GUIDANCE

School change to improve effectiveness
A practical guide for headteachers

Education Action

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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.

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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**

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Acknowledgements

About the author

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Alan was the founding Director of the influential Basic Skills Agency in the UK and led the Agency for more than 25 years. He played a key role in the campaign for adult literacy in England and Wales and was the author of the Basic Skills Agency's Quality Mark, which was instrumental in improving school effectiveness.

Alan has lectured widely in the UK and abroad and has written extensively on education. He became the Chief Executive of Education Action in September 2007 and has led the turnaround of the charity after a very challenging financial situation. He has led the development of Education Action with a new sense of strategic direction.

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Introduction

Money is important if high quality education is to be available to every child living in a developing country. But it's not the only thing that is important. How effective a school is doesn't just depend on funding. Effectiveness can be improved even when resources are scarce – and likely to be scarce for some time to come.

There has been a focus on school effectiveness in many countries in recent years. There has also been widespread recognition of how important leadership is in improving school eff ectiveness and the quality of education.

Improving school effectiveness is a challenge, even in countries with a long history of education, economic and social stability and well-qualified and experienced teachers. In countries recovering from war or thought of as fragile states, improving school performance can be even more challenging.

Schools are often poorly equipped, classes are usually large and all too many teachers have had little training. Sometimes the ethos and culture of the school makes it difficult to improve effectiveness; sometimes the daily battle to provide education with few resources means there is little time to focus on improving school effectiveness.

This booklet isn't a comprehensive description of the research into school effectiveness. Neither does it include every aspect of change that might be planned or take place in a school. It's intended for headteachers [sometimes called School Director or Principal] in developing countries, particularly post-conflict countries and fragile states, and draws on the experience of our School Change programme in Angola[1]. It identifies some of the key factors that can improve the effectiveness of a school even if it has few resources.

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[1]   See appendix for the changes that were suggested in our Angola School Change programme.

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1. Why change?

> *Change is only worthwhile if it improves the effectiveness of the school.*

Change is only worthwhile if it improves the effectiveness of the school. A considerable body of evidence already exists about school effectiveness. Less exists about the process of change needed to improve school effectiveness.

Heyneman & Loxley [1983][2] studied science achievement in 16 developing and 13 industrialised countries. They found that children in primary schools in low per capita income countries have learned substantially less after similar amounts of time in school when compared with children in high per capita income countries. From their data it seems likely that the quality of the schools and teachers is the main influence on student learning.

Fuller [1987][3] considered more than 50 studies. His conclusion is that the school is a greater influence on achievement within developing countries compared to industrialised nations. Vulliamy [1987, p 217][4] found persuasive quantitative evidence of the existence of school effects on secondary school examination results in Papua New Guinea. He identified key factors as the:

- quality of teaching

- style of school administration

- extra assistance for weak students

- levels of staff morale

- the provision of basic facilities [such as water and electricity].

He also found the importance of the headteacher to be paramount.

It is now accepted that a school's effectiveness is related not to the level of resources available in the school, but rather to the processes in the school, such as the school's culture[5] (Vulliamy 1987, p217).

The objectives of the school change process might be different in different schools. In the Angola programme the objectives were to:

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

- 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

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

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[2]   Heyneman, SP., & Loxley, WA, (1983) The effect of primary school quality on academic achievement across 29 high- and low-income countries in American Journal of Sociology 88,6,1162-1194.

[3]   Fuller, B. (1987) What school factors raise achievement in the Third World? Review of Educational Research 57,3,255-292.

[4]   Vulliamy, G. (1987) School Effectiveness Research in Papua New Guinea Comparative Education 23,2,209-223.

[5]   Ibid.

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2. Your role as headteacher

It's important that you, as the headteacher of your school, lead the process of change, including promoting meetings and encouraging people to express their ideas and points of view. You will need to be supported by a project team if change is going to involve the whole school community. You will also need to get support from those responsible for administering education in your local area.

It's important that you recognise the benefits of change in your school, including improvements in teaching and learning and better working relationships with teachers, students and parents.

3. Creating a culture for school change

"Change is a continuous process, with people agreeing to try something new which should improve things, evaluating it and if it works, developing it; or if it doesn't work very well, trying something else."

The most important factor for change within a school is commitment. Nothing will change unless there is a groundswell of commitment to change – from you as the headteacher and from teachers, students and parents. And change must be seen as a positive improvement on what happens in the school at present. So it has to be very likely that change will make for a better school and for better education for the children in the school. Unless everyone is convinced of this, change probably won't happen.

