or outside of a classroom structure, and the quality of the lessons is also not indicated by the data.

Formal attendance data was not collected, but from informal headcounts during school visits, it was apparent that regular attendance rates for pupils were low. Improved monitoring and increased attendance were identified as objectives by a number of the project change teams. Whilst the survey attempted to collect student achievement data, this was only available in a handful of schools, too few for any meaningful analysis to be conducted. The survey did show that there were virtually no systems in place for evaluating student learning, and hence little incentive for students, teachers and schools to improve.

4. Action for change methodology

The purpose of the action for change activities was to enable an assessment of how improvement can be initiated or sustained in a school. As outlined, ten schools were selected for pilot work, with a further ten selected as control schools.[4] The ten 'change schools' and the 10 control schools are shown in tables 4.1 and 4.2.

It can be seen that these represented a range of size, facilities and distance from Caimbambo town. Pupil and teacher ratios in terms of gender were representative of the municipal averages. The number of pupils actually there on the days visited varied considerably from the official numbers below. Description of the buildings would also not be very permanent, in that wooden pole and thatch constructions had a very limited life, particularly in the rains, and even adobe blocks could suffer. (The dream was always to have a zinc roof, and, on the adobe buildings, to have doors and even windows to keep out the elements even further).

A workshop with directors and commune coordinators in July 2006 was the start of the action research process. The emphasis was on how to create change or improvement in their schools without massive external input or material support. The philosophy was of self-help, and of identifying changes for oneself rather than an external adviser telling schools what they should do. It was also about involving the whole school in the change process, so that there was ownership. During the workshop, various ways of working with different groups and consulting them about

Table 4.1: Summary of basic data on change schools											
Name of school	Commune	Distance from municipal capital (km)	No of classes	No of class rooms	No of students on roll Female	No of students on roll Male	No of students on roll Total	No of teachers Female	No of teachers Male	No of teachers Total
Chinguvi	Canhamela	32	5	3	82	64	146	3	2	5
Cuaunga	Canhamela	31	5	3	60	55	115	0	4	4
Italia	Catengue	60	5	3	64	72	136	1	2	3
Cambumba	Catengue	16	5	3	111	117	228	2	3	5
Tchiculo	Cayave	15	5	5	61	93	154	5	2	7
Calima	Cayave	12	8	8	80	100	180	2	3	5
Primaria 145	Sede	0.4	28	3	462	563	1025	18	6	24
Malowa 2	Sede	12	5	0	98	100	198	0	5	5
Epunda	Wiyangombe	19	5	0	46	77	123	2	3	5
Halo	Wiyangombe	10	5	2	37	47	84	2	3	5
Totals					**1101**	**1288**	**2389**	**35**	**33**	**68**

---

[4] It was originally intended that a second cohort of ten new schools would become change schools building on the experience of the original ten. The amount of work needed to visit and support an additional ten schools meant that this phase became unrealistic in the time span of the project. It is hoped that these schools will be involved in a future piece of work.

> *This team would examine all the suggestions and arrive at three changes to make (change objectives).*

change were trialled. The final decision was that each school would identify three changes they wanted to make. Arriving at these changes would be achieved by three separate activities, that is, with teachers, with parents and with students. Each group was to identify for themselves what they wanted to see that was different. A team was to be set up in each school called the Accion para Mundancas (Action for Change) team (hereafter referred to as ACT), comprising two teacher representatives, two parent representatives, two student representatives and the director. This team would examine all the suggestions and arrive at three changes to make (change objectives) which best reflected the wishes of the groups; they then would draw up plans to achieve the changes, as well as then manage the implementation and monitor the outcome.

It became clear that the processes of identifying changes and the work of the ACT were very new to the directors, and a manual or toolkit was needed to guide them through the processes and the timings involved to coordinate the work. This change manual was produced immediately after the workshop (see annexes 5 and 6). The change manual:

- explained about the action research and the concept of whole school change

- explained how to form an ACT

- gave the role and work processes of the team, as well as of the director

- gave the steps in the process of change

- outlined the three different activities to do with the three groups (teachers, students, parents)

- provided guidelines on running focus groups

- gave guidance on planning the actions to take

- made suggestions for monitoring and evaluation.

At the beginning of the process, AJS (the local partner NGO) held a meeting with all ten directors, to demonstrate once more how to identify changes, and show how the change manual would be useful. Two weeks later, another meeting was held with the directors, to allow them to share their experiences. (At

this point, the director of Malowa 2 in particular was very confident, showing how he had already conducted the process, and inspiring the other directors to get going).

Once the changes were identified, AJS gave considerable support as appropriate and where possible. For example, if the teachers said they lacked expertise in lesson planning, AJS would give a session on how important it was (without undermining the work of the director or telling them exactly how to do it, focusing more on where to find resources, or how to talk to other teachers).

AJS found that many change schools did not have copies of the curriculum, so they provided that, photocopying it from the Municipal Office. If possible, they brought the directors together for further meetings in Caimbambo. They observed some of the change meetings and the voting procedures to choose which change was the most important. They were able to report on the enjoyment of the initial processes, for example students liking running about between the statements about what helped them to learn, and teachers liking the 'Tree of Success' where they identified situations where they felt a sense of satisfaction and wanted to repeat it. AJS also monitored the work during visits to the schools to administer the questionnaires and conduct focus group discussions.

Of the ten schools, eight attempted a change process. Two schools had apparently been able to make little progress in spite of support from AJS. The last visit to one of these schools found neither the director nor any teachers there, only students waiting. The commune coordinators were unsure as to why the two had dropped out – the schools were quite distant and they did not visit. It seemed to be the lack of enthusiasm or commitment of the director, not just to the project but also to the school itself. At one school, the director had left in December, and had apparently had little interest in the school before then. A permanent replacement director was not yet in post. This serves to highlight the obvious importance of the role of the director in school development and change and the need to identify strategies to engage school directors who may be less motivated to initiate and support change.

Ten **'control' schools** were also identified. These are shown in table 4.2. We wanted to establish whether changes would occur in schools without the specific intervention of the project. Thus ten schools, again two from each commune, were selected to parallel the change schools, with similar resources and with a similar post-conflict culture and context. The final questionnaire to students, the questionnaire to teachers and focus group discussion with parents, students and teachers were held in both change and control schools (although only seven of each completed the questionnaires in the end). Absolute rigour in terms of the neutrality of control schools was problematic, as schools in the district were being visited anyway to collect survey data, to administer questionnaires and to have focus group discussions with parents. For some schools this was unusual, and there would have been some sort of 'halo' effect that came simply from being visited and people showing an interest. The project had to be explained, in order to collect data, and this may have led to greater impetus for activity or claims to improvement when visiting on the final research visit. Nonetheless, differences between change schools and control schools

could be identified with some confidence, as will be discussed in this report.

A final visit was made by Lynn Davies in March 2007; she visited nine of the original change schools, as well as seven control schools, and interviewed the director and staff of the remaining change school in Caimbambo itself, as they lived there. The nature of the interviews in these schools varied, but typically included an interview with the director, a meeting with the parents, and discussions with teachers and/or members of the ACT. Sometimes joint meetings were held, and sometimes separate groups were interviewed, depending on what was most practical and appropriate at the time. Some directors would call a large number of parents who would be waiting for us, and we often talked to them first. It was significant that many schools did not routinely provide a group of students for us to talk to, a point to be discussed more below. Interviews and discussions were conducted in Portuguese or in Umbundo, with the latter always used for parents, and with Lynn Davies using an interpreter.

Table 4.2: Summary of basic data on control schools

Name of school	Commune	Distance from municipal capital (km)	No of classes	No of class rooms	No of students on roll Female	No of students on roll Male	No of students on roll Total	No of teachers Female	No of teachers Male	No of teachers Total
Epumo	Canhamela	31	5	3	52	66	118	1	3	4
Mahumbulo	Catengue	54	5	3	91	98	189	3	1	4
Ningui – Ningui	Catengue	65	5	3	91	110	201	0	4	4
Catala	Cayave	24	5	5	42	42	84	1	1	2
Catala – Longongo	Cayave	20	3	3	20	54	74	1	3	4
Lomia IIº	Sede	15	7	0	129	163	292	1	4	5
Malowa Iº	Sede	10	6	0	115	108	223	3	3	6
Missão Católica	Sede	2	23	2	318	657	975	23	7	30
Wiyangome sede	Wiyangombe	16	10	3	147	178	325	5	7	12
Tomé I	Wiyangombe	23	5	3	94	134	228	0	5	5
Totals					**1099**	**1610**	**2709**	**38**	**38**	**76**

"Given that these parents are stakeholders in education and had given up their time to attend the meetings they had a right for their views to be heard…"

There was variation in the nature of response during these visits: often in parents' groups, questions would be responded to only by one or two 'spokespersons', perhaps the soba, religious leader, or senior male, and it was difficult to get others to speak, particularly women. Given that these parents are stakeholders in education and had given up their time to attend the meetings they had a right for their views to be heard, however, due to cultural reasons it was difficult for them to exercise this right in this arena. An ethical concern was therefore bringing in large numbers of parents (sometimes up to 50) who did not actually 'participate' in a formal sense. Two background factors are important here.

Firstly, it would not be prudent for a director to call a small number of parent 'representatives', as this would cause confusion and some jealousy, and the director would have difficulty next time when he wanted to mobilise a large number. Secondly, in every parent meeting we held, the parents expressed appreciation of being able to meet with us, and clearly enjoyed being consulted, even if they did not speak directly. Our questions to teachers and the director enabled them to get a clearer picture of the school, and to feel involved.

A diagrammatic representation of the change cycle methodology developed during the action research is attached as annex 2.

CfBT
Education Trust

5. Making change in the schools

> *The director of Epunda said the change manual was useful, and at the last meeting they had chosen three aspects – teaching methods, teachers explaining, and motivation during the lessons.*

(a) The process of change

All eight change schools claimed to have used the manual and the activities in it to decide the changes they wanted to make. They had used various means of voting among parents, teachers and students to decide what they wished to focus on. The process itself was a learning experience. The Tchiculo director recounted for example how pupils at the beginning *'did not know how to learn'*, that is, did not know what helped them learn, and then gradually were able to find small things that contributed to the teaching and learning process (such as teacher punctuality). The director of Epunda said the change manual was useful, and at the last meeting they had chosen three aspects – teaching methods, teachers explaining, and motivation during the lessons. He recounted that students had enjoyed the session and had identified *'teachers who correct the work, teachers who are punctual, teachers who explain and parents who help me'*, as important. *'We have never conducted a session like this before. They appreciated it. We have had two more sessions like this since.'*

The director of Halo said he learned a lot from the manual, following the steps, and taking *'good profit'* from it. It helped them to hold different types of meetings with different groups – teachers, parents and children. He tried in particular to motivate the children, telling them *'if you study, you could be a teacher like me!'*. He explained to us how he was now using more meetings in his management: if a teacher was not punctual, or drank a lot, he would first meet him; if not successful, he would hold a big meeting with everyone. The director of Escola 145 said the change manual was very useful, and he had used all the activities. It was the first time for teachers to work like this; for the students it was difficult and needed much explanation, but for the parents it was easy – they liked the idea of teachers being punctual, being prepared, and adopting good methods.

(b) Changes planned

The changes finally arrived at by the schools fell mainly into two categories:

(a) *Physical changes: construction of a school building or classrooms*; construction of a teacher's house or teachers' transit house[5].

(b) *Improvements in teacher professionalism*: teachers being punctual, not being absent, preparing their lessons well, following the curriculum, using suitable teaching methods, explaining properly.

Other changes less often mentioned were that parents would buy school materials for their children, and that children would be more punctual.

The *mechanisms* to be used for achieving these changes were identified as:

For **physical changes**: parents preparing adobe mud blocks or the wooden poles for a wooden school, deciding the division of labour (typically men cutting poles and women cutting grass and preparing the thatch); the ACT being involved in measurements and decisions on construction, as well as the siting of various constructions. Sometimes parents themselves decided where a construction would go up.

For improvements to **teacher professionalism**, mechanisms were to include:

- **Curriculum:** AJS or the director going to the Municipal Office to photocopy the syllabus for each class[6] and the director arranging regular pedagogic meetings between teachers

- **Punctuality:** effective supervision of teachers, with an attendance book and records of lateness/absence; house visits

---

[5] Many teachers are posted from their home place of stay and have long distances to travel, which contributes to absenteeism and lack of punctuality; a transit house is a place for them to stay during the week.

[6] There is a new reform of education, and a new curriculum for each grade. However, this curriculum has not reached all the schools, and often teachers do not know what they are supposed to teach.

> *It should be noted that many of these activities identified as 'changes' would be routine in schools in more developed or stable contexts.*

by parents or students; meetings with the teachers to encourage them; parents and/or students telling the director when teachers are continuously late; influencing the commune coordinator to place teachers in the school who are likely to come to school on time; and reiterating *'teachers must wake up early'*

- *Lesson preparation:* teachers encouraged to write daily lesson plans; regular 'pedagogic' meetings between teachers, classroom observation by the director; systematic evaluation of students; teachers understanding the material well

- *Teaching methods:* pedagogic meetings; using more visual aids and songs, regular supervision of teachers

- *Explaining:* encouraging teacher punctuality (i.e. having more time to explain), lesson preparation, attending seminars.

It should be noted that many of these activities identified as 'changes' would be routine in schools in more developed or stable contexts. Lesson planning, following the curriculum, coming to school on time, would not be seen as part of an 'improvement' process in UK for example; but in Angola these practices have not become established as a culture of education due to the prolonged war. Not only did the majority of teachers not have training in the basics of teaching, most would not have experience for themselves schooling in which the teacher planned lessons, followed the curriculum and came to school on time. The changes required a step change in school culture. One director of a control school, when asked about his plans for the future, said that his dream was to have lesson planning. Maybe he would not achieve that the next year, but perhaps the year after. It was clearly not something which he expected to achieve in the near future.

(c) Actual changes

This section identifies and discusses the actual changes that did occur, according to the respondents. Contrasts or similarities with control schools are shown where relevant.

1. **Preparation of lessons.** Teachers were now engaged more in preparing their

lessons, rather than simply *'standing in front of the class'*. There was a smaller proportion of teachers in change schools (5/23) agreeing with the statement *'I think that I do not need to make lesson plans'* than in the control schools (14/42). In Tchiculo, this was linked to teachers' acknowledgement of the need for development, in that before, they were 'shy' to share weaknesses, but now they would go to the director and admit problems. Tome 1, a control school, in contrast did not appear to have teachers' meetings to share problems; instead *'sometimes the director comes and explains the right aspects of teaching'* – that is, there is a top-down approach. In Escola 145 (change school) the director reported to be regularly observing teachers' lessons to check on preparation (the number of observations increasing because of pressure from the AJS team!).

2. **Teaching methods:** Overall, there was agreement that teaching methods had been enhanced. In Epunda, parents felt teaching methods had definitely improved, and that teachers were explaining more, rather than just putting a summary on the board. There was an acknowledgement of the need to recognise individual differences: parents were aware that one student might understand but another might not. *'At the end, the student is supposed to have the material, but children go up a class without understanding'*. They felt teachers were tackling this. Epunda were trying 'different methods' including being more informal with the pupils, and not *'being like a chief or boss'*. They were using discussion, songs and plays. This is of course groundbreaking in a context of traditional authoritarian teaching. At Ningui-Ningui, a control school, when asking what the teachers liked about teaching, they said *'standing in front of the children, it reminds me of my childhood'*. In this situation, there would be a recycling of methods, teaching as you were taught. Only one mentioned getting satisfaction from assessing the background of the children, checking how much they understood.

