

Mid-term Evaluation of the Child-Friendly Schools Project in the provinces of Bié and Moxico (Angola) 2015-2017

Peter Matz, March 2019

Commissioned by UNICEF

Table of contents

Abbreviations and acronyms	5
Executive summary	6
1. Introduction.....	12
1.1. The global CFS model	12
1.2. The CFS project in Bié and Moxico	12
1.3. Objectives of the mid-term review	14
2. Methodological framework and mid-term evaluation process	15
2.1. Results of the evaluability assessment.....	15
2.2. Evaluation plan	17
2.3. Data collection	18
2.3.1. Desk review	18
2.3.2. Face-to-face interviews.....	18
2.3.3. Review of school improvement plans.....	19
2.3.4. Site visits to observe school infrastructure	19
2.3.5. Focus group discussions	19
2.3.6. Validation workshop.....	20
2.3.7. Summary of stakeholders to be consulted	20
2.4. Ethical considerations	20
2.5. Constraints	21
3. Main results.....	21
3.1. The CFS project in Angola in the global context of CFS	21
3.2. Evaluation criteria: Relevance, effectiveness, efficiency and sustainability	21
3.2.1. Relevance.....	22
3.2.2. Effectiveness	25
3.2.3. Efficiency.....	33
3.2.4. Sustainability.....	35
3.2.5. Summary of evaluation criteria.....	38
3.3. Cross-cutting themes: Child rights, gender, equity.....	38
3.3.1. Child rights.....	38
3.3.2. Gender.....	39

3.3.3. Equity	42
4. Conclusions.....	43
5. Lessons learned.....	45
6. Recommendations.....	45
Annex 1: References	48
Annex 2: Terms of reference for the mid-term evaluation	49
Annex 3: Logical framework	53
Annex 4: List of interviewed persons	56
Annex 5: List of analysed documents.....	58
Annex 6: Evaluation tools.....	60
A.6.1. Guide for DNEG, GPE e UNICEF	60
A.6.2. Guide for school directors.....	60
A.6.3. Guide for focus groups: Teachers	62
A.6.4. Guide for focus groups: PA and community members.....	63
A.6.5. Guide for the assessment of school development plans.....	64
A.6.6. Guide for the observation of infrastructure and services	65
Annex 7: Some photos of WASH infrastructure	67

List of tables

Table 1: Focus group participants.....	19
Table 2: Number of persons consulted	20
Table 3: Overview of school improvement plans (SIP).....	29
Table 4: Project expenditures (in US\$), 2015-2017	33
Table 5: Number of schools in the ZIP with CFS participation (including CFS schools).....	34
Table 6: Evaluation criteria by component.....	38
Table 7: Summary of success criteria	43

List of figures

Figure 1: Proposed theory of change	16
Figure 2: Pass rates in the CFS of Bié, 2015 and 2018.....	30
Figure 3: Pass rates in the CFS of Moxico, 2015 and 2018.....	30
Figure 4: Pass rate in Bié, CFS and provincial average, 2017.....	31
Figure 5: Dropout rate in the CFS of Bié and at provincial level, by sex, 2017.....	31
Figure 6: Dropout rate in the CFS of Moxico and at provincial level, by sex, 2017.....	32

Figure 7: Failure in the final exam in CFS and at provincial level, by sex, 2017	32
Figure 8: Boys and girls enrolled in the CFS of Bié, 2015 and 2018	40
Figure 9: Pass rates in the final exam in Bié, CFS and provincial average, 2017	40
Figure 10: Pass rate in 6 th grade in the CFS of Bié, 2015 and 2018	41
Figure 11: Failure in the end-of-year exam (grades 1-6) of Moxico, CFS and provincial average, 2017	41
Figure 12: Exam failure and school dropout in the 6 th grade of CFS in Bié, by sex	42

Abbreviations and acronyms

CFS	Child-Friendly School
CPAP	Country Programme Action Plan
CPEE	Parents' Association (<i>Comissão de pais e encarregados de educação</i>)
CRC	Convention on the Rights of the Child
DNEG	National Directorate of General Education (<i>Direção Nacional de Educação Geral</i>)
EA	Evaluability assessment
FGD	Focus group discussion
GPE	Provincial Office of Education (<i>Gabinete Provincial de Educação</i>)
MED	Ministry of Education
NAP	National Action Plan
NDP	National Development Plan
PAAE	Literacy and School Acceleration Programme (<i>Programa de Alfabetização e Aceleração Escolar</i>)
PA	Parents' Association
PAT	Learning for All Project (<i>Projecto Aprendizagem para Todos</i>)
SCI	Student-centered instruction
SDG	Sustainable Development Goal
SIP	School improvement plan
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene
WFP	World Food Programme
WHO	World Health Organization
ZIP	School cluster (<i>Zona de influencia pedagógica</i>)

Executive summary

The objective of this mid-term evaluation of the Child Friendly Schools (CFS) project, which is being implemented in Bié and Moxico provinces of Angola, with an implementation cycle from 2015 to 2019, is to provide a critical assessment of the achievements of the project and to gather best practices that can improve access, retention and learning outcomes, so that these best practices could be used as blueprints in other schools across the country.