Of course, not just you, the teachers and parents can decide all the changes in your school. Some changes inevitably come from above, such as a new curriculum or new conditions of work for teachers. Funders or consultants or 'experts' on a particular topic may suggest other changes. However, you as headteacher, your teachers and parents – and students – do decide a great deal of what happens in a school every day. Furthermore, often the changes that get the most support are changes that have been suggested by people in the school. Change is also more likely to be accepted and to work when as many people as possible in the school understand the change and support it.

It's important to remember that change can seem threatening, as change may mean that existing ways of working are no longer seen as suitable, or people are being asked to change the way they behave. So school change is about making people – teachers, students, parents – feel secure about the proposed change and willing to try something different.

School change isn't something that just happens once and is soon forgotten. Change is a continuous process, with people agreeing to try something new which should improve things, evaluating it and if it works, developing it; or if it doesn't work very well, trying something else. It's important to understand that change may have consequences elsewhere; for instance, because a teacher spends more time trying to work with parents on helping their children, the teacher may have less time to prepare lessons.

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4. Setting about change

> *…it's crucial that the whole school – teachers, parents, students – has a sense of involvement and ownership of change rather than seeing change as the responsibility of someone else or just of the 'Action for Change' team.*

Forming an 'Action for Change' team

In our experience, the first step in an effective change process is forming an 'Action for Change' team. This team is crucial in helping to identify changes and then making sure that the changes agreed are carried out. The team should support you as the school's headteacher and support and monitor the changes planned.

An 'Action for Change' team provides a focus for change. Everyone is able to identify who is responsible for leading change in the school. However, it's crucial that the whole school – teachers, parents, students – has a sense of involvement and ownership of change rather than seeing change as the responsibility of someone else or just of the 'Action for Change' team. So the team has to ensure that they involve people, rather than appear to be dictating, if change is to have a positive impact in the school.

Members of an 'Action for Change' team are also important. In our experience, an effective team needs to involve:

- teachers, as they are the people delivering the teaching in the school

- school students, as they are the learners in the school

- parents, as they are the people who are responsible for supporting their children while at school. [You might want to involve the Parent Teacher Association (PTA) if your school has one because the involvement of the PTA will help parents to understand the change process].

An 'Action for Change' team could include:

- you as the headteacher of the school

- 2-3 teachers

- 2-3 parents from your PTA if possible

- 2-3 students at the school.

Of course, how large or small the 'Action for Change' team is will depend on the size of the school. However, it's better not to have more than 12 people in total. The names of the members should be posted where everyone can see them. The team needs to meet about once a week and keep a record of the meeting.

The 'Action for Change' team should monitor the change process and collect and analyse the final evaluations. It has a key role in making sure that everyone involved in the school knows what is going on. It should:

- talk with people in the school – teachers, students, parents – to identify possible changes that would improve teaching and learning in the school

- decide which changes should be a priority

- decide which persons or groups will be responsible for which actions involved in the agreed changes

- identify what action is needed to produce these changes

- talk with people in the school to agree the action to be taken

- monitor the action planned and taken and the progress being made towards the agreed changes

- produce a final evaluation.

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> *…explain the project to everyone, perhaps by calling separate meetings to outline the process with teachers, students at your school and parents of students at your school.*

The headteacher[6]

Any 'Action for Change' team, however good, cannot take the place of a committed headteacher. As the headteacher you have a key role in encouraging people to come up with ideas and make their views known. This doesn't mean that you have lost your authority; you are still the headteacher and you still have the responsibility for the outcomes of any change. You have the key role in initiating the change process. You have the responsibility to:

- explain the project to everyone, perhaps by calling separate meetings to outline the process with teachers, students at your school and parents of students at your school

- ask teachers, students and parents to identify 2 to 3 representatives to be on the 'Action for Change' team

- call the first meeting of the 'Action for Change' team; explain the process and role, agree an action plan and answer any questions

- help teachers, school students and parents to identify their proposals for change

- chair the meetings of the 'Action for Change' team

- monitor changes, assist the changes to happen, encourage feedback and comments from the groups they represent

- approve the final evaluation.

Working with teachers

We have found that it's useful to set up some specific activities in a meeting to help teachers to identify changes that should improve the performance of the school. In some schools teachers may come up with lots of ideas without any help; however, in many schools a specific activity helps to get ideas.