In Halo school too, parents felt teaching had improved, that pupils were learning

CfBT
Education Trust

5. School building under construction using 'Adobe' mud bricks – Caimbambo

"There were highly visible signs of classrooms already constructed or under construction – and there was reported to be better maintenance."

something. *'In the past, you could never see a child's notebook, because they kept it, now they show you how work is marked, you can see what they are doing'*. One teacher there explained how there was a new 'methodological orientation' – each teacher had to identify the performance of the student; if poor, then they were to put them at the front of the class, so they could follow. The director's responsibility was to follow up absence, encourage lesson planning, and to observe lessons. The teachers said it was good to have someone attend your class, it was good for professional background, to receive permanent assistance – and *'you were not frightened if the coordinator came!'*

Teaching methods were linked with the language of instruction. Change schools in particular were grappling with the dilemma of the language of curriculum being Portuguese, which neither the children nor the community spoke. Italia teachers recounted how *'The local language has proven to be a huge obstacle. The students are dominated at home by Umbundo, their mother tongue, and during the classes which are in Portuguese the teacher wastes a lot of time trying to explain.'* Three change schools at least reported deciding (officially) to 'mix' the languages so that children understood (as had one control school, Malowa 1). This related not just to children's understanding, but to parental communication – beforehand, the students could not tell the parents what was happening; but now they could show parents and explain in the local language. In contrast, in one control school, the teacher simply spoke of having to repeat the Portuguese *'many times'*.

3. **Teacher punctuality and attendance** was reported to be better in all change schools. In Tchiculo, the director had meetings with teachers in their free time, and *'teachers became aware of how important it was for teaching and learning'*. Punctuality was stressed in Cambumba too. Primaria Escola 145 was recording daily attendance (as well as insisting on daily lesson plans). Mechanisms of students reporting to parents about teacher punctuality and absence, and parents to the school, seemed to work.

4. **School buildings:** There were highly visible signs of classrooms already constructed or under construction (see picture 2.1) and there was reported to be better maintenance. In Tchiculo, the construction of teachers' houses was happening; parents had prepared adobe blocks, but these had been spoiled by the rain, so they decided to cut poles instead. In Chinguvi, parents were building a transit house for teachers as well as constructing a classroom for the children who were currently sitting under the trees. It has to be said that parents constructing school buildings was common anyway. This was not unexpected in an area with a large recent returnee population. School construction was happening in some control schools as well, such as Malowa 1. However, there was a view that the mechanisms to consult and involve parents in the change schools facilitated and speeded up the process. (See Table 5.1 on page 32.)

Note: Table 5.1 shows the changes and progress made against the eight change schools that completed the process/cycle.

CfBT
Education Trust

TABLE 5.1: Summary of changes planned and achieved			
School	**Changes planned**	**How**	**Achieved?**
Tchiculo	1. Construction of teachers' houses 2. Teacher comes on time 3. Teachers prepare lessons	1. Parents and students make mud blocks 2. Meetings, house visits, telling commune coordinator 3. Meetings, lesson planning, classroom observation	1. Yes 2. Yes, meetings about teachers' performance and planning 3. In progress
Calima	1. Obtain curriculum programme 2. Promote teachers' meetings 3. Construct classrooms 4. Teachers are not late nor absent	1. Go to Municipal office 2. – 3. Parents distribute tasks 4. Influence communal coordinator in teacher allocation	1. Yes 2. Yes 3. Yes 4. In progress
Cambumba	1. Teachers are punctual 2. Teachers use adequate methods 3. Teachers explain well	1. Effective supervision, attendance book 2. Demonstration, supervision 3. Lesson planning	1. No, director left; new director is trying to restart
Primaria 145	1. Teachers prepare lessons	1. Pedagogic discussions, teachers understanding material	1. Yes
Epunda	1. Teachers use adequate methods 2. Parents buy school materials for their children 3. Teachers explain well	1. Lesson planning, photocopy curriculum 2. Make a savings plan 3. Lesson preparation	1. Yes 2. No 3. In progress
Halo	1. Teachers love their work more 2. Teachers master the material 3. Parents involved in teaching and learning	1. Punctuality, getting curriculum, preparing lessons 2. Getting curriculum 3. Meetings between school management and community	1. Yes, although not all teachers 2. Yes 3. Yes
Chinguvi	1. Students more punctual 2. Teachers make lessons more agreeable 3. Fortnightly meetings between teachers and parents	1. Meetings with parents, starting the lesson with those who are present 2. Giving exercises to students 3. Encourage parents to contact the school, individual meetings about their child	1. Yes 2. In progress 3. Yes
Malowa 2	1. Teachers share the curriculum 2. Construct classrooms 3. Teachers explain well	1. Joint meetings of all teachers 2. – 3. Better lesson planning	1. Yes 2. In progress 3. Yes

6. Key factors in school effectiveness

> " *The State should be the one helping us and they are the ones asking for our help in relation to the school.* "

The analysis now turns to focus specifically on the first research question (see page 15), which sought to identify the key factors that explain why in a post-conflict context teaching and learning is more effective in some schools than in others. These factors can be put under a heading of *'patterns of collaboration and influence',* as the changes related to underlying shifts in relationships, involvement and cooperation of participants, whether of parents, teachers, students or commune coordinators. As the change schools adopted more collaborative ways of working they became more effective. It is true that similarly a more collaborative approach was also a feature of the more effective control schools. Collaboration relates too to the role of change agents in the school and ultimately to the positioning and stance of the director. The factors fell into nine categories: parental and community involvement; parental engagement with teachers and teaching; teacher collaboration; access to the curriculum; student participation; student enthusiasm and understanding of the teaching-learning; the role of the commune coordinator; the role of the ACT; and, underpinning it all, the commitment and capability of the school director. A full breakdown of the questionnaire data from change schools and control schools is given in the annexes.

(a) Parental and community involvement

In all schools visited, whether change or control, parents seemed willing to contribute to the school. This was predominantly in construction, but also when teachers had not been paid, they would provide food. In all schools, they recognised the value of education, and some also wanted adult education for themselves in the afternoons after working in the fields, that is, either in particular subjects such as science for those with a little background, or some form of literacy training for those without. In Tchiculo, the director reported that many of the parents had pointed out *'The State should be the one helping us and they are the ones asking for our help in relation to the school'*, Yet he continued *'In the past our relationship with the parents was difficult because of the lack*

of participation but now it has become a little better because there was a lot of time spent trying to show them the importance of the school. Now we have a sufficient relationship with them and they are making decisions'. Similarly, in Catala Longongo, a control school, the parents were seen as *'very talkative'* and *'having initiatives'*.

In Tome school, (also control) AJS reported that every time they went there, they found the parents doing something, and the head was able to sensitise them about the importance of schooling. In the questionnaire, the slight majority of teachers agreed that relationships between the parents and the school were good, and although the strength of agreement clearly varied with the school, no one disagreed entirely. Also, in relation to statement 10 *'the parents and guardians understand what the school is trying to do'*, again no teacher disagreed completely. The focus group discussions fleshed this out a little, with the obvious point that parents varied greatly in their capacity to contribute, but that they could be sensitised. Comments in other schools ranged from *'The parents are involved with the construction work for the new classrooms so that the students don't need to study in the open air'* (Epunda), through to *'Few of the parents are interested in the school, their children and their own involvement'* (Chinguvi).

It was rewarding that the student questionnaire revealed that 83% of students in change schools thought their parents helped the school, compared to 55% of control school students.

The change process seemed to have built on what involvement there was, and intensified it, particularly in terms of the horizontal relationships between parents. Parents were meeting among themselves rather than waiting to be called by the school. In Epunda (change school) the parents were trying to encourage other parents to get their children to school on time: *'parents have to understand that if children reach school, the future is open'*. They admitted not all do – 'we don't have an exact

CfBT Education Trust

> *Parents at change schools on the other hand knew it was good to check notebooks, and that one task for them was to provide time for their children…*

answer', but wanted the director, teachers and coordinator to have more meetings with parents to explain the importance. The existence and work of the ACT had also helped in this. Calima (change school) students were reported to have become more motivated since their parents started giving them breakfast before they came to school. In Italia (change school), parents recognised they had two initial roles: firstly, to insist that children came to school and to check they had really reached the school; and then to check what the children had written and encourage them to revise. It was significant at Italia that the parents were building wooden classrooms where they wanted them, in the middle of the village, not where they were supposed by the authorities to put them. It is important not to underestimate the perspicacity of parents: at Italia, when asked about the new director, they said he seemed to be doing well, *'compared to the old ones'* (they had had many); but it was difficult to make a deep assessment, as *'people started well and then got worse'*. But they were pleased that the new director was teaching, and they could see that he set exercises and marked them. He was helping the parents to follow up, to ask for the notebooks and see whether the work was done.

It was instructive at Wiyangombe Sede (a control school in a new concrete building) that one parent came to the meeting who had just been at our previous meeting at Epunda, clearly enjoying the contribution! He said parents at Wiyangombe Sede were very proud of their beautiful, comfortable building. Yet when asked how else they could help, given that no input to building was needed, this seemed initially a difficult question for the parents. They then talked of compelling their children to go to school. *'Where there exists a proper school, like this school, the main responsibility for the parent is to insist children go to school….so tomorrow can be better'. 'Some parents see other children going to school, and then they copy them, even if they don't know why'.*

At Chinguvi (change school), it was a 'new idea' that parents should visit the school about their own child. This was seen as a very good thing. They also wanted the teachers to

call the register, record absences and let the parents know. Parents were to follow up, to come to the school regularly to check. One significant comment was *'as parents, our task is to find out if the absence of the pupil is because of the absence of the teacher'*. They would now ask their child whether there was a problem with the teacher. *'The community has a responsibility to communicate to the director to say a teacher is not around'.* Yet in Epumo, a control school, we were told parents would never come to check with the director to see why teachers were not there; they would only come if the director called them. They would also not discuss with the director why their children were dropping out.

Parents at change schools on the other hand knew it was good to check notebooks, and that one task for them was to provide time for their children, not to overload them with domestic or agricultural duties, which was clearly a result of the change discussions. In Cambumba school, parents spoke of their role to monitor notebooks: *'if there is nothing there, have you been to school?',* and, like Calima, knew that for students to pay attention they had to eat, they had to have breakfast before going to school, for concentration. Tchiculo parents said they realised children were learning something, every day they checked the notebooks, looked at the date and what they had done (while acknowledging not all parents could do this).

But parents also had useful ideas they could all do, and one task they found in Cambumba was to keep the blackboards safe so that they were not stolen. In building the transit house to motivate the Benguela teachers, they recognised there were still problems of maintenance – during term time, it would be OK but in holidays the house would be destroyed because of insects, and lack of good grass; they accepted their role of maintenance at this time. Parents overall were very aware of the problems of teacher recruitment, of getting enough teachers and of the problem of 'amusement' for a teacher posted to remote areas. *'If the problem is food, or residence, we can create a basis until the issues are solved. But we cannot create amusement'.*

> *We want to see the children learning better. Most of the teachers don't care about the way they teach, they only want the salary.*

(b) Parental engagement with teachers and teaching

Even more striking in a way than the traditional contributory aspects were parents putting pressure on the school and teachers themselves to improve. Halo parents recounted: *'Yes, there have been some changes'. 'Above all the spontaneous visits at the school from the parents and guardians to see what is actually going on and to follow their children'.* In contrast, many parents in Tome (control school) would not come to the school on their own initiative, even though they were concerned about their children not being able to read and write, and that teachers let pupils pass to the next class even if they were not ready. No parent would ever complain about a teacher. Their explanations of why children could not read were fourfold: pupil absence, pupils not revising or doing homework, *'pupils do not learn easily'* and parents who were unable to help. There seemed no consideration of the role of teachers or of teaching methods, which had started to emerge in the change schools. Parents not being able to help was related to 'lazy parents' and 'illiterate parents' – again, nothing about the school working with parents to show them how to help. Catala Longongo (another control school) parents admitted in the focus group discussion *'What needs to be said is that none of the parents voluntarily consult the director or the teachers to discuss the capacity of their children and how they are doing in school'.*

Yet in Epunda (change school), on the other hand the parents said *'there are no complaints about teachers now, there is an improvement because of the influence of parents'.* Now they felt the teachers were explaining more. *'They used to just put it on the blackboard without explaining'.* After there was a change of director, the parents said they needed to see whether there were further improvements. *'If he goes the right way we clap, if wrong we say stop!'* Epunda parents were very vocal, and it is worth quoting them at length:

> *'We want to see the children learning better. Most of the teachers don't care about the way they teach, they only want the salary. Parents need to monitor their work. But we don't speak in his absence; we have*

to be courageous enough to speak to the teacher directly in a meeting. First we do it individually, insist again and again, but if nothing improves, we take it to the director.'

'At the beginning we didn't understand it, we didn't have the courage, but because of the change process we have the courage. Now we have a voice, we know we can influence, someone is our representative and speaks on behalf of us. In the parents' meetings and the ACT meetings we realised these things. We have nothing to complain about now about teacher absence and punctuality'.

At Malowa 2, the community said they would go on strike if the section planned to transfer the director! 'They will use their voice to get him back'. In these change schools, parents are realising not just their importance to their own children's attendance and learning, but that they have a voice.

Again, it must be said that this is not always confined to change schools. Wiyangombe Sede parents also gave information to the director in meetings about teachers who were not punctual, or teachers who were absent, as well as about building some classrooms between the village and the school, to reduce the distance walked. *'Parents can discuss if they have bad services from the teachers'.* Communication between parents and director was seen as good, that the director never went ahead with an activity without consulting them first. The role of the director will be discussed later.

(c) Teacher collaboration

What seemed to be new or at least enhanced in change schools were teachers meeting to share ideas and to plan their teaching. Chinguvi teachers said: *'The changes have been possible because of meetings with the students, teachers, and parents where everyone shares their ideas and opinions'.* Tchiculo teachers reported *'better frequency of pedagogical meetings with the teachers to plan lessons and exchange experiences.'*

There was greater confidence to admit areas where help was needed. An Epunda teacher said *'Now, every time I have a problem I go to a colleague to share this'.* Their November

staff meeting had discussed lesson planning, using songs, investigating new methods and photocopying the curriculum. There was now group lesson planning, and ideas on following the curriculum. Teachers said they could *'share their experience'*, based on pedagogy. In the past they had had general meetings in the commune about teaching, which were very good, but these seemed to have stopped – they wanted AJS to find out what had happened. There seemed a greater sense of initiative and impetus about collaboration on teaching.

In Malowa 2, the director would bring all the teachers together, although they taught different classes, to discuss methodology: methodology was realised to cut across all of the classes. This was the first time for this school. Similarly, the director of Escola 145 was having regular meetings of teachers to look at methodology and share experiences – while he did this sporadically before, he was now having meetings every Saturday, and in a more effective way. It was significant that while teachers in control schools felt they could change things only in their own class, but not across the classes, in change schools, there was a new culture of teachers meeting and discussing pedagogy, and hence acknowledgement that improvements or changes to teaching methods should be a whole-school approach.