The project covered ten participating schools (five in Bié and five in Moxico), with a budget of US\$ 949,000 (planned expenses) between 2015 and 2017.

At the outset of the project, the roles of the main stakeholders were:

- Provincial Directorates of Bié and Moxico (GPE):
 - Implement the project in CFS schools
 - Monitor the project jointly with the National Inspectorate of Education
 - Contribute to the design of training materials
 - Deliver various training sessions
- National Directorate of General Education (DNEG):
 - Oversee project implementation
 - Contribute to the design of training materials
 - Deliver various training sessions
- National Inspectorate of Education
 - Monitor the project jointly with the GPE
 - Provide technical assistance to DNEG for project implementation
 - Contribute to the design of training materials
 - Deliver various training sessions
- UNICEF
 - Provide overall technical assistance
 - Contribute to the design of training materials
 - Deliver various training sessions

The primary users of the evaluation are UNICEF and the Ministry of Education.

During November and December 2018, the following **data collection methods** were used:

1. Desk review of project documents
2. Face-to-face interviews with 29 individual stakeholders
3. Visits to nine schools for observing the school infrastructure
4. Review of school improvement plans
5. Focus group discussions (FGD) with 67 people
6. A validation workshop with 15 participants

Regarding the criteria of **relevance, effectiveness, efficiency, and sustainability** of the project, the following results emerged:

Relevance: The project should be considered highly relevant in the context of the National Development Plan (NDP) because it supports five of the 13 specific objectives of this document. It should also be considered relevant in the context of the Country Programme Action Plan (CPAP), since its main objective is fully aligned with Outcome No. 3 (“by 2019, the most vulnerable girls and boys will have access to quality education with a focus on improving learning outcomes”). The project has made significant efforts to ensure that textbooks and trainings are relevant for the needs of teachers and school principals, including several rounds of stakeholder consultations.

Effectiveness: The evaluation found ample evidence for the fact that the learning environments in the CFS improved. Currently, eight of the ten schools have water available (at the beginning of the project none of the schools had water), and the state of hygiene is acceptable in most schools. The project has had a positive impact on the education of children in the target areas. For example, student achievement in the CFS is better than in the rest of the schools in both provinces. One of the greatest achievements of the project is the reduction in dropout rates, which could be an effect of an improved learning environment. However, this success has come to some extent at the expense of performance. In other words, most enrolled children stay in school, but many of them are not learning the basics that would allow them to successfully continue their education at the secondary level. This situation, evidenced by the low passing rate in the end-of-year exam at each grade, represents a formidable challenge. Sustained efforts will be needed to overcome it, including the recommendations at the end of this document. There is mixed evidence on the role of the Parents’ Associations (PA). In general, school improvement plans (SIP) are of average quality; the quality of the SIP of Bié is better than those of Moxico.

Efficiency: During the first two years of the project, the expenditure rate was low, with 68% and 62% in 2015 and 2016, respectively. This was to a large extent an effect of the economic and financial crisis that affected Angola during this period. The expenditure rate improved to 93% in 2017, in parallel with the improvement in the overall economic and financial environment. During the period from 2015 to 2017, a total of US\$ 671,438 were spent on the project. Of this total, 72% were spent on Component 1 (WASH), 11% on Component 2 (student-centred instruction), 17% on Component 3 (school management and community

participation) and 1% on monitoring and evaluation. The high proportion of the funds spent on WASH reflects the fact that related infrastructure investments are costly. However, the project cost per student per year is still relatively low, at merely US\$ 17.28. On the one hand, the project was efficient in using existing structures (for example, rehabilitation of existing WASH facilities, whenever possible, and collaboration with the National Office of Education Inspection and the Provincial Offices of Education (*Gabinete Provincial de Educação* - GPE), including provincial inspection mechanisms of schools, and refraining from creating new ones. On the other hand, efficiency could be improved by a more strategic use of the school clusters (*Zonas de influencia pedagógica* – ZIP) and the municipal administration. In particular, municipal governments should be engaged to the same extent as the GPE at all stages of the project (planning, implementation, monitoring and evaluation) to ensure the ownership of interventions and synergies with other activities at this level of government. In addition, the installation of full-flush toilets in the CFS are not considered efficient, because the costs are up to 900% higher than traditional latrines.