In Angola we used an activity called 'The Tree of Success'.

ÁRVORE de SUCESSO

The idea of the 'Tree of Success' activity was to help teachers to identify possible changes. During the activity teachers individually identified experiences that had given them a strong sense of personal satisfaction and achievement. They identified common themes, discussed these and voted on pursuing one of these ideas and the action required to create the agreed change.

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[6]   We use the term 'headteacher' to include School Director, Principal and other titles used to describe the leader in the school.

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Below is a suggested approach to running a 'Tree of Success' activity. It could be used with teachers, school students or parents but the example we have given is with teachers.

Step 1	Welcome your teachers and thank them for coming.
Step 2	Draw a picture of a tree on a large piece of paper. Make sure that the branches and roots are clear.
Step 3	Ask the teachers to individually think of a time when they felt a sense of success in teaching, based on something they did.
Step 4	Ask each teacher to write a short phrase to represent this on a small piece of paper.
Step 5	Ask them to all stick their small pieces of paper on branches of the tree.
Step 6	Then ask them to individually tell the story of this occasion.
Step 7	After they have all told their stories, try to group similar experiences. Do this by moving the pieces of paper and putting different groups on different branches. Check that the teachers agree with your grouping.
Step 8	Ask the teachers to discuss each of these groups and whether the changes are within their power.
Step 9	You then need to ask the teachers to choose which one of these groups they would like to take forward.
Step 10	Explain next steps – this change proposal will be passed on to the 'Action for Change' team to put together with proposals from students and parents.

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> *…decide which age group of children is the best to work with. It's worth avoiding age groups where the children are taking exams or very young children who might find it hard to get involved.*

Working with school students

You might want to use a different activity with students at the school to identify what helps them learn more effectively so that the 'Action for Change' team can identify a change to make this happen.

You will need to decide which age group of children is the best to work with. It's worth avoiding age groups where the children are taking exams or very young children who might find it hard to get involved. Whatever group you decide upon, make sure it is equally composed of boys and girls and that both girls' and boys' voices and opinions are heard and valued.

Step 1	Ask the students: '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?']. Write what they say down and, if you can, pin the ideas up around the room. Then ask the students to walk round the room, looking at all the statements. Give plenty of time for this, to make sure they understand them.
Step 2	Some of the following may be listed: • a teacher who arrives 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
Step 3	Ask the students to stand in front of the statement they think helps them learn the best or the one that is the most important to them.
Step 4	Count the number of school 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.
Step 5	Continue with the process of asking the group with the least choices to choose another one until you are left with the biggest group.
Step 6	Explain that this is the choice for change that the students have decided. Their choice will go to the 'Action for Change' team to decide on some actions that will make this change happen.

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> *Ask others directly what they think. Don't 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 parents to feel confident and to work out their ideas.*

Working with parents

In our experience using a focus group discussion is the best way to get parents to contribute their ideas for change.

Step 1	Get the school students to ask their parents to come to a discussion meeting at the school.
Step 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].
Step 3	When parents arrive, divide them so that there is a men's group and a women's group. Ask each group to select a leader from their members so that you have a woman leader and a man leader.
Step 4	Thank everyone for coming and 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 in the school, including parents.
Step 5	Explain that you will have 2 people to write down the discussion, who will not take part.
Step 6	Explain that you do not necessarily want everyone to agree. As many opinions as possible are important, in order to find out how to make the school better.
Step 7	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?
Step 8	During the discussion, don't let one or two people dominate. Ask others directly what they think. Don't 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 parents to feel confident and to work out their ideas.
Step 9	Ask parents what changes they would like to see. Accept all suggestions at the beginning, however strange or apparently irrelevant. You can try to help everyone select the more useful ones later.
Step 10	Ask the 2 people writing down what parents have said to list all the suggestions for change and read them out to the parents. On pieces of paper, put a number or draw an image to correspond to that idea for change. Put the papers on the ground.
Step 11	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.
Step 12	Thank the parents for coming and explain the next steps.

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5. From ideas to action

Once ideas have been suggested, the 'Action for Change' team needs to meet to examine the ideas and select some changes that have wide support among teachers, students and parents and that will improve the effectiveness of the school. It's important not to take on too many changes. We suggest no more than three changes at any one time.