Teachers wanted materials and they wanted training about the new reform system. They also realised that they needed inspection or evaluation from the commune coordinator (both Tome and Halo had had a visit last year, but not this year). There seemed greater confidence about others observing their teaching, and a welcome for the director to do this. Not only were there pedagogical meetings in Tchiculo on planning and how to deal with 'abnormalities', but the teachers said things were better *'in terms of the fact that the director is supervising the classes that the teachers are giving'.*

It was not a completely smooth ride though. The director at Calima revealed openly that *'some teachers limit themselves to simply showing up and marking their presence'.* One should not be complacent that simply having

meetings will mean total participation and 'buy in'. The Halo director recounted:

> *'We work to change the attitudes of some of the teachers who come in a state during the hours of work and others who show lacking skills. The teachers have contributed with responses and/or opinions related to the improvement and changes in the school very positively. Some of them however show pessimistic qualities when they see the things we are lacking. All the same, some of the teachers come through as innovators and make up for the rest'.*

(d) Teacher access to curriculum

One very basic support that was given to change schools was access to the official curriculum. The new education reform and curriculum had not percolated to all schools. There was one copy in the Municipal Education Office, but access to it meant the director going there and copying it out by hand, or photocopying if there was electricity and/or toner. Unsurprisingly, many schools did not do this; teachers would simply choose a lesson to teach which was not necessarily part of a planned progression. If one of the changes wanted by the school was for the school to have access to the curriculum, AJS would assist in this by providing a copy for the school. Staff commented on this in the FGDs. The Calima director talked of *'receiving a curriculum'* as one of the successful changes for the school; his teachers confirmed *'We have access to a curricular program and we are able to follow it. We make daily plans for our classes.'* Chinguvi teachers were, as with collaboration, a little more mixed: *'Some have the access to the curricular programme meanwhile others don't even want to know about the programme… some are able to follow the programme, whilst others don't even ask why there is no programme'.*

Other schools were completely lacking however. The teachers in one of the change schools (which did not in the end participate in the change process) said categorically *'We have no access to the curriculum. The lesson plans are done individually each day'.* Similarly, Wiyangombe Sede (control school) teachers explained, *'We do not have access to a curricular programme and we orient ourselves*

> *As the world over, they knew what a good teacher was – one who explains, who sets homework, who corrects it, who stimulates them to read.*

with the manuals so that we can plan our classes… The planning we do on our own, making it very irregular'.

There are many debates in developed countries about the stifling nature of a national curriculum, but in contexts where teachers are untrained, materials in short supply, and particularly where conflict has caused the fragmentation of education provision, it would seem fundamental that there is some sort of agreed curriculum which can guide planning and provide a common framework for teachers. The many mentions by teachers of planning 'daily' gives the clue that the teaching is otherwise an ad hoc activity, with plans, if any, done on the hoof. This links to the importance of teacher collaboration and meetings described above. Catala (control school) students said clearly in their FGD: *'Certain teachers are prepared for their lessons, others are not.'*

In the teacher questionnaire, over a half of the change school teachers (13/23) said it was easy to see a copy of the curriculum in their school (Statement 9), compared to only a small number in the control schools (9/42). Similarly, for Statement 15: *I am capable of teaching the curriculum*, all change school teachers agreed except one, with one 'don't know' (n=23), while 8 control school teachers did not know and a further 6 had only partial agreement (n=42). For Statement 18 *I do not follow the curriculum in my classes,* only one change school teacher agreed, compared to 15 control school teachers. (See report annex 3a teacher questionnaire results for a full table of responses form teachers in both change and control schools)

(e) Student participation in change

Student participation in the action for change was less clear cut in terms of involvement in school improvement. Students were being co-opted onto the ACT, but their actual participation in decision-making or even discussion appeared patchy. Students on the ACT 'interviewed' at Tchiculo were reluctant to speak at all, for fear of saying the wrong thing, not being used to speaking to other adults, or not feeling they had anything to say (or all three). They said they liked the ACT meetings, but when asked what happened, they said

'they talked'. 'About what?' 'Forgotten'. They said teachers gave good lessons both before and after the change process. Understandably it would take a long time for pupil democracy and critical comment to be embedded, and it is likely that the schools would not naturally go down this route to start with. While on hearing of our visits, schools would routinely call the parents, they did not call students to meet us unless we specifically asked.

In Cambumba, the teachers were actually debating whether there were any students on the ACT. They decided there were in the end, two of them, but that they didn't say much. In Epunda, the director said pupils were generally shy because of the culture – and also because of language competence. Meetings would mix between Portuguese and Umbundo. Pupils were reported to see the teacher as *'a great man'* (sic) and to be very timid, very frightened. The director and the teachers were of the view however that pupils should have a voice, that they should have clear signs that they can be understood. They thought it was important to have pupil opinion, as they are one of the most involved groups in the teaching process. In Halo, the director admitted it was difficult to get ideas from them, they were 'shy' in talking to the director or to teachers; but in the group work, they apparently came up with ideas as to how to improve. This does confirm the need for the process supplied in the Change Manual, to give initial confidence, which can then be built on as one element of post-conflict regeneration.

When students did talk to us, they all seemed to value education as the means to mobility. They wanted to be teachers, doctors, nurses, priests. As the world over, they knew what a good teacher was – one who explains, who sets homework, who corrects it, who stimulates them to read. Pupil absence was seen as being because students did not realise the importance of school, or lack of knowledge of parents – not a reaction to classroom relationships as such.

Yet there are the beginnings of student consultation, and getting student views on a range of school life. In Malowa 1 (control school), they already tried to consult students,

> *They said they did not want to keep studying under the trees, because of the weather, and this had motivated him more in terms of construction.*

and found they brought forward 'brilliant ideas'. *'We say "if the school thinks you should write well, what do you need?" They say, "perhaps a chair…"'*. In Italia, when asked how the students were involved, the director named 'small activities – gardening, planting trees' – that is the school environment. In one school the pupil representative was tongue tied and paralysed, but the director and teacher said the two representatives did contribute – the girl said that her last Grade 3 teacher was a man, and she lacked confidence to speak to him, and would prefer a female teacher; the boy said that he did not like it when the teacher spoke harshly. He liked a teacher who taught well, or helped them with their dictation. In Malowa 2, the director initially thought the students would not contribute anything. He brought them together at break time and asked them what they wanted to improve. They said they did not want to keep studying under the trees, because of the weather, and this had motivated him more in terms of construction.

In Escola 145 (in Caimbambo village itself, so somewhat less remote) the director said the students talked more than the teachers did! He was going to have three of each sex on the next ACT (as Calima also wanted). Students asked for a good lesson plan, and wanted teachers to be present and punctual. The students were now going to the teachers' houses to see why they had not come to school! In Calima, students learned rapidly about participating, and had been given roles of responsibility to organise other students, which the new teachers we interviewed had noticed.

It remains to be seen how far student democracy will persist after the project. Across all of the schools, students were described as 'shy', with little recognition by director or teachers of the role of the authoritarian culture of school (and home) in generating and reinforcing this. Students were blamed for the effect of their lack of confidence on teaching and learning: for example, in Italia, (change school) the head said in his FGD interview *'The students from our school hardly speak and never suggest anything'*; and the teachers said *'The students are good but they don't say anything. It is not easy to teach them. They are shy and show very weak participation.'*

There was little admission of the need to give them confidence in the class. Yet the directors of change schools in their interviews had at least the rhetoric of consulting students, compared to one of the control schools, where for example, the director, when asked whether they ever consulted pupils, said *'we do not consult children. We just consult their parents instead of them'*.

(f) Student enthusiasm and understanding of the teaching-learning process

Nonetheless, what has to be taken into account in thinking about factors in effectiveness is the enthusiasm of students for schooling. The questionnaire found the vast majority of students agreeing *'I like to go to school'* (Statement 1) which would surprise those in developed countries where facilities and classroom relationships would seem to be more conducive to enjoyment and where students are more apathetic about compulsory schooling. There are a number of explanations for this: that the students completing the questionnaire are those that are actually there that day, and therefore are more likely to be pro-school than those who have stayed away; or that they are 'cowed' into a pro-school response and would not dare say otherwise; or that they are genuinely appreciative of their schooling experience. Whatever the reason, there is a support for school which can be drawn upon. Few students agreed with the statement: *school is boring* (Statement 3).

Around a third of students (123/363 = 34%) agreed to some extent that the teacher did not always come (Statement 9). Around one third of students (110/363) admitted that *'the teacher shouts a lot'* (Statement 12); almost half of students in change schools (48/98) and one-third in the control schools (94/265) said that their teachers beat them (Statement 6). Yet three-quarters in both groups said the teachers corrected their work. One hopeful difference between change and control schools was that more of the change school students (59% compared to 40%) could ask their teachers if they did not understand something. It is still a proportion which is too small, but has hopes for the future. Chinguvi students commented favourably in the FGDs on *'the changes in the school that help make learning more easy are: learning to read*

> *The aspects we don't like about school are the teachers who don't teach well and don't come very often.*

and write, and good explanations from the teachers'. For Tchiculo students, *'There have been some changes in the school in the last year, the punctuality of the students and teachers… the teachers started to give good classes, explaining the material so that we can understand better'* In Calima, the students did not like *'teachers who hit, who rarely come to classes, and those who yell a lot during their classes'.* Yet they commented in the FGD that the changes that had helped the school learn more easily were those in new techniques of teaching. *'The teachers are good; sometimes they are strict about completing our homework. The teachers are well prepared for their classes'.*

64% of change school students said their lessons were well organised (Statement 14) compared to 43% of control schools. Interestingly, 63 (n=265) control school students said that they did not know whether their lessons were well organised, compared to only 14 (n=98) of the change school students. With the new emphasis on lesson planning, were change school pupils starting to realise what an organised lesson looks like? In response to Statement 18 *'I think we should have more homework',* 28% of change school students agreed completely compared to 13% of control school students. Not exactly a swinging majority, but perhaps more than in developed countries. Two thirds of all pupils thought they had good exam results in school (Statement 7) and most liked their director (Statement 10). Overall, there appears to be an acceptance of the school and its teachers which on the one hand would worry those who wanted a more critical appraisal of the teaching-learning relationship, and on the other hand would demonstrate that students generally have a positive pro-school attitude which is of great benefit to school effectiveness. Italia students said in the FGDs, *'The aspects we like the best about school are studying and learning how to read and write. The aspects we don't like about school are the teachers who don't teach well and don't come very often'.* What is clear is that students are receptive to effectual and consistent teaching.

Hence it could be argued that teachers need to build on this appreciation and commitment for school. Yet the teacher questionnaire

revealed low expectations of students, with only a minority disagreeing that *'the students in our school are not intelligent'* (Statement 6). Tchiculo teachers admitted that students react to teachers conveying their disdain: *'Some of them comment on the bad teachers (bad treatment, the use of insulting words because of slow learning from the students)'.* A majority of students in both school groups said that they sometimes did not understand the lessons. It will take a while before the emphasis in the change schools on giving more explanations has an effect.

(g) Local authority support: commune coordinators

The project tried to involve the commune coordinators, but this was probably the weakest part of the network of people involved. Some coordinators became involved, others not; some change schools had been visited by the coordinators, others not. While coordinators came to the initial orientation workshop, in hindsight it would have been advisable to prepare a set of guidelines specifically for them, in addition to the manual for directors. Given that they normally feel a sense of ownership of their territory, it is possible that they felt marginalised, and if this happens, they have the power to block things. Like everyone else, they would also need 'rewards' in terms of recognition.

Yet the coordinators interviewed were enthusiastic about the project. Their view was that the change schools were distinctive. School attendance was better, as was the punctuality of teachers. This was attributed to the meetings held at school director level, and the meetings between teachers about methodology. There was an improvement in the relationship between the school and community, with parents getting an idea of the importance of education. Other schools were trying to copy them. One coordinator felt the teachers from change schools were more articulate in meetings, highlighting punctuality, hygiene of pupils and teachers, and school and lesson planning. He felt the project *'helped the director to help the school grow'.* He felt he too had learned a lot, about work planning and sharing ideas.

CfBT
Education Trust

> *I have to be a close friend to them, to help them, use humanity. The secret is not just to be colleagues but out of school friends. I visit the teachers when they are sick, help them with personal problems.*

As well as confirming improvements in teaching methods and lesson planning, another coordinator mentioned specifically the improved equity between the school and community – that *'the director takes new initiatives from the community'*. He saw the AJS support in terms of seminars as more influential than the ACTs in the schools themselves. This coordinator also said he had learned a lot from the project – particularly about promoting more meetings and good communication. He thought involving students was a good idea, as *'the children are the ones who will help us identify things we should not ignore'*. He acknowledged though that children from rural areas were shy, or confused, perhaps because of the language, and lacked confidence. To solve this, he thought more equal levels were needed, rather than approaching the child as a superior, *'when you won't get a response'.* A third coordinator mentioned the guidance on methodology – moving from abstract to concrete, using pictures to illustrate the written word.

It is to be hoped that the involvement that there was with coordinators, and the relationship established with AJS will enable them to continue support and recognition of the improvements schools were making.

(h) Action For Change Team (ACT)

All change schools claimed to have instigated this team, but they clearly varied in terms of its composition, its frequency of meetings and its powers. Some schools included the soba[7] (a good way to reach the community). Minutes were kept of meetings, and these have been copied to AJS. What was difficult to determine without observing all the meetings was the nature and extent of contribution. In Tchiculo, the director said that parents and pupils participated more than the teachers. Elsewhere, as mentioned, it was clear that pupils barely participated at all. But the view of all schools was that the team would continue in some form, often enlarged, and that people within the school wanted to work more with the parents or the parents' committee.

At this stage, it is not possible to come to clear conclusions about the size, composition and work of such a team. One parent ACT member said he *'felt at home'* in this setting, and could discuss everything – would a larger team preclude this? In Epunda, the ACT had had meetings with the parents to plan and 'inform' them of what needed to be done. If there was a task to be achieved (for example, picking grass for the roof) they would hand over to the parents to organise groups – the *'task depends on them'.* There would therefore be clear skills involved both in participating in a mixed team as well as in communicating decisions. As with student councils in many countries, training is needed in participation, and this project did not have the resources to do this.

The key aspect perhaps is the novelty of bringing teachers, parents and students together in some sort of equal status, and it will be interesting to see whether this activity persists.

(i) Role of the director in school culture

What became very apparent during the whole process was the centrality of the director in enabling (or blocking) improvement. Halo parents were full of praise:

> *'The director works excellently. He is dynamic, creative, punctual, and dedicated and has a work style that is very participative and democratic. The community has a huge desire to see the director settle down in the Halo community if he agrees with this idea. The community sees the valuable work that the director is doing and really does not want the Municipal government to transfer him somewhere else.'*

Malowa 1 was a control school, (although targeted for 2nd phase) – but resembled very much a change school in that parents were constructing buildings, and teachers were very motivated. Teacher absenteeism was reported *'not to exist'* – only for illness and funerals. Much could be attributed to the director and his leadership – he had created a family atmosphere:

> *'I have to be a close friend to them, to help them, use humanity. The secret is not just to be colleagues but out of school friends. I visit the teachers when they are sick, help them with personal problems.'*

---

[7] The traditional chief

CfBT
Education Trust

> *The teachers are good, dedicated to their work;* [yet] *there are some who require more supervision from the director until they show more quality teaching.*

It is not that all the teachers lived close: the three women teachers lived in Caimbambo and walked to school for an hour and half each way every day with their babies on their back. The teachers here too praised the director – his organisation of the work, how he motivated the parents, how he encouraged teachers to take advantage of any seminars. One teacher said she had taught in three different places, similar in terms of pupils, but she never saw the directors hold a meeting with the parents all the time she was there. Here the director was a member of the community, born and bred there, and wanted to be involved in that community.