Sustainability: Concerning the sustainability at the micro level (schools), the project increased the capacity of directors, teachers and PAs, which will foster the continuity of the interventions. In Moxico, the sustainability of the project was hampered by the frequent rotation at the levels of GPE and school management. The design of the project was not focused enough on the municipal authorities, which have the budget authority for school infrastructure. Relative to macro level (national and provincial), the project has built capacity and ownership in the GPE of Bié and Moxico, as well as in the National Office of Education Inspection: The responsible officials have participated in all relevant interventions and can apply their knowledge and skills in the context of other schools. However, the involvement of the National Directorate of General Education (*Direção Nacional de Educação Geral* – DNEG) has decreased during the course of the project, as a result of staff turnover within the Ministry of Education (MED). Thus far, the project has made significant efforts to ensure the government's commitment to co-financing CFS at the national and provincial levels. However, this commitment could be called into question, given the recent rotational leadership at the national as well as provincial level in Moxico. For this reason, the financial sustainability of the project is questionable.

The evaluation also considered the **cross-cutting themes** of child rights, gender and equity, with the following results:

Child rights: Unfortunately, the project is currently unable to guarantee the right to education for all children in the target areas, largely because the provision the number of classrooms and teachers required to provide education for all children in the area of influence was beyond the scope of the project. The WASH component of the project is a very important contribution to the ensuring the right to clean water, a clean and safe environment, and information to help children stay healthy. Concerning the right to nutritious foods, the mid-term evaluation took notice of the absence of school meals. In fact, several teachers and principals noted with regret that many children were at school hungry.

Gender: There are several challenges related to gender equity in terms of participation and achievement in education. In Bié, the percentage of girls in the CFS decreased from 48% to 43% between 2015 and 2018, and is today still lower than the provincial average. Girls' levels of dropout and failure at the end-of-year exam are worse than those of boys in both provinces, which seems to suggest that insufficient attention has been paid to girls' particular needs.

Equity: The initial selection of provinces and schools for the project was intended to be largely in response to need, i.e. schools in disadvantaged areas were to be targeted. However, in Moxico, this principle was later replaced by practical concerns in terms of accessibility and the viability of monitoring. Thus, the project did not particularly target the most disadvantaged schools and students in this province. However, the focus on providing WASH was particularly responsive to the needs of disadvantaged students who may be without adequate water and sanitation at home. In this sense, it is also worth mentioning that learning outcomes have improved in Bié, where learning outcomes were initially very weak, which seems to suggest that the model can be particularly effective in disadvantaged areas and schools, where the relative value added by CFS may be higher than in other areas. However, the situation of disadvantaged children remains a challenge. In this respect, one of the major gaps in the provision of services in the CFS is the lack of school meals.

Based on these results, the following **recommendations** were developed and validated by the participants of the validation meeting on December 14, 2018:

I. Recommendations for the remaining period of the project (2019):

1. Develop a plan to use **peer education through the school cluster system** in a strategic fashion (DNEG, GPE, National Inspectorate, and UNICEF).
2. Carry out a **study of the reasons for school dropout** in those areas where the dropout rate is high, with a particular focus on the reasons for the dropout of adolescent girls (DNEG, GPE, National Inspectorate, and UNICEF).
3. Revisit the training module on **andragogy**, sharpening the focus on disadvantaged children, including children with special educational needs, pregnant girls and over-aged children (DNEG, National Inspectorate, and UNICEF).
4. Strengthen the capacity of CFS directors and teachers to act as **peer educators** to (a) other schools in the same ZIP and (b) all schools in the same municipality (GPE).
5. Build the capacity of **PAs**, making use of local champions to mobilize local involvement (GPE).
6. Regularly perform **classroom observation** of teachers, together with school directors (GPE in Moxico).

7. Aim to **enroll all children** in school. In the short term, use tents or local infrastructure (e.g. church buildings) for additional classroom space. Consider the use of double shifts, retired teachers and/or community teachers (school administration).

Where the enrolment of all children is not immediately possible:

- Aim to enrol 50% of girls and 5% of children with special educational needs
 - Keep a record of the children whose entrance was refused, and use it to lobby the municipal administration to increase the teaching staff and financial resources
 - Give preference to children who were refused during the previous year, allowing the enrolment of over-aged children in primary school.
8. Encourage the engagement **of community leaders** in the PA (school administration).