When the three changes are agreed, write them down and put them up somewhere in the school where everyone can see them. You could make a poster showing the three changes and the action needed to make these changes happen. This will help the whole school to know what is going on.

6. Monitoring

It is important to monitor progress. This can be done through keeping records of meetings and other events. The 'Action for Change' team should make notes of what takes place, as well as note comments and suggestions from people.

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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 you could count the number of positive comments and the number of negative comments that the teacher makes to the children over the course of a lesson, and also who got praised and who got reprimanded.

Below are some simple guidelines for observations.

Step 1	Decide what you will observe and what you will look for.
Step 2	Make sure that the teacher understands what you will be doing and try to put them at ease.
Step 3	Make sure that the teacher understands what you will be doing and try to put them at ease.
Step 4	Sit at the back of the classroom so that you don't distract the students.
Step 5	Be aware that you being there 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.
Step 6	Read through your notes immediately afterwards, to see if they make sense. Make any additions from memory, or general comments about what you saw.
Step 7	Share your notes with the 'Action for Change' team.

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Interview

Again, depending on the change wanted, you might want to interview 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 the teacher do?' 'What do you still not understand?' 'How could the teacher help you to understand?'

Below are some guidelines on interviews.

Step 1	Put the person being interviewed at ease. Say that the results are confidential and that their name will not be mentioned.
Step 2	Explain the purpose of the interview.
Step 3	Start with easy questions or questions about themselves, their family etc.
Step 4	Go slowly, so that you have time to write down the answers. [These can be note form rather than exact words].
Step 5	Explain your question or put it in a different way if the person does not understand.
Step 6	Try to keep the conversation relevant to the matter at hand, but do not ignore interesting side issues because they may also give information about what is happening in the school
Step 7	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.
Step 8	Share your notes with the 'Action for Change' team.

Focus group discussion

You can also 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 focus group discussion with a group of parents to see if they have 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.

Records

Simple recording can also monitor change. If the change wanted was that *'teachers attend school and arrive on time more often'*, then records could be kept over, say two 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 headteacher gave some incentives to teachers who arrived on time'*, then again interviews with both the headteacher and with teachers might throw light on whether this worked.

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

- You can conduct a focus group discussion with students, with teachers or with parents.

- Simple observations of teaching and learning can be done by students, if they are just counting one thing [e.g. 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 you, the headteacher.

- Students can interview teachers or parents.

7. Evaluation

> *The task of the 'Action for Change' team at the end is to collect all of the information available and for each team member to take time to read through it.*

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 took part in on lesson plans

- focus group discussion with teachers to see 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 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.

The task of the 'Action for Change' team at the end is to collect all of the information available and for each team member to take time to read through it. Then, the team should discuss as a group the main findings and list them. The 'Action for Change' team 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 the change has or has not happened. The draft should go back to the group to see if they agree before it is finalised.

8. Conclusion

> *The only reason for change in a school is to improve its effectiveness.*

The only reason for change in a school is to improve its effectiveness. If change means that students will learn better, and your teachers, students and parents will feel positive about the school, change is worth doing. It's important to recognise that most schools can improve and that more students can learn better.

It's also important to recognise that change in a school depends more on the commitment of the people in the school than it does on additional resources. Of course, some change does require more money. But, as we hope we have shown, not all change depends on money.

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9. Appendix

> *When parents and students were asked in our Angola programme about the changes they would like to improve effectiveness in their schools, many people saw teacher punctuality and absenteeism as a key issue that needed to be addressed. Sometimes, where teachers had to travel long distances, they were late or would not show up for class at all.*

Changes suggested in our Angola programme

You might be interested in some of the changes suggested by teachers, school students and parents in our Angola programme.

Our programme was based in Caimbambo, in the province of Benguela in Angola. Angola has seen many years of conflict, with 300,000 dead and four million people internally displaced. At the time the programme started, the primary school completion rate (grades 1-4) was only 27% – one of the lowest in Africa – and Angola was one of the countries most at risk of failing to achieve Education For All.

In Benguela, there had been a great deal of conflict up to 2002, with an estimated 7,000 children out of school and at least 200 teachers needed. Our programme was for 15 months. The programme focused on 10 pilot schools, two from each of the 5 Communes of Caimbambo and a further 10 control schools.

Some changes that came about through our Angola programme were about improving the school building or the classrooms. These included providing more permanent classrooms, separate toilets for boys and girls and desks, chairs and textbooks. However, all of these needed increases in funding.