As we saw earlier, supervision of teachers was part of the change process for some schools, and clearly had not happened much before. The Chinguvi director said: *'The teachers are good, dedicated to their work;* [yet] *there are some who require more supervision from the director until they show more quality teaching.'* The Tchiculo teachers thought their school was *'Better in terms of the fact that the director is supervising the classes that the teachers are giving'.* At one of the control schools the acting director had been taking on the mantle – he appeared to take the role of leading professional too, inviting colleagues to assess his lesson, insisting that *'all of us do this'*. After the class observation, they would write down the weak points, sit together, find ways of improving – for example, the teacher was too teacher-centred, too autocratic. Yet he was not made director, and a different one was appointed over him, presumably for political reasons.

The project also revealed the fragility of a director position. Epunda, one of the change schools, had a new director. We expected that this director would be able to comment on the difference between this and his previous school because of the project. He said there was a difference, that everything was improving, but claimed this was because of his experience from his old school, that he was getting more involvement from the parents, that they used not to attend meetings but he *'applied his methods'.* Clearly, he wanted to claim ownership of any improvement in the school and was reluctant to acknowledge previous work (done by the assistant director in this case).

In at least two schools, when the new director arrived, he could find no list of enrolled students, and so had to work hard to create one. Parents are supposed to produce a birth certificate to enrol their children, and many do not have one; enlightened heads find a way round this to enable children to go to school.

The control schools show us that a good or strong director can inspire professionalism in teachers and can work well with parents. In such a case, there would be less 'value-added' from the project. What the project seems to have done is begin a process of culture change, and to legitimate certain styles of action. This relates to two things: firstly establishing meetings, collaboration, talking; and secondly taking initiative. School improvement in these schools will be less about the precise changes achieved, important though those are, and more about new ways of working – inspired by the actual research process. In Tchiculo, for example, pupils were seen to be more punctual, because of the meetings with parents and the sensitisation. *'Before, parents did not use to participate in the meetings by the director. Parents did not respect what the director said, but because of the focus group meetings, they now do.'* Directors in change schools were reported by parents to consult them about a range of things, from insufficiency of school materials to children's hygiene. In control schools, there would be meetings, but more sporadically, only if there was a problem to discuss, and only if called by the director themselves.

In terms of initiative, while all schools complained about lack of textbooks, at least the change schools were having ideas about how to get some. They talked of setting up a small shop, or going to the Municipal Office. It was interesting that at Wiyangombe Side, a new concrete school, the parent who came to the meetings from both schools said that the Epunda parents produced more – *'here everything is given to them and there they need creativity'.* Also interesting was the director who was unsure whether the new school improved teaching methods. He admitted there were still weaknesses, but he was helping them with lesson planning and was giving model lessons. Teachers too

6. Lesson for primary school students in stick classroom

thought their methods were the same, but that pupils were more punctual because the facilities gave them more motivation to come, and the school was located near the main road. Teachers themselves said they were motivated, that the previous school was under the trees, but acknowledged that a good teacher can teach anywhere. It is a truism that school improvement will come in the end from people, not buildings.

In terms of planning, the change schools seemed somewhat more future and task oriented. When the director of a control school was asked about major achievements, he had to think hard, and then said he now had teachers for all the classes (which was not the school's achievement, but linked to the reform allocation process). His future plans were just to replace the thatch with zinc – nothing on teaching and learning, or pupil achievement. While change schools also wanted zinc roofs, they also focused on pupil learning, and their own role in this.

CfBT Education Trust

7. Initiating and sustaining change: barriers and successes

> *…the war was felt to have had a bearing on community culture, according to whether an area had been controlled by UNITA or MPLA.*

This report has so far outlined some of the positive improvements that have occurred in schools in Caimbambo, and the role of various participants in these improvements. It now turns in more depth to the second of the research questions which related to how change can be initiated and sustained. This requires acknowledgement that change takes place in a much wider and particular context of culture and history, and that this also needs discussion before reaching final conclusions. The barriers to change should be identified, and the role of intervention seen against these constraints. Seven areas are discussed here: post-conflict and the political situation; authoritarian forms of student discipline; gender disparities; teacher and director turnover; availability of textbooks; access; and cultures of (non) planning.

7.1 Constraints

(a) Post-conflict and the political situation

Clearly, the impact of the conflict was felt in the physical structure – schools had been destroyed in the war and often not yet rebuilt. In Epunda, people had left the village in wartime because of the security problems, and after they returned, they needed to reinstall a school, as the other one was too far away. The community itself decided to move the school – there had been a problem last year because the rains failed and there was starvation, and grass did not grow. They had now built two classrooms, although some classes were still under the trees. Before the conflict, people used to breed animals, which were also destroyed, and with no livelihood from cattle breeding and selling, people were too poor to buy materials. On the other hand, children were involved in such animal husbandry and were kept away from school. Now the future of the community is seen as not animals but studying. Former pupils are used as role models for this – many of them become teachers. One, in Malowa 1, has returned to teach in the community.

Yet when asked about conflict, people would talk only of conflict between different styles of teaching – not of the political situation. Nonetheless, the war was felt to have had a bearing on community culture, according to whether an area had been controlled by UNITA or MPLA. The view of AJS was that UNITA areas were still more politicised and more aware of education. In Tchiculo (a previously UNITA area), the community was very active in building teachers' houses, but at the parents' meeting, there was a little confusion as some parents thought they had been invited there for political purposes, being mobilised for the elections, rather than there on business related to the school. This was in the context of the forthcoming elections, the first since 1992.

In interviews, there was much harking back to the communist days before 1985 when the government supplied everything – books, uniform etc. Now this has to be provided by the parents. The conflict had generated a culture of 'personal interest' – in times of war, you look after yourself and family, but do not have a sense of social responsibility.

For example, Epunda had proposed as part of their change process that the parents would have a savings plan to buy books. But this had met problems. *'Economically, not all parents are at the same level, and some parents have three children in the school. Some can save, some not'… 'We realised how important school materials are, when a pupil goes home they need to take things for the parents to look at.'* This year the rains had been good, so children had food and came to school; but other years they had not come because they were hungry. Many children are involved in jobs and cannot always get to school. The Italia director told us how *'the other problem is that the students spend a lot of time with their domestic chores and working in the fields and so they cannot be properly dedicated to their school work'.* In the student questionnaire, 65% of students in change schools said that they had jobs outside school (44% in

CfBT Education Trust

control schools). This figure might be higher, depending on how the students classified 'jobs'. A poor economy is therefore a double-edged sword in school improvement: on the one hand it does repeat cycles of deprivation in the absence from learning; on the other hand it highlights the importance of schooling to all participants as an escape route from poverty.

The project cannot do anything about the underlying economic and employment situation which results from conflict and the political context. However, the stakeholders will reap more from the change cycle approach if they are conscious of the particular post-conflict context; the other constraints listed here should all be considered against the backdrop of communities and a country that has experienced a protracted conflict and is seeking regeneration and revitalisation through new approaches to existing weaknesses.

(b) Authoritarian forms of student discipline

During conflict, there is often an increase in traditional authoritarian styles of control and guidance. The change process did not seem to have altered the traditional forms of pupil discipline such as corporal punishment. In Tome, a control school, the parents said that they liked the teachers to take control, be given power to discipline children for bad behaviour. They wanted teachers to 'correct' this conduct. Teachers should not be 'shy' to educate bad pupils, they should be free – 'educate' here being synonymous with beating. *'Parents used to get angry when teachers beat their children, but beating is pedagogically one of the ways to correct bad behaviour. Parents do not investigate why, so they come to the school to complain'.* One of the downsides therefore of increased teacher–parent communication is the agreed justification for corporal punishment and the collusion in this as educationally sound. At Mahumbulo, a parent recounted how the teachers would hold a meeting with the parents to know why the students had not come, and the parents did not know they had not come, finding they were collecting wild fruits on the way. Sometimes in these meetings, the parents advised the teacher to beat the student so that they became

frightened, so they would know how to behave. The father would also beat them if they did not do their homework.

(c) Gender disparities

All the directors of the schools visited were male. The one female director had been replaced, and during her time she had been very 'shy', delegating all the public work to her deputy. It became apparent that male parents were often more vocal or acted as spokesmen for the group; but that female teachers were also more silent, making no eye contact and remaining unsmiling or apparently uninvolved throughout. At one school the lone female teacher in the group would reply only in monosyllables, or with a nod of the head. At Italia, the director said that he used to ask children what they wanted, but only males replied, saying they wanted a football, and the girls said nothing. At Halo, however, it was very different – there were three young female teachers, all with babies on the back or breast, who all participated in discussion, as much as or more than the male teacher. However, one could not claim that change schools in general had given females more voice; it seemed to vary with the community or, again, the style of leadership of the director.

(d) Teacher turnover

This is a significant problem. directors can be transferred very swiftly, and with no choice, and teachers may not stay long in a school, especially if it is far from their home. New teachers we interviewed had not necessarily heard of the project nor of the changes the schools were supposed to be undergoing. This may also relate to the lack of written records or visual reminders. Schools that do not have walls cannot put up posters or notices, and indeed there is no culture of doing this, nor any materials such as a large sheet of paper and a felt pen. Even in the brick built schools, walls were bare, containing neither teachers' notices, nor visual aids, nor student work.

A number of problems were identified in relation to the system of director recruitment, allocation and promotion. As mentioned, the one female director was said to have been there because of tokenism, and had no management experience, being soon replaced. Some directors and teachers were studying,

> *You can get your certificate, but then if you ask for promotion, they put you in a lower position than now!*

supposedly in their spare time, but often during the school day. Teachers who are studying in the morning were away 'a lot'. Tome school reported this to the commune coordinator but did not know if they did anything, as *'the salary is still coming!'*. There appears to be some nepotism – *'you can get your certificate, but then if you ask for promotion, they put you in a lower position than now!'* Directors and teachers do not always know the reasons for such movements. There is a general problem of communication up and down the vertical hierarchy – it is not known what happens to complaints or why teachers and directors get transferred. New teachers invariably reported that there were delays in receiving their salaries while they became registered on the system; the community and parents were feeding them in the meantime.

There was a problem with the 'annex' classrooms built to bring education closer to some communities. In one school it was reported by the director that teachers only stayed an hour and then came back – *'but how can pupils take knowledge from them? What is their future?'* There was therefore a problem of supervision of teachers in these classrooms. *'These guys are a typical example'* – (pointing at two teachers on motorcycles who had come and gone). The dilemma for a head is that studying is good for the teacher, but that the parents are the ones who feel most affected. *'Our sons grow up without a good background. Females get pregnant, and that is the end'.* At another school, there was a similar problem with teachers in the annex – one teacher came once to the main school to give a presentation and never came again.

In at least two schools, parents would like locally recruited teachers, not from Benguela, who *'don't care about the work'* and who travel home again after a short time. The Soba at Wiyangombe Sede had held a meeting with the provincial government, asking them to recruit people from the village with the appropriate level, but when recruitment started, nobody was found of a sufficient standard. Parents could solve this only by complaining to the *'high level guys',* because there was no impact at local level, they had to give feedback by complaining. Cambumba too wanted local

teachers, but felt they were not 'given the chance'. There was recognition of the need for a community, a family feel to the school.

(e) Availability of textbooks
The project was unable to do anything about the gross lack of textbooks. Schools would, if lucky, be given one textbook or a (pupil) workbook each for the teachers, but nothing for the children. Parents would talk of going to the market, and buying books, but then 'they' changed them. Some parents did have enough money to buy a textbook, but we were told on more than one occasion and at different schools that they did not know where to go to buy it.

(f) Access
Most schools, both change and control, experienced problems of accessibility. In at least two schools, children would never or rarely see a four-wheeled vehicle, as there was no road as such, only a single narrow track through the woods or pasture, un-navigable during the rains. The only car they had seen at Malowa was the malaria prevention people and the priest. At Halo, the biggest dream they had was to have a road that went to the school. This was understandable, as it would open up all sorts of possibilities for students and teachers to interact with 'the outside world'.

(g) Cultures of (non)planning
Given the vagaries and uncertainties around the school (changes of director, high teacher turnover, insufficient teachers, isolation) there was little discernible culture of long-term school development planning. This is common feature of school in post-conflict situations as people have had very little control over their situations and their future, and therefore there is usually a marked reduction in long term planning of any sort. One director (Italia) said he had not had a staff meeting this year yet; he then said there was no division of responsibility, they did plan together but then he 'delegated' – *'you do this and you do that'.* Long-term plans would concern buildings rather than teaching and learning or staff development. Directors would talk of their 'dream' to have the first class read and write, but it was not clear how this was to be achieved. The Italia director said *'I will apply my authority, record the absence of teachers*

CfBT
Education Trust

and pupils. Visit the parents if necessary', that is, for him, learning was just about attendance. In Ningui-Ningui (control) the dream was to have all the students in uniform, as in other schools. This was related to MoE guidance, to stimulate other children to go to school, and to alert drivers on the roads (uniform was simply a large white shirt over their normal clothes). He was to have meetings with the parents to sensitise them. It was significant that none of the change schools identified this as something that they wanted. As we saw, in Mahumbulo (control), the 'dream' of the director was to have lesson planning – which they did not have at the moment. At Epumo (control), a teacher's hope and plans for the future were to *'have students with a very good background'.*

One realises that planning and recording need some sort of physical base. Even some change schools have only a couple of 'classrooms' – there is no director's office, nowhere to store any materials or record books, even if they had them. The rain or ants destroy wooden constructions very swiftly. The director of Malowa 2 recounted how he had to take all the documents home each night for safety. Also, if he wanted to find anything, he knew where it was. *'Your office is your motorbike'!*

7.2 The role of intervention

What then, is the role of intervention? We return to the impact of an external team and the materials associated with this, but also the ethics of intervening. Directors felt they could not have done this without the intervention and the AJS team giving support. *'This organisation helped us to recognise things that we thought useless and now realise are useful, such as teacher punctuality'.* In Italia, AJS had explained how crucial education was, and the director said that now that the parents realise the importance, it is not too difficult to call them to a meeting. AJS sometimes seems to have had more impact than a director or coordinator could do on their own, as a symbol at least of outside significance.

Intervention as described in this report is intended as a catalyst for change which can then be carried forward at school level, to begin with in partnership with a local NGO, but eventually by the school and community independently. Naturally, it does not have to be

an EA intervention. The director at Malowa 1 (control) explained how the parents had built a new adobe building to replace the wooden one, and that this had been the result of a project whereby he went to a seminar and was told how to communicate with parents, who built the bricks. When he shared the experience of the seminar at a meeting with parents, they requested him to draw a plan, do an assessment and specify what work was needed. The school now had an idea for the second term to build an administrative room to house materials like pupil records, in line with the new reform system, and to build a school kitchen to give pupils breakfast.

(a) Sustainability

All this raises the question of how sustainable a project such as this is. Tchiculo, as many others, thought they would continue, from the experience they had had. Expectations had been raised, and they wanted pupils to improve their reading. They had ideas of meeting parents at teachers' houses, that is, maintaining good links with the community. All change directors were enthusiastic about the processes from the project and appreciated the enhanced relationships with the community. It would seem there would be no going back on that.

If the changes initiated are genuine and sustainable, they will be reflected in minor but cumulative changes in culture. As described in this report, there is evidence of new cultures of meeting and talking, and new cultures of being brave enough to take initiative. AJS has been active in negotiating with the municipality to produce a copy of the curriculum – one school said that when they had gone *'we will have the courage to go there.'* Another said *'Previously, we did not know how to ask for things, now we do'.* There is a new culture at least of making demands on the system, even if new teachers and new textbooks are not always forthcoming.

The scope of this project intervention cannot attempt to significantly change national level education policy (or its implementation) regarding teacher recruitment, posting and remuneration. However, the change process itself can contribute to the broader post-conflict regeneration by supporting teachers to increase their professionalism, by bringing them into the

> *The change manual was significant in the change process, and all commented favourably on it.*

community and by increasing their sense of belonging and therefore their commitment to the community. This in turn will increase their status in the community. It will be important in any future follow up of the schools to assess the extent to which the project approach has had an impact on the problems of staff turnover especially that of the director.

It should be borne in mind that this project was of a small scale. It was designed to be representative and illustrative. It is intended that the positive indications that have emerged will inform and guide a next stage of implementing the approach, on a larger scale and over a longer timeframe, building on the learning of this first development approach.

(b) The change manual
For lasting changes around teaching and learning, permanent resources are also necessary, particular in an area of high teacher and director turnover. The change manual was significant in the change process, and all commented favourably on it. It was clear, however, that it would not always be of use on its own, and needed training and explanation on how to use it, in spite of every step and action being spelled out in fine detail. Group meetings between directors were also found to be valuable, to share experiences on how the activities in the manual were being utilised. In interview, most directors could make no suggestions for revising the manual, except for one who suggested that the activity for students could be simplified. Directors mentioned referring to it, and using it to remind them what to do; seminars on their own would not be as effective.

The change manual (annexed to this report) was a working document initiated and developed during the research. In Angola the change manual has been published in Portuguese as a stand-alone document with explanatory notes. It is intended that at the start of the next phase of work the manual will be reviewed and revised by Education Action, AJS and others including the directors of the change and control schools. It is planned that a methodological film will be made to accompany the revised manual and that these will be widely disseminated as resources both in Angola and in other post-conflict contexts.

Further information about the development and use of the change manual is provided in annex 5. The full change manual developed during the research project is attached as annex 6.

(c) Ethics
The question of sustainability relates to ethics and to exit strategies. All the schools, whether change or control, seemed delighted that we had visited and talked to them. They wanted more visits, particular those in remote areas who felt isolated, where there was no road, and where no coordinators ever came. They were 'proud' we had visited. Our visit was a 'big support' to them, *'we are not alone'.* It will be important to try to find a way to continue at least the contact, and to foster contact and communication between schools involved in the research.

The endpoint of many meetings was what we could do to influence – to get more materials, more teachers. This raises the ethical questions of an exit strategy. Even though the project has continually stressed self-help, there is still an expectation of support, of contact, of visits and of more powerful or rich people somehow being involved with the school. In some schools, children did not know what a 'visitor' was – they had heard the term, but did not know what it was or what a visitor did. Schools desperately need contact and recognition for the things they have managed to achieve. It was significant that one commune coordinator, while acknowledging his role in mobilising schools during the project, asked who would be responsible afterwards – that is, he did not see his role as continuing the initiative. These expectations and responses are not surprising particularly in the context of a post-conflict setting where there is a culture of waiting to be told what to do, and when, by those in positions of authority. They indicate, however, that to introduce the change cycle, support schools to adopt the approach and, most importantly, to prepare schools effectively to sustain it without outside support would require a longer timeframe than that of this research project.

(d) Research limitations
Action research is often only concerned with what works in the immediate context in

which it takes place. However, this project wanted to go beyond the immediate activities of the schools involved and generate wider implications. This implied a more rigorous research methodology in order to 'test' emergent themes and conclusions. The original design of the project included many more comparative features – the involvement of 40 schools, two phases of work, and pre- and post-interviews. As so often, this was not in the end feasible, with constraints of time, rain, access to schools, rain, communication with researchers and more rain. What we were left with – control as well as change schools, questionnaires, focus group discussions and final interviews – nonetheless enabled some interesting differences to emerge, from the schools' own accounts of how they had changed, and from between-school differences in their mode of operation. What we do not have is precise statistical rigour to back up these claims nor correlations to demonstrate multivariate connections between different factors. For some, this will be a limitation. As discussed earlier, students in this un-researched part of Angola are unused to completing questionnaires and even with explanations and reassurances, were not convinced it was not a test. We have to acknowledge the possibility that they were giving what they saw as 'right answers'. Even teachers completing the questionnaires seemed to want to paint their school, their director and themselves in as good a light as possible. Yet the focus group interviews and the final interviews did elicit a range of responses and critiques, and this triangulation enabled fuller analysis of both sets of data.

One of the most important aspects of action research which has been confirmed by this study is that absolutely everything is data. That the quantitative survey experienced problems because of access to schools is because no one had tried to get to these schools in this way before, and it tells us a lot about communications. Some exams were marked internally, and AJS observed that there may be variations in the approaches of different schools to the moderation of internal marking and therefore the accuracy of the marks submitted to the authorities. Results of examinations sat and marked externally were sent to the schools, so in theory it should have been easy to get these from the schools so that comparisons could be made. It was not until one got to the schools that one realised that a school would receive the entire list of all students of all 87 schools, not broken down by institution. Heads would have to go through it, identifying their own students. Not all did. Even accurate lists in each school of the students themselves were flaky at times. This means problems for a researcher in trying to extract solid comparative achievement figures, but at the same time it gives fascinating data on how systems operate and how people work within these systems. For us, this in the end was the more important data set, and while not appropriate for generalisation in the conventional sense, enables light to be shed on why equally conventional effectiveness research often bears no relation to reality. One ambition of qualitative or action research accounts is to enable a reader to recognise a reality and see whether it resonates with theirs. In this way, such research can benefit future initiatives and help avoid costly mistakes. The actual limitations of one piece of research can be the cost-savers of the next.

CfBT
Education Trust

8. Conclusion: key learning implications

This study has shown that a small scale intervention can make a significant difference to a school with minimal resources.

In a large, poor and post-conflict country, there is limited capacity of the government to reach remote schools and ensure some degree of quality education. Many of the features identified by the research are common to poor rural settings elsewhere and were not unexpected. However, in Angola, as in other post-conflict contexts there are significant additional features. Conflict leads to a 'provision vacuum', where the state simply does not have the capacity, resources or infrastructure for adequate education provision. It may not have the political will to fairly distribute what it has. Humanitarian providers attempt to fill some of the gap until the state has the capacity to provide proper support for education systems – especially in remote rural areas. However, this often strengthens a culture of dependency that results from reliance on humanitarian aid in an emergency. Schools have less authority and support from the state and they tend to maintain a survivalist culture, reacting to change rather than initiating it.

The process of rebuilding education systems is slow and positive initiatives are often hampered by low capacity. For example, it is common in post-conflict settings that new curricula are introduced but that the education system does not have the capacity to inform, disseminate and train schools to use it. This was evidenced by the responses schools gave to the curriculum questions. After a conflict, schools, particularly those in rural and hard to reach areas need to be self-reliant. They need to be able to engage education authorities from the bottom up and be proactive about their improvement and development. This requires a cultural shift and, as evidence from the research highlights, the change in thinking and approach needed is significant.

A number of the challenges faced by schools in Caimbambo are directly related to the conflict. The mass displacement of populations, for example, has created a mismatch between locations of school and where people live (it is estimated that nearly 400,000 people have returned to Benguela Province since 2002). This is evidenced by the number of schools who had opened annexes (often just an extra classroom) in new locations. The high number of teachers who are not from the locality of the schools is another post-conflict feature significantly challenging schools – it contributes to the lack of teacher attendance and punctuality found by the baseline. Many of the solutions to this that were identified by schools related to finding ways of bring teachers into the community more, through meetings, house visits etc.

This study has shown that a small scale intervention can make a significant difference to a school with minimal resources. The changes may seem hardly radical (teachers coming to school, teachers coming on time, teachers planning lessons, teachers using the formal curriculum, directors supervising teachers, adequate physical environments), but they have the potential to lead to at least a minimally satisfactory level of teaching and learning instead of an arbitrary learning experience for the students. Cultures have shifted, and people are seeing each other differently, with raised expectations on contributions all round. However, what has emerged from this study is that requirements for the change process to start in a school are fourfold:

- **Changes are identified by the schools themselves.** This was crucial to break through the cycle of passivity and waiting for external inputs, and to achieve ownership and understanding

- There is initial **training and group meetings** to explain and experience democratic processes of identifying improvements to be made, processes which include teachers, parents and students

- There is a written resource such as a **change manual**

- There is a **school director who is a stable member of the community** and has the commitment and energy to take things forward.

For sustainability, there then needs a cultural shift in the school for collaboration to become routine, including another five features:

CfBT
Education Trust

- **Regular and systematic teachers' meetings** to plan teaching in the short and long term, discuss problems and share successes

- **Regular meetings with and by parents** to stress the importance of education as well as gain their material and labour support; pressure from parents to deliver quality education and teacher professionalism

- New perceptions of the **capacities of students** to participate actively in both learning and decision-making

- **Systematic recognition of school performance from outside**, from the municipality or from national authorities

- **Habits of taking initiative** becoming ingrained, demanding curricula, books and teachers, and finding out where things are available.

All this points to the need to find some way to build on the successes of the project, both for the schools involved and for schools in similar circumstances. The final conclusion has to be that a relatively small input can change a culture; and that that culture change can go a small way to lifting children out of a cycle of poverty or lack of aspiration, moving them beyond the disempowerment instilled in their community during years of conflict. We hope that this story enables others to begin their own narratives of change.

9. Annexes to the report

Annex 1:   Map of Angola/Benguela

Annex 2:   Diagram of 'change cycle' process in ten pilot schools

Annex 3:   Qualitative research from August to December 2006 –
             Chronogram of activities involving the schools

Annex 4a: Teacher questionnaire

Annex 4b: Student questionnaire

Annex 5:   Focus group questions for change and control schools

Annex 6:   Introduction to the change manual

Annex 7:   School change manual

Annex 1: Map of Angola/Benguela

Communes of Caimbambo

Kwanza Sul

Huambo

Huila

Namibe

Balombo
Chindumbo
Chingongo
Chila
Cavimbe
Monte Belo
Ebanga
Ganda
Babaera
Chikuma
Kaseke
Lambala
Kapupa
Cubal
Quendo
Bocoio
Wyiagombe
Kaimbambo
Kanhamela
Chongoroi
Cayavi
Benguela
Katengue
Passe
Egito-Prala
Kanjala
Lobito
Biopio
Katumbela
Banguela
Kalahanga
Bolonguela
Baia Farta
Dombe Grande

Provinces
Communes

Kilometers
04.50 18 27 38

CfBT Education Trust

Annex 2: Diagram of 'change cycle' process in ten pilot schools

School

Evaluation of the changes

Teachers

Students

Parents

Implementation of the changes

Parents

IMPLEMENTERS

Change 1
Change 2
Change 3

School director

Teachers

Students

Activities to identify proposals for change

Teachers

Students

Parents

School director

The director FACILITATES the process

Commune School Coordinator and the project team – accompany and support the process

CfBT Education Trust

Annex 3: Qualitative research from August to December 2006 – Chronogram of activities involving the schools

Activity/month	July	August				September				October					November				December	
Week comencing on Monday …	**31**	**7**	**14**	**21**	**28**	**4**	**11**	**18**	**25**	**2**	**9**	**16**	**23**	**30**	**6**	**13**	**20**	**27**	**4**	**11**
Planning workshop	■																			
Write the workshop report		■																		
Write and produce the manual		■	■																	
Get material for the kit		■	■																	
Selection of the 10 schools		■																		
Define the interview schedule for commune coordinators (CCs) and the format for information gathering			■	■																
Training of CCs for conducting interviews Confirm the sample choice			■	■																
Interviews with the directors of the 10 schools by the CCs				■	■															
Training of the school directors for working with teachers and identification of the change wanted by the teachers						■														
Forming of Action for Change Teams in each of the 10 schools							■													
Training of the school directors for working with students and identification of the change wanted by the students								■												
Training of the school directors for working with parents and identification of the change wanted by the parents								■												
Workshop for members of ACTs							■													
Activities for achieving the 3 changes identified finalised in each of the 10 schools								■												
Implementation of the activities identified in the schools								■								■				
Production of the first newsletter of the project for distribution to the schools and other stakeholders									■											
Support visit to the schools by the project team and by CCs									■							■				
Evaluation of the extent to which the changes were made by the ACTs, teachers, students and parents																		■		
Production of the second newsletter of the project for distribution to the schools and other stakeholders in February																			■	■

Annex 4a: Teacher questionnaire

ANNEX TABLE 4A: Teacher questionnaire results

Ref.	Statements about the functioning of your school	Teachers is change schools N = 23					Teachers is control schools N = 42				
		I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response	I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response
1	Relationships with the parents/guardians and the school are good	13	6	0	4	0	26	13	0	1	2
2	In our school the planning of our director is efficient	16	3	0	4	0	28	7	2	3	2
3	If there is a proposal for change, I am consulted	16	5	2	0	0	31	4	3	3	1
4	I think that I do not need to make lesson plans	5	4	14	0	0	14	1	26	1	0
5	I think that our school improved last year	7	6	5	5	0	34	1	4	3	0
6	The students in our school are not intelligent	6	9	8	0	0	8	16	15	3	0
7	I believe that I can suggest changes in the school and they will be implemented	16	3	0	4	0	34	3	2	2	1
8	Due to where I live it is difficult to arrive punctually at school	10	3	10	0	0	19	4	18	0	1
9	It is easy in our school to see a copy of the curriculum	13	2	5	3	0	9	8	22	2	1
10	The parents and guardians understand what the school is trying to do	15	2	3	3	0	26	14	0	1	1
11	I like to go to school	22	1	0	0	0	41	1	0	0	0
12	The parents and guardians support the school with labour or money	10	8	1	4	0	38	2	2	0	0
13	I am concerned that our school is not improving	11	7	3	0	2	36	3	1	0	2

CfBT Education Trust

Annex 4a: Teacher questionnaire

ANNEX TABLE 4A: Teacher questionnaire results

Ref.	Statements about the functioning of your school	Teachers is change schools N = 23						Teachers is control schools N = 42					
		I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response		I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response	
14	I think that the director and the teachers should seek to converse more with the parents and guardians	23	0	0	0	0		42	0	0	0	0	
15	I am capable of teaching the school curriculum	21	1	0	1	0		27	6	0	8	1	
17	Our director teaches me to teach	16	3	3	1	0		35	3	3	1	0	
18	I do not follow the curriculum in my lessons	1	8	12	2	0		15	2	22	2	1	
19	Our director is interested in the well-being of the teachers	20	2	0	1	0		37	2	2	0	1	
20	In our school we have regular pedagogic meetings	16	5	1	1	0		29	7	3	2	1	

CfBT Education Trust

Annex 4b: Student questionnaire

ANNEX TABLE 4B: Student questionnaire results

Ref.	Statements about the functioning of your school	Students at change schools N = 98					Students at control schools N = 265				
		I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response	I agree	Sometimes yes, sometimes no	I don't agree	I don't know	No response
1	I like to go to school	81	7	0	0	10	247	2	1	3	12
2	My teacher arrives punctually	51	23	7	3	14	227	17	17	0	4
3	School is boring	24	3	69	2	0	22	29	211	1	2
4	My parents/guardians help the school	81	10	6	1	0	147	76	37	2	3
5	I don't understand the lessons	28	45	24	0	1	45	131	85	1	3
6	My teacher beats the students	18	30	48	2	0	46	48	167	1	3
7	I have good exam results in school	59	10	27	2	0	172	27	64	0	2
8	My parents/guardians don't understand anything about school	38	16	42	2	0	33	88	75	9	60
9	My teacher doesn't always come to school	21	25	50	2	0	35	42	162	6	20
10	I like our director (headteacher)	80	4	10	2	2	239	15	5	5	1
11	If I don't understand something I can ask my teacher	58	27	13	0	0	107	119	36	3	0
12	My teacher shouts a lot	22	7	69	0	0	56	25	171	10	3
13	I like to stay at home and not come to school	23	3	68	1	3	15	30	213	2	5
14	Our lessons are well organised	63	13	8	14	0	115	69	18	63	0
15	My parents/guardians have difficulties to pay the costs of school	29	19	47	3	0	28	86	134	15	2
17	I have many jobs outside of school	41	17	32	6	2	58	85	111	8	3
18	I think that we should have more homework	27	24	36	10	1	34	117	112	1	1
19	My teacher always corrects our work	67	23	3	2	3	209	47	8	0	1
20	The school has improved in the last months	53	10	7	28	0	93	85	46	41	0

Baseline Primary Education Research in Angola

Annex 5: Focus group questions for change and control schools

School director

1. What changes have you tried to implement in your school in the last 2 years?

2. Were you successful? If so, why? If not, why not?

3. Who did you involve when you were trying to change things?

4. Tell me about your teachers. How do they respond when you try to improve anything? Do they suggest changes? If so, what?