However, lack of funding didn't stop all improvements in our Angola programme. Parents and community members constructed *additional classrooms*, for example by preparing adobe mud blocks or wooden poles for construction. This helped them to feel involved in improving the school, as well as providing improvements and additional space in the school.

When parents and students were asked in our Angola programme about the changes they would like to improve effectiveness in their schools, many people saw teacher *punctuality and absenteeism* as a key issue that needed to be addressed. Sometimes, where teachers had to travel long distances, they were late or would not show up for class at all. Some people felt that their school seemed to lack a culture where getting to school on time was valued. And in some schools there were few checks that teachers and students were attending school and turning up at the right time. People came up with a variety of practical ways of improving attendance and punctuality.

Attendance books were introduced for teachers, as well as students, in some schools. Parents were encouraged to check with their children to see whether a teacher had arrived on time – or had got to school at all. Late or absent teachers were reported to the headteacher. Through this simple process, the culture of the school began to change as parents, students and the headteacher began to question teachers who were often late or absent from school.

One other practical measure was also very effective. Alarm clocks, bought at low cost from a local market by the headteacher, were given to all teachers. These were set at the time teachers were supposed to be in school, and acted as physical reminders of the need to be on time.

Teachers in many former war torn countries and fragile states often have little choice in where they are posted to teach. This was the case in our Angola programme. So many teachers are placed in schools which are a long way away from their home villages. This often leads to high levels of teacher lateness and absenteeism.

Parents and community members helped to build teacher 'transit houses', mid-week places for teachers to stay if they lived far away from their home. This improved teacher punctuality and reduced absences.

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In many former war torn countries and fragile states, high levels of insecurity have undermined regular planning. Few meetings are held and there is little attention given to future plans. Many of the schools involved in our Angola programme reported high numbers of teachers who did not plan their lessons regularly.

In many former war torn countries and fragile states, high levels of insecurity have undermined regular planning. Few meetings are held and there is little attention given to future plans. Many of the schools involved in our Angola programme reported high numbers of teachers who did not plan their lessons regularly. Furthermore, few of these teachers would seek help or advice from colleagues or superiors because they thought that this implied weakness. The introduction of *monthly teachers meetings* helped. Holding a regular meeting encouraged teachers to reflect on their week, share ideas on planning and teaching and ask for advice.

Many schools in our Angola programme didn't have copies of the national curriculum. In many former war torn countries and fragile states, lots of teachers are untrained and materials are in short supply. Yet where there has been a fragmentation of education provision due to war and other forms of conflict, an understanding of the national framework for education is vital. The basic introduction of *copies of the national curriculum* – obtained and then photocopied in the local education offices – as well as a short explanation of the key themes and issues helped headteachers to better understand the national strategy and helped teachers to plan their lessons more effectively.

As the same time, headteachers were encouraged to become increasingly involved in *monitoring teacher performance* and supporting skills improvement. One simple measure involved the headteacher in organising regular meetings with all teachers, across all subject areas, to discuss teaching and learning methods.

Teachers were supported to focus on the *identification of the needs of individual children*. Practical tips were introduced, including supporting teachers to identify children who were lagging behind and moving them to sit at the front of the classroom.

This simple measure encouraged teachers to think about *classroom layout* and how to differentiate the needs of different students in the class.

The *introduction of local languages* alongside the official language of instruction was asked for by both teachers and students in the pilot schools. Providing a mix between official and local languages was felt to improve learning and ensure understanding.

More *involvement of parents* was another key change identified by people in the schools in our Angola programme. In some schools, for the first time, parents were encouraged to make sure that children went to school by asking them each day if they have attended, as well as making sure that they were properly prepared, by having food and materials for instance.

These were small steps. However, they came from teachers, school students and parents in the schools in our Angola programme and they were seen to have led to improved effectiveness.

Our Angola programme had four major impacts on school effectiveness.

- **Preparation of lessons.** As a result of the programme, teachers were engaged more in preparing their lessons, rather than simply *'standing in front of the class'*.

- **Teaching methods.** Overall, there was agreement that teaching methods had been enhanced. Parents felt teaching methods had definitely improved, and that teachers were explaining more, rather than just putting a summary on the board.

- **Teacher punctuality and attendance** was reported to be better in all pilot schools.

- **School buildings.** New classrooms were built or were planned and better maintenance was reported.

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