5. Tell me about your students. How do they respond? Do they suggest changes? If so, what?

6. Tell me about the parents. How do they respond? Do they suggest changes? If so, what? And how do they do this?

7. In the immediate future, what would you like to change?

8. How do you think you will do this? Who will you involve?

Focus group of teachers

1. Have any improvements or changes to the school happened in the last year? If so, what? Are you happy with these? How were they decided?

2. Does your school director consult you about school policy or about changes? If so, how?

3. How often do you meet as a staff? What do you discuss?

4. How do you view the parents? Are they supportive? Do they understand what is happening at school? How does the school try to reach them?

5. How do you view the students? Are they easy to teach? Are they motivated to learn?

6. Do you have access to the curriculum? Are you able to follow this in your teaching? How often are you able to do lesson plans, realistically?

Focus group of students

1. Have any changes happened to the school in the last year? If so, what? Do you like these?

2. What do you like about your school? What do you not like? What changes would you like to see that would help you to learn better in your class?

3. Tell me about your teachers. Are they strict? Too strict? Do they prepare well to teach you? Do you understand the lessons? Which bits do you not understand?

4. Tell me about your parents. Do you think your parents are able to help you to learn? If so, how? If not, why not? Do your parents help the school in any way? If so, how? If not, why not? How does the school communicate with your parents, if they do?

Focus group of parents

1. Have any changes happened to the school in the last year? If so, what? Do you like these?

2. Were you asked about any changes or improvements? If so, how?

3. Are you able to give help to the school in any way? If so, how? If not, why not?

4. Does the school make contact with you in any way? If so, how? Is there enough contact? Is there a meeting such as a Parent Teacher Association?

5. Tell me about the school. Is it a good school? Do you like the director? Do you think the teachers are good ones? Do you think your children are doing well in the school? What would you like to see different?

Annex 6: Introduction to the change manual

The change process described in the report was developed in response to the baseline findings. It was a collaborative development that was a result of discussion with AJS, school directors, EA and Professor Lynn Davies.

The challenge that faced the research team was how to introduce school improvement in a sustainable way in a context where the level of material and pedagogical support from local and national education authorities was very limited. Material resources within the school community were also very limited. The baseline survey had also revealed major cultural barriers to school improvement. The war had left a culture of survival and authoritarianism, where families kept a low profile and concentrated on self protection rather than community support. There was little culture of forward planning due to the uncertain future that the community had experienced during the conflict. Because of the longevity of the war, few teachers had ever experienced what might be considered a 'normal' education with a structured curriculum and planned lessons. The change process, and the resulting manual were therefore designed to promote a cultural shift towards democratic participation and planning, and this outcome was seen as important, if not more so, than the more measurable school improvements.

Every school is unique, and interventions are only likely to make a significant difference when they address the key barriers to quality of education in that specific context. Building new classrooms will not improve learning when teachers are absent; giving teachers training in participatory learning techniques will not enable them to teach during the rains if the classroom has no roof. This project therefore sought to develop a change process that was responsive to the individual circumstances of each school.

Rather than relying on external 'experts' to identify the changes needed, the project developed a mechanism through which all members of the school community could be consulted for their views on which changes were most necessary, and which were achievable using only the resources within that community. The team developed a set of activities through which school communities could carry out a needs analysis of their schools, plan interventions, carry them out and monitor the progress and impact of the interventions.

This change manual was written in response to requests from the school directors in Caimbambo for written guidelines to support them to implement the school 'change process'. It is therefore written as a set of instructions for the director for implementing the change process in his/her own school. All the directors involved commented favourably on the manual. It is hoped that schools outside of the project, and potentially in contexts other than Angola, would be able to use it as a resource for school improvement programmes. It should be noted, however, that this manual was not used in isolation but as a supplement for training and other support provided by the project. This version is a record of the change process that was applied in ten schools in 2006/7. It remains a work in progress and is being developed further in 2008/9 by the original change schools and trialled in other schools in the area as part of the second phase of the project.

The change process described in the manual centres around an Action for Change Team (ACT) consisting of the school director, 2 teachers, 2 students and 2 parents. The roles of this team and of the director are clearly given. The manual describes the concept of whole school change and then outlines a set of steps for bringing about such change. Three sets of activities are given for working with teachers, students and parents in order to identify the changes that should be made. Each activity is tailored to the group and involves participatory methods with visual stimuli to ensure that participants with limited literacy can be fully involved.

Teachers are asked to identify what leads to good teaching and learning by drawing up a "tree of success". Each teacher is asked to reflect on times when they have felt successful in their teaching and then the group as a whole identifies common reasons for why teachers

were successful on the occasions described. The teachers then chose one of these reasons as a basis for school change.

Students are asked "what helps you to learn at school?" A range of different possible answers are displayed around the room; e.g. "a teacher who comes on time", "a teacher who praises me". Students read the different statements and then select the one they think is most important. Through a process of elimination, pupils vote on what they see as the most important thing that helps them learn and this choice then goes to the ACT as a target for change.

Parents of grade 3 students are asked to form focus group discussions in order to identify changes needed. The manual recommends splitting the parents into a women's group and a men's groups as this was found to be the most effective way of ensuring that the women actively participated. Parents are asked to discuss what their children like and dislike about school, the difficulties they face in learning and

changes that could be made to overcome these difficulties. Parents then vote on what they think the most effective change would be and this is passed to the ACT.

The manual then describes how the ACT can develop plans for action for the three change requirements that the school community has brought to them. This is done through force field analysis. The actions are then presented back to the school community to decide on which ones they will implement. Changes and actions that the schools decided on are given in table 5.1 in this report. Advice is given on how ACTs can monitor changes, assist the changes to happen, elicit and receive feedback and comments from the groups they represent.

The manual includes sets of forms for recording the outcomes of various meetings and tools for monitoring and evaluation of the change process. Also included in the annexes is a list of the materials that schools were provided with in order to carry out the change process, and a timeline showing the full action research cycle.

Annex 7: School change manual

OUR SCHOOL, OUR CHANGES, OUR FUTURE:

A manual for planning and implementing school change

Associação Juvenil para Solidariedade
(Youth Solidarity Association)

&

Okutiuka – Acção para Vida
(Action for Life)

Supported by:
Education Action

Funded by:
CfBT Education Trust

This manual was developed as part of a 15 month research project in primary schools in Caimbambo Municipality in Benguela Province, Angola. The change manual was written in response to requests from the school directors for written guidelines to support them to implement a school 'change process'. The manual was developed during workshops facilitated by Professor Lynn Davies working with the project team from Associação Juvenil para a Solidariedade and Okutiuka, and with Caimbambo school directors.

The manual is a record of the change process that was applied in ten schools in 2006 and 2007. It remains a work in progress and is being developed further by the original change schools and trialled in other schools in Caimbambo. It is hoped, however, that in its present form it will nevertheless provide a useful resource for other schools embarking on change.

The project received assistance from the Provincial Directorate of Education in Benguela and the Municipal Section of Education in Caimbambo. Funding and technical assistance was provided by Education Action and CfBT Education Trust.

The research is published in two parts; part one is the research report and findings, part two is this change manual. Both documents are available to download in English and in Portuguese at **www.education-action.org/angola**. For further information contact Education Action at **info@education-action.org**

Contents

1. Introduction

This manual is designed to help school directors engage in a school change process, so that they can explore how to improve their school. The manual gives:

- The steps for change;
- Some examples of activities to do;
- Some suggestions and space for reflecting on what is happening.

The manual was developed as part of a research project that set out to examine primary school education in Caimbambo (Benguela province, Angola) and to look at ways in which it could be improved. Information on the number of pupils, classrooms and teachers was collected from the 87 government primary schools. Ten of the schools were then selected as project schools to help develop a process through which school communities could work together to improve the quality of education.

Working with the directors of the 10 'change' schools, the project team developed a strategy by which school communities can identify key improvements needed in their schools, work out a plan of action in order to bring about these improvements and monitor and evaluate the implementations and effectiveness of the changes. The change process has been designed to involve parents, teachers, students and the school director in the planning, carrying out and monitoring of the change process.

This change manual was written in response to requests from the school directors for written guidelines to support them to implement the school 'change process'. It is therefore written as a set of instructions for the director for implementing the change process in his/her own school. It is hoped that schools outside of the project, and potentially in countries other than Angola, would be able to use the manual. It should be noted, however, that this manual was not used on its own, but as a supplement to training and other support provided by the project.

The change process in this project was a piece of action research and was a learning process both for the project as a whole and for the individual schools. This version is a record of the change process that was applied in ten schools in 2006/7. It remains a work in progress and is being developed further in 2008/9 by the original change schools and trialled in other schools in Caimbambo.

The change process described in the manual centres around the formation of an Action for Change Team (ACT) consisting of the school director, 2 teacher representatives, 2 student representatives and 2 parent representatives. The roles of this team and of the director are set out in detail. The manual describes the concept of whole school change and then outlines a set of steps for bringing about such change. Three sets of activities are given for working with teachers, students and parents in order to identify the changes that should be made. Each activity is tailored to the group and involves participatory methods with drawings and other visual aids to ensure that even those with limited literacy can be fully involved.

The manual describes how the ACT can develop plans for action for the three change requirements that the school community has brought to them. The actions are then presented back to the school community to decide on which ones they will implement. Advice is given on how ACTs can monitor changes, assist the changes to happen, elicit and receive feedback and comments from the groups they represent.

The manual includes sets of forms for recording the outcomes of various meetings and tools for monitoring and evaluation of the change process. Also included in the annexes is a list of the

materials that project schools were provided with in order to carry out the change process.

The change process was designed to show what is possible in schools and to give schools ownership of and involvement in the process rather than just being at the end of a survey with someone else's questions. The philosophy is that there is great capacity in the school in the director, the teachers, the students and the parents to take charge of the change process.

The changes implemented by the project schools were often relatively small, such as teachers being reminded to come to school on time. In other cases, communities worked together to build new classrooms. Perhaps the most significant changes, however, were those in school culture. Small changes can lead to bigger changes, as people gain confidence in their own abilities. The change process helped to empower school communities to start to question the quality of education in their schools and to become actively involved in improving them.

The project was initiated by Education Action, London (UK) working with CfBT Education Trust (UK), who also provided funding. Professor Lynn Davies from the Centre for International Education and Research, Birmingham (UK) provided technical support and authored the research report. The project was facilitated in Angola by the NGOs, Associação Juvenil para a Solidariedade (AJS, Youth Association for Solidarity) and Okutiuka. The project received assistance from the Provincial Directorate of Education in Benguela and the Municipal Section of Education in Caimbambo. Funding and technical assistance was provided by Education Action and CfBT Education Trust.

2. Objectives

The objectives of the change process outlined in this manual are:

- To promote changes in the school which will improve teaching and learning without being dependent on outside resources.

- To see whether it is possible for different stakeholders to identify what they would like to see changed and to evaluate whether the changes have occurred.

- To widen out this learning about how to change to other schools, through exchange of experiences.

What is required of you as school director?

1. Facilitate the process in your school (e.g. promoting meetings and stimulating free expression of ideas and points of view)

2. Attend the training

3. Support the actors (students, teachers and parents)

4. Complete the workbook and record sheets (and add any other information you believe is relevant)

5. Ask for clarification or if you do not understand anything

6. Support and talk about the programme with your fellow school directors.

What will you gain from the project?

1. Support from the project team

2. Support from the commune coordinator

3. Support from the municipal section of education

4. Kit of material for facilitating the meetings

5. Potential improved working relationships with teachers, students and parents

6. Potential improvements in teaching and learning

7. Newsletter and publicity

8. Training

9. Recognition in wider context (see your work recognised not only within Caimbambo but also at provincial and national levels).

3. The concept of whole school change

Some changes in the school are imposed from above (for example a new curriculum, new conditions of work for teachers, from top ministry directorates).

Some changes may be suggested by outside people who give funds to the education system or are consultants or 'experts' on a topic. However, we know people may resist change or not understand it, and that the best change or improvement comes when people feel that it is 'theirs'. We also know that change or improvement is more likely and sustainable when as many people as possible in an organisation understand it and the reasons for it.

Change can be quite threatening, as it may mean that old ways of working are no longer seen as suitable, or people are being asked to change their behaviour. So whole school change is about making people – teachers, students, parents, the director – feel secure about the proposed change and be willing to experiment. It is a continuous process, whereby people agree to try something new which might improve things, evaluate it, if it works, develop it, if not, try something else. The 'whole school' aspect is that a change in one aspect may affect aspects elsewhere – for example, a teacher may spend much time trying to work with parents on helping their children, but then have less time to prepare lessons etc. The views of as many participants as possible need to be sought, so that the school 'learns' from an experience.

4. Forming an Action for Change Team (ACT)

You will need to form this small team who will support and monitor the change, so that you as director are not on your own. The team should comprise:

- You as school director
- 2 teachers
- 2 parents
- 2 students

Their names should be posted somewhere, so that anyone is free to talk to them about their experience. Their role is to keep an eye on the process and to collect and analyse the final evaluations and keep peers informed. The ACT should meet weekly and complete a meeting sheet: Format A.

Process of work for the team:

1. Bring together the 3 change requirements from the teachers, students and parents

2. Decide which persons or groups will be responsible for the actions

3. Identify activities to produce these changes, using the concept of force field (see annex)

4. Consult with groups to agree preferred actions (select in a participative way or using voting mechanisms)

5. Attend the workshop with other ACTs to share ideas for actions, monitoring and evaluations

6. Finalise actions for commencement

7. Monitor changes, assist the changes to happen, elicit and receive feedback and comments from the groups they represent

8. Meet weekly to discuss these

9. Complete the final evaluation.

Role of the team:

1. Understand the process and write down questions for commune co-ordinator/ AJS team to answer where not clear.

2. Spokespersons for their groups

3. Give momentum to the changes (assist in the actions to make the changes happen)

4. Plan how to determine whether the proposals are being implemented

5. Monitor the change (document the activities)

6. Complete the final evaluation (determine whether activities contributed to change)

5. Who is involved, and why?

There are 3 main groups who should be involved in the process:

- The **teachers**, as they are the people delivering the actual teaching

- The **students**, as they are the people who are the most experienced in knowing what it is like to learn (and not to learn) in the classroom. Participating in a change to improve their learning means that they think (perhaps for the first time) about how they best learn, and this actually helps their progress.

- The **parents**, as they are the people who are responsible for providing the background to the learners (preparing their children for school) and influencing attitudes towards the school and towards the teachers. They change from simply providing resources of time to people whose views count – and this means they give more support to the school in the future.

The **director** may have to add to the role from being an traditional *authority figure* who tells people what to do and who enforces discipline in teachers and students, to a *facilitator* who enables other people to reflect, to come up with ideas, to make their views known and who then gives them help to make those

ideas a reality. The role may of course include advice; and in the end the director still has responsibility for the outcomes of any change. So they will be part of the discussions and the final decisions on changes, and it would be unrealistic to expect that they agree to an experiment they feel deeply unhappy about; but they should try to keep an open mind for as long as possible.

10 things a facilitating director does:

1. finds ways to elicit and encourage peoples views (teachers, students, parents)

2. listens to those views and welcomes them (criticises without upsetting and ONLY if harmful)

3. establishes people's needs

4. works with people to see how those needs can be met

5. consults when making decisions

6. communicates decisions and changes

7. supports people in what they want to do

8. gives advice where appropriate or when asked

9. observes people to ensure that they are included and happy with the process

10. rewards, praises and congratulates people.

6. The process of change – STEPS

1. Attend first meeting for orientation and refreshing the concept of the programme, going through the manual and training for working with the teachers.

2. For the director to explain the project to everyone.

   a. Call a meeting with *teachers* to outline the programme and to ask them to identify 2 representatives to be on the ACT.
   Complete record sheet A: meeting format

CfBT
Education Trust

b. Students
Complete record sheet A: meeting format

c. Parents
Complete record sheet A: meeting format

3. Call the first meeting of the Action for Change Team (ACT); explain the process and role, agree an action plan and answer any questions.

4. Facilitate the teachers to identify their proposals for change.

5. Attend the training on working with students and facilitate the students to identify their proposals for change.

6. Attend the training on working with parents and facilitate the parents to identify their proposals for change.

7. Arrange and chair second meeting of ACT to synthesise proposals and identify actors and activities.

8. Attend the joint workshop of schools with your ACT.

9. Finalise actions for commencement.

10. Monitor changes, assist the changes to happen, elicit and receive feedback and comments from the groups they represent.

11. Meet weekly to discuss these.

12. Complete final evaluation.

7. Working with teachers

The activity is called 'The Tree of Success' (please see example below).

ÁRVORE de SUCESSO

The objective of this activity is to identify changes that recreate successes and build on them. During the exercise teachers individually identify experiences that they have felt a strong sense of personal satisfaction and achievement with. They identify common themes, discuss these and vote on pursuing one of these and the activity to create the change to enable this.

How to run this activity? You will need:

- a flip chart
- flip chart markers
- somewhere to put up the flip chart
- sticky notes or small pieces of paper and glue
- beans
- pens

Process:

1. Welcome the teachers and thank them for coming.

2. Start with a warm up activity.

3. Draw a picture of a tree on a flip-chart paper and make sure that the branches and roots are clear.

4. Ask the teachers to individually think of a time when they felt a sense of success in teaching based on something they did.

5. Ask each teacher to write a short phrase to represent this on a small piece of paper (sticky note) [check that the teachers are doing this individually, as you want lots of ideas and you don't want them copying or all coming up with same thing].

6. Ask them to all stick their small pieces of paper on branches of the tree.

7. Then ask them to individually tell the story of this occasion. After they have told their story, support them in their success by a round of applause of any other appropriate gesture.

8. After they have all told their stories, then the next step is for you to group similar experiences. Do this by moving the pieces of paper and grouping them on different branches. Check that the teachers agree with your grouping.

9. Find a "reason" which describes the basis for each success grouping and write it on another sticky note. Check that the teachers agree with these reasons – if not, modify the reason until agreement is reached. Then put each reason on the tree as a root.

10. Ask the teachers to discuss what each of these means and whether it is something that is within their power and they would like to do again regularly.

11. You then need to ask the teachers to choose which one of these reasons they would like to choose as the basis for an activity (by themselves or others). If they have any difficulty in this, or if you feel people are not contributing to the discussion, you may want to ask the teachers to vote with beans (for example) so that all teachers' opinions count.

12. Congratulations! You have now helped the teachers to identify why successes have happened in the past. This will help you and the ACT to identify potential actions to multiply these successes.

13. Explain next steps – this change proposal will be fed to the ACT to put together with proposals from students and parents, and the team will identify a joint action plan. However, teachers can start to think about actions to make their chosen success theme grow.

8. Working with students – What helps me learn?

The objective of this exercise is for students to identify what helps them learn more effectively so that the ACT can identify a change to make this happen. You should work with Grade 3 children (Grade 4 are busy with exams, and Grade 3 have another year, so will benefit from any changes). Thus:

1. In the kit there are 10 sheets of A4 paper with different things that help students learn, together with a picture, so that students that who have difficulty reading can recognise the statement. You may want to translate these into Umbundo; or you may want to make up some of your own.

   - A teacher who comes on time
   - A teacher who marks my work
   - A teacher who praises me
   - Parents who help me with my homework
   - A teacher who does not beat me
   - A teacher who you can have fun with
   - A teacher who does not shout
   - Parents who encourage me to go to school
   - A teacher who explains things.

2. Pin up the sheets round the room, with plenty of space between.

3. Ask the students the question: 'What helps you to learn at school? (You may need to develop this, that is, explain, 'what helps you to understand?' Or 'what helps you to pass your exams?') Then ask them to walk round the room, looking at all the statements. Give plenty of time for this, to make sure they understand them.

4. Ask them to stand in front of the one they think helps them learn the best, or the most important to them.

5. Count the number of students in front of each statement. Remove any statements that no students have chosen. Then ask the students who are in front of the one with the least choices to choose another statement. If there are two groups with the same number, give each of them 10 beans and ask them to distribute the beans according to which they think are the most useful changes to be made until you are left with the bigger group.

6. Continue with the process of asking the group with the least choices to choose another one until you are left with the biggest group.

7. Explain that this is the choice for change that the students have decided. Their choice will go to the ACT to decide on some actions that will make this change happen.

8. Thank the students for their help in understanding what makes them learn better.

9. Working with parents of grade 3 students – focus group discussion

The objective of this exercise is to help parents discuss what helps their children learn and to decide on a change process.

1. Ask the Grade 3 students to ask their parents to come to a discussion meeting on the date decided.

2. When they arrive, divide the parents by gender, so that there is a men's group and a women's group. If possible, have a facilitator for the women's group who is a woman.

3. Thank everyone for coming and explain the process. Explain that the purpose is to come up with ideas that do not cost money (as books, furniture etc would) but that can be done by the people concerned in the school – or themselves.

4. Ask four questions in turn:
   - What does your child like about school?
   - What does your child not like about school?
   - What are the main difficulties your child faces in school or in learning?
   - How could these difficulties be overcome, and who could do something to overcome them?

5. Ask the scribes to list all the ideas about change from the last question (in bold), and to read them out to the

parents again. On pieces of paper, put a number or draw an image to correspond to that idea for change. Put the papers on the ground.

6. Give each parent 10 beans and ask them to distribute the beans according to which they think are the most useful changes to be made. Demonstrate the process.

7. Thank the parents for coming and explain the next steps.

Guidelines for running focus groups

1. Welcome everyone warmly and put them at their ease.

2. Arrange seating in a circle, so that everyone can see everyone else. Make sure everyone is on the same level, and that you do not dominate.

3. Make sure everyone understands why they are there, and that everyone's views are important.

4. Explain that you will have two people to write down the discussion, who will not take part.

5. Explain that you do not necessarily want a consensus. As many opinions as possible are important, in order to find out how to make a school better.

6. During the discussion, do not let one or two people dominate, ask others directly what they think.

7. Do not be afraid of silence – give people a few minutes to think first. If necessary, ask people just to talk to the person next to them before saying something to the bigger group – this helps confidence and to work out the ideas.

8. Ask people to say more about their response if necessary, if it is a short reply.

9. Accept all answers at the beginning, however strange or apparently irrelevant, and continuously thank them. You can try to help everyone select out the more appropriate ones later.

10. At the end, thank everyone for coming and explain what will happen to their ideas.

10. From ideas to action

The next step is determining what action should take place to bring in each change. The ACT should meet to examine the three changes wanted and see how they fit together. It is suggested that one action should be tried for each change, unless the changes come together in different ways. If the ACT finds it helpful, they can use a force field analysis to help them to plan the actions (see annex 4). If too many actions are tried, it is difficult to assess the impact. The commune coordinator may help at this stage to advise. Draw up a programme and if necessary a timetable for the different activities. If an activity is needed from an outside person (for example a workshop on a particular theme such as how to teach a maths topic), this may be possible.

When the three actions are decided, put them up somewhere, or make a poster showing the three changes and the three actions, so that the whole school knows what is going on, why and how to collaborate.

Then begin! Good luck!

11. Monitoring and evaluation

It will be important to continuously monitor what is going on. This can be done through the following activities:

1. Keep records of all meetings and events associated with the project. The meetings must follow the Format A for meeting records.

2. Ask the ACT to keep as full notes as they can – both from formal evaluations and from informal observations, comments, suggestions from people.

3. Encourage them to keep a diary of daily events that may relate to the project if they are able (there will be 7 small notebooks in the kit). Parents could ask their children to write for them if necessary.

4. Particularly at the beginning and the end, you and the team should conduct some structured research, as follows:

(a) classroom observation
Depending on the change wanted you may want to observe the teaching and learning in a structured way, to see if change has happened or is happening. If for example, the change was that **'the teacher praises the children more'**, then the observer would count the number of positive comments and the number of negative comments the teacher made to the children over the course of a lesson, and also who got praised and who got reprimanded. (See the observation sheet attached in the annex.)

(b) interview
Again, depending on the change wanted, you would need to interview relevant people in the school. If for example, the change was 'the teacher explains things better', you could interview a sample of students, or a whole class, with some simple questions such as 'Do you think your teacher tries to explain things more than last term?' 'What sorts of things does she/he do?' 'What do you still not understand?' 'How could the teacher help you to understand?' If the change was that the school director should give positive advice and support to teachers, then the teachers should be interviewed, as well as the director himself to see how he/she felt.

(c) focus group discussion – FGD
As with eliciting ideas (above) you can use a focus group discussion to explore what has happened. If for example the change wanted was that **'parents are more involved in the school'**, you could conduct a FGD with a sample of parents to see if they have indeed been more involved, what they have done, what they feel about it, what they would do in the future, what has disappointed them etc. You could also conduct a focus group discussion

with teachers to see if they think parents are more involved, and what difference it has made.

(d) records

Simple recording can also monitor change. If the change wanted was that **'teachers attend school and come more on time'**, then records could be kept over the 2 months to see what time teachers came to school and how often they were absent. This would of course need to be linked to evaluation on the action taken – if the action was that **'teachers were given an alarm clock' or that 'the school rang a clock bell'** there would need to be interviews with the teachers to see if that was really the problem and whether the clock made a difference. If the action was that **'The school director gave some incentives to teachers who came on time'**, then again interviews with both the director and with teachers might throw light on whether this worked.

General points:

All the above methods can be used in combination, with different people as targets of the evaluation and by different people as the researchers.

- Simple observations of teaching and learning can be done by students, if they are just counting one thing (number of times teachers talk to boys or girls, or number of students who answer questions and get answers right, and therefore seem to understand).

- Teachers can decide on an interview schedule and interview each other.

- Teachers can interview the school director.

- The school director can conduct a focus group discussion with students, with teachers or with parents.

- Students can interview teachers or parents.

Some changes might involve a number of different evaluation methods:

For example, if the change is that 'the teachers improve their lesson planning', then the evaluation might involve:

- An evaluation of a workshop the teachers participated in on lesson plans.

- Focus group discussion with teachers to see whether it makes a difference, whether they are sharing their lesson plans with each other.

- Interviews with teachers about whether they see improvement.

- Focus group discussions with students to see whether they see improvement when the teacher clearly plans their lesson.

- Observations of classes where the teacher does and does not use a lesson plan.

- Collection of the plans and evaluation of them by a group of teachers (without criticising each other) to see which are the good points.

Guidelines on interviews

- Put the person being interviewed at ease, say that the results are confidential and that their name will not be mentioned unless they want.

- Explain the purpose of the interview.

- Start with easy questions or questions about themselves, family etc.

- Go slowly, so that you have time to write down the answers (these can be note form rather than exact words).

- Explain your question or put it in a different way if the person does not understand.

- Try to keep the conversation relevant to the matter at hand, but do not ignore interesting side issues – they may also give information about what is happening in the school.

- Thank the person for their help.

- Read through your notes immediately afterwards, to see if they make sense. Make any additions from memory, or general comments about what you talked about.

- Give your notes to a member of the ACT if you are not on it.

Guidelines on observations

- Decide what you will observe and what you will look for.

- Ask permission of the teacher first and explain what you will be doing, in general terms.

- Sit at the back of the classroom so that you do not distract the students.

- Be aware that your presence may change the behaviour of people – the teacher may put on a special show; the students may be better or worse behaved than usual. Try to find out from the teacher or the students afterwards if this is the case.

- Read through your notes immediately afterwards, to see if they make sense. Make any additions from memory, or general comments about what you saw.

- Give your notes to a member of the ACT if you are not on it.

12. Final evaluation by ACT

The task of the ACT at the end is to collect all the pieces of information and for each one to take time to read through them. Then discuss as a group what seem to be the main findings and list them on a flip chart. The group should discuss the reasons for any change or lack of change. It should also see whether there are any unintended consequences of the whole process – for good or bad. One person should then write a fuller report saying what the change wanted was what the evidence is from, what has happened and why it has or has not happened. The draft should go back to the group to see if they agree.

13. Final dissemination

It is hoped there will be a final dissemination and discussion event, where representatives or all 10 schools will get together to share their experiences. Each school will be encouraged to make a poster showing their change and their action.

Annex 1: Diagram of 'change cycle' process. The director facilitates the process of identification, implementation, and evaluation of changes of attitudes, behaviours and actions in the school

The director FACILITATES the process

Commune School Coordinator and the project team – accompany and support the process
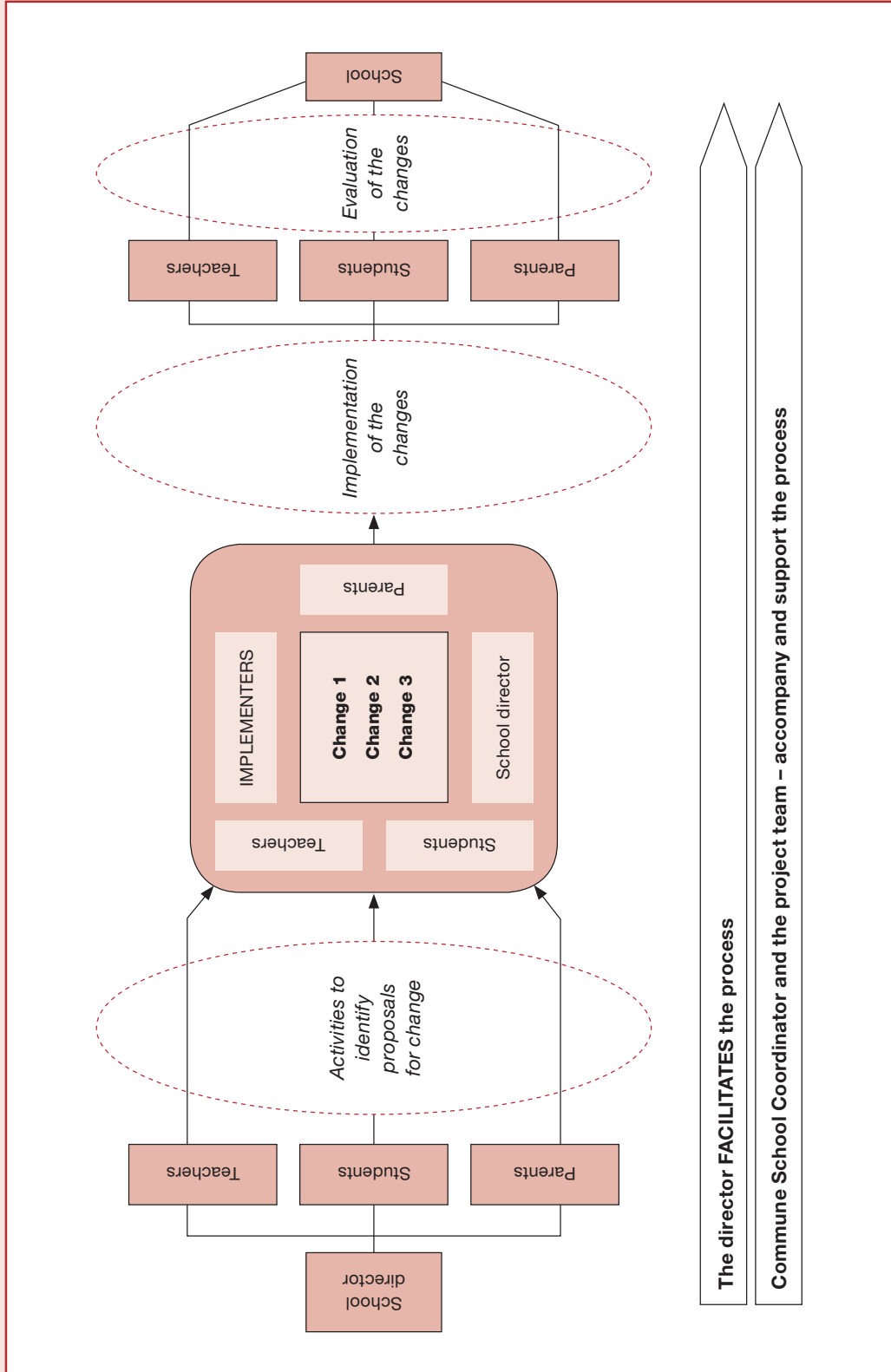
Annex 2: List of material in the kit

Example

No.	Description	Unit	Quantity
1	Flip chart	sheet	20
2	Black flip chart markers	unit	2
3	Red flip chart markers	unit	2
4	Notebook	unit	7
5	Sticky notes or small pieces of paper and tape	unit	50
6	Sheets of A4	–	20
7	Copies of the monitoring formats from the annexes	–	5 of each
8			
9			
10			

Annex 3: Models of monitoring record sheets

Record sheet A: Meeting format

Venue		Date	
Start time		End time	
Number of people present to the meeting		Men	Women
		Boys	Girls
Category of people invited for the meeting			
Category of people attending the meeting			
Main issue/reason for the meeting			

Summary of the discussion

No.	Subject	Conclusion	Planned activities (recomendation)

Other comments and observations

_____

_____

_____

CfBT
Education Trust

Record sheet A: Meeting format

No.	Subject	Conclusion	Planned activities (recomendation)

Other comments and observations

CfBT
Education Trust

Record sheet B: Classroom observation format

Name of school:	Name of teacher observed:
Subject:	Topic of the lesson:
Regular or Adult	Day and date of observation:
Start time of observation:	End time of observation:
Number of students present:	Male Female
Name of observer:	Category of observer:

No.	Specification	Poor 1	Fair 2	Good 3	Excellent 4	Not observed 5
1	**Introduction**					
	Tests student's previous knowledge					
	Gives overview of the day's course content					
	Arouses curiosity of students					
	Declares the topic					
2	**Presentation**					
	Clear aims and objectives					
	Selects methods that support learning					
	Uses non lecture learning activities					
	There were instances of lack of continuity					
	Used relevant statements					
	Examples were relevant to the concept					
	Pupils gave their own examples to show their understanding about the concept illustrated					
3	**Black board work**					
	The size of the written work is large enough to be read from far end of the room					
	Writes important points on the blackboard					
	Continuity in the points					
	Diagrams/illustrations are developed along with lesson					
	Coloured chalks are used suitably					
	Neatness in blackboard work					
4	**Student organisation**					
	Organises students in groups					
	Gives clear instructions					
	Teacher plays supportive role					
	Makes sure that students have a record of their work					
5	**Involvement of students**					
	Students respond to teachers questions					
	Students participate as they are informed about the purpose of lesson					
	Students collaborate					
	Students initiate discussion with the teacher					

CfBT Education Trust

Record sheet B: Classroom observation format

No.	Specification	Poor 1	Fair 2	Good 3	Excellent 4	Not observed 5
6	**Content**					
	Systematic organisation of subject matter					
	Adequacy of content					
	Managing the time to complete the lesson					
	Planned the lesson					
	Planned assignment					
7	**Uses questions**					
	Frames questions correctly					
	Relevant to the topic					
	Questions were specific					
	Encourages students to ask questions					
	Balances open and closed questions					
	Questions were put to the class with proper voice					
	The teacher could put sufficient number of questions in this lesson					
8	**Provides feedback to students**					
	Displays good listening skills					
	Focus students attention on lesson issues					
	Gets the students to reflect on their answers					
	Uses the students answers to build on lesson issues					
	Corrects errors					
9	**Recapitulation**					
	Summarises content covered					
	Tests the teaching					
10	**Gives home assignment**					
	Develop regular study habits					
	Develop originality					
11	**Evaluation**					
	Tests the learning					
	Uses appropriate procedures					
	Grading is meaningful					
12	**Managing the classroom**					
	Classroom discipline					
	Flexibility in the activities					
	Classroom climate					

Records and material in the classroom with the teacher

No.	Item	Yes	No	No.	Item	Yes	No
	Student attendance register				Subject teachers guide		
	Lesson plan				Subject text book		
	Teacher's diary				Subject activity book		
	Class record sheet				Audiovisuals (describe)		
	Subject programme				Other support material		

CfBT Education Trust

Record sheet C: Monitoring by the ACT

Action for Change Team

Monitoring format

Venue	Date of the meeting
Starting time	End time
Chair of the meeting	Subject of the meeting

Category of people invited for the meeting	Adult	Child	M	F

No.	Planned activity	Achieved activity	Achievement	People involved	Lessons learned

CfBT
Education Trust

Record Sheet C: Monitoring by the ACT

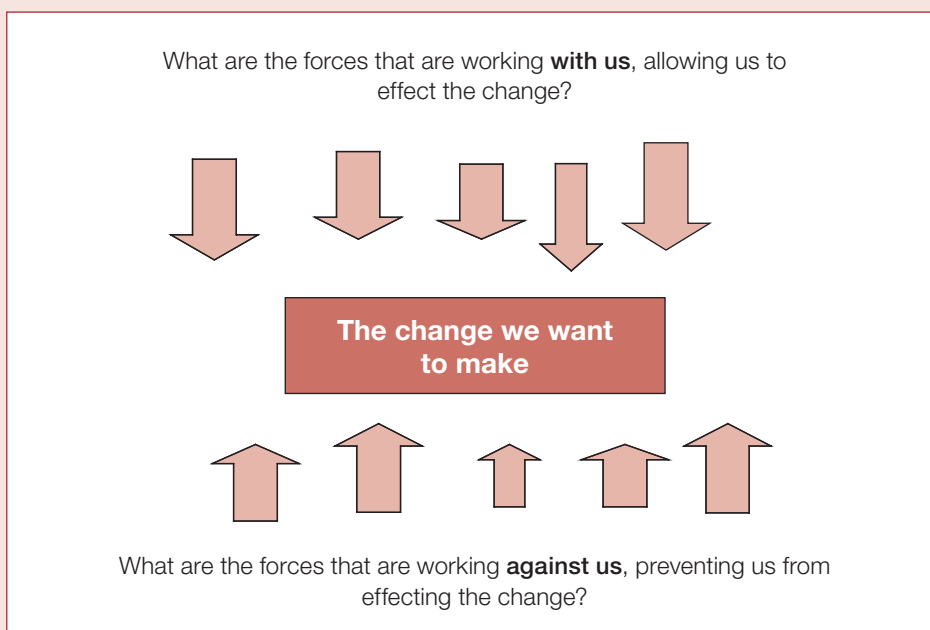| No.	Planned activity	Achieved activity	Achievement	People involved	Lessons learned

CfBT
Education Trust

Annex 4: Force Field Analysis[1]

Objective:

Identifying and mapping forces for and against a particular change with the view of finding out ways of achieving the necessary/intended change.

Steps:

1. Prioritise key changes and challenges faced by the organisation. List these changes and challenges.

2. Identify forces for and against the change (could be people, structures, systems, processes).

3. Let the participants figure out, through discussion, why a given force is for or against a particular change and what is the weight of such a force.

4. Draw a diagram representing the change and the forces. Each force is represented according to the dimension of its impact and must be identified by its name.

5. Let the participants consider, through discussion, which positive forces can be reinforced and how; and which negative forces can be weakened and how.

What are the forces that are working **with us**, allowing us to effect the change?

The change we want to make

What are the forces that are working **against us**, preventing us from effecting the change?

[1] Source: Olive Publications **Ideas for a Change** Part 1 Strategic Processes – How are you managing organisational change? (June 1999 Second Edition).

Annex 5: Examples of some changes and actions by schools

Changes to be made	Actions planned
Teachers' houses	Parents and students to make mud blocks or wooden poles
New classroom	Parents and students to make mud blocks or wooden poles
Get access to curriculum	Go to municipal office to get photocopy
Teachers prepare lessons	Pedagogic meetings Lesson observations by director
Improved teaching methods	Pedagogic meetings for teachers to share ideas Using discussions, songs and plays Lesson observations by director More use of the local language to help understanding Parents to check students' notebooks
Improve teacher punctuality	Introduce attendance book House visits by parents/students Parents/ students to report teacher absence to the director Meetings to encourage teachers
Students more punctual	Regular meetings between teachers and parents

Further information

Organisation involved in the development and implementation of the project:

Associação Juvenil para Solidariedade/Youth Solidarity Association (Implementing partner in Angola)

AJS is a voluntary, Angolan non-governmental organisation founded in December 1999 in the municipality of Lobito. Its mission is to 'promote the participation, understanding, human dignity, responsibility and equality of opportunity… in the areas of health and human rights for the benefit of children and their parents and youth.'

Lobito reference number 0.119.762/00-5

AJS – Associação Juvenil para a Solidariedade, Rua principal (vila) do bairro da Santa-Cruz, Lobito, Benguela, Angola.

Email ajslobito@yahoo.com.br for more information

Okutiuka – Acção para Vida (Implementing partner in Angola)

Okutiuka is an Angolan non-governmental organisation registered as a non-religious, non-profit association founded in July 1995.

Okutiuka, Governador Silva Carvalho Avenue, Compão, Municipality of Lobito, Benguela, Angola.

Angolan Ministry of Education: Provincial Directorate of Education (PDE) & Caimbambo Municipal Section of Education (Project support)

Education Action (Project management and coordination)

Education Action is a British NGO with over 80 years experience. We support partnership initiatives with state and non-state actors, representing people exiled because of conflict and also in states recovering from conflict. We work to reach school communities in countries with fragile education infrastructure and where there are few teaching and learning resources. We work under two strategic themes; Effective Teaching and Learning, and Education for Social Change.

Registered charity number 1003323, and company limited by guarantee registration number 2570704.

Education Action, 3 Dufferin Street, London EC1Y 8NA, United Kingdom.

Visit www.education-action.org or email info@education-action.org for more information.

CfBT Education Trust (Funding and technical support)

CfBT Education Trust is a top 50 UK charity providing education services for public benefit in the UK and internationally. Established 40 years ago, CfBT Education Trust now has an annual turnover exceeding £100 million and employs 2,300 staff worldwide who support educational reform, teach, advise, research and train.

Since we were founded, we have worked in more than 40 countries around the world. Our work involves teacher and leadership training, curriculum design and school improvement services. The majority of staff provide services direct to learners: in nurseries, schools and academies; through projects for excluded pupils; in young offender institutions and in advice and guidance centres for young people.

We have worked successfully to implement reform programmes for governments throughout the world. Government clients in the UK include the Department for Children, Schools and Families

(DCSF), the Office for Standards in Education (Ofsted), and local authorities. Internationally, we work with educational ministries in Dubai, Abu Dhabi and Singapore among many others.

Surpluses generated by our operations are reinvested in educational research and development. Our research programme – Evidence for Education – aims to improve educational practice on the ground and widen access to research in the UK and overseas.

CfBT, 60 Queens Road, Reading, RG1 4BS, United Kingdom.

Visit www.cfbt.com for more information.

CIER
Centre for
International
Education and
Research

Professor Lynn Davies, Director, Centre for International Education and Research (CIER) – University of Birmingham (Technical support and report authored by Professor Davies)

The Centre for International Education and Research (CIER) is part of the School of Education and reflects the School's longstanding international orientation. It has been in existence for over forty years, first as a Unit, and then a Centre.

The Centre for International Education and Research aims to further the study of education across a range of international contexts and to supply a base for research into education which is comparative and international in nature. The staff of CIER have a particular mission to promote the role of education in social, economic and political development, related particularly to the outcomes of equity, democracy, peace, social inclusion and sustainable growth. CIER staff have produced a number of books around these themes.

The Centre for International Education and Research (CIER), School of Education, University of Birmingham, Edgbaston, Birmingham, B15 2TT, United Kingdom.

Visit www.education.bham.ac.uk or email education@bham.ac.uk for more information.

CfBT
Education Trust