II. Recommendations for scaling the project in the future:

1. Establish a **workable plan** to continue the CFS, including adequate allocation of funds for implementing the project in a large number of schools (DNEG and GPE).
2. **Follow up on previous Government commitments** to ensure adequate budget allocations to the CFS, requesting details on specific actions to be taken (UNICEF).
3. Advocate for the use of **latrines**, which are easier to maintain than toilets for better cost-effectiveness and sustainability (DNEG, GPE, and UNICEF).
4. Continue the use of **solar panels**, including measures for the protection of these and other assets in the budget (given the risk of theft and vandalism) (DNEG, GPE, and UNICEF).
5. Include a **school meal** in the CFS model, using local products (DNEG, GPE, and UNICEF).
6. Consider the implications of the implementation of the CFS model in schools in **rural areas** where different obstacles may arise (DNEG, GPE, National Inspectorate, and UNICEF).¹
7. Promote the application of good practices and lessons learned from CFS in the **PAT**, supported by the World Bank (DNEG, GPE and UNICEF). Among the good practices of the project are:
 - Participation of stakeholders in the production of tools: The fact that project activities and tools were developed and implemented in

¹ Currently, only one of the CFS schools (Lonjonjo School, Nharêa) is located in a rural setting.

collaboration with a range of partners at national, provincial and school level has ensured participation and ownership at these levels.

- Combining training with coaching: The project combined trainings for school principals and teachers with individual feedback and coaching in the context of classroom visits, both by project facilitators and by principals.
 - Participation of community leaders in the PA: The importance of involving community leaders was confirmed by several stakeholders. The leadership of a *Souba* (traditional leader) in one of the PAs seemed to increase the community's ownership of the school and contributed to the effective functioning of the PA.
8. Identify the **best teachers** within a given school and assign them to the **initial grades** (initiation and grade 1) to ensure optimal learning outcomes (school administration).

1. Introduction

1.1. The global CFS model

UNICEF's Child-Friendly Schools (CFS) model is driven by an approach to children's rights that sees the role of schools as promoters of the holistic development of the child. Three interrelated key principles form the core of the CFS framework: child-centredness, democratic participation, and inclusiveness.²

- The **principle of child-centredness** means that safeguarding the child's interest should be central to all decision-making in education. This translates into a number of characteristics of the school, such as a child-centred pedagogy, in which children are active participants, and a healthy, safe and protective learning environment provided through appropriate infrastructure, services, policies, and school activities.
- The **principle of democratic participation** holds that as rights holders, children as well as those who facilitate their rights, must have a say in the form and substance of their education. This principle is represented in schools through policies and services that support justice, non-discrimination and participation, where there are strong links between the home, school and community, and where children, families and communities are active participants in schools.
- The **principle of inclusiveness** holds that all children have the right to education and that access to education is not a privilege that society grants to some children, but a duty that is fulfilled by all. Inclusive schools have policies that encourage attendance and retention, are girl-friendly, gender-sensitive and open to children with special education needs and are receptive to students of all backgrounds.

According to Bernhard (1999), the added value of the CFS framework is that it collects and attempts to integrate, conceptually and operationally, the following aspects, under the auspices of the Convention on the Rights of the Child: (i) well-established conditions and characteristics of effective teaching, and (ii) the goals of sustainable human and child development, including health, protection against harm, and peaceful participation.³

1.2. The CFS project in Bié and Moxico

The main objective of this project, with an implementation cycle from 2015 to 2019, was to improve the capacity of schools in the selected provinces, applying some of the principles of the CFS concept, focusing specifically on three areas, including:

² UNICEF: "Child friendly schools programming: Global evaluation report." 2009.

³ Cited in Chabbott, C.: "UNICEF's Child-Friendly Schools Framework: A Desk Review, report to UNICEF." 2004.

1. **Improve access to water and sanitation facilities and promote good hygiene practices:** Provide ten schools in the province of Bié and Moxico with clean water points and adequate sanitation facilities and promote good hygiene practices to help students stay and limit absenteeism.
2. **Improve the quality of learning in target municipalities:** Assist teachers in the participating schools to improve their teaching practices in order to provide quality teaching to students under their care. To this end, a series of workshops were carried out, which applied methodologies related to student-centred instruction (SCI). Teachers who participated in these workshops were expected to acquire essential skills that would allow them to design learning activities that were not only engaging but also meaningful to students.
3. **Improve school management and community participation through capacity-building:** Given the important role that effective school management plays in teacher performance and the quality of student learning, the project also aimed at improving the management of target schools, as well as the participation of the local community. For this purpose, a series of workshops was organized to train school directors, as well as members of the local community, on school management topics. The aim was not only to provide school directors with critical management skills, but also to empower the local community to actively participate in the management of the schools in the respective community.

Another objective of the project was to identify best practices to expand the project. It was initially only carried out in a small number of schools because, with limited funding, the idea was for UNICEF and GPE to pilot and test which aspects of the CFS model could be expanded.

The project covered ten participating schools (five in Bié and five in Moxico), all selected on the basis of their specificities, including their location, their water and sanitary facilities needs, student and teacher populations, as well as the willingness of the authorities to invest in these schools in particular. The five participating schools in Bié included Ebenezer Primary School, Cavanga 1 Primary School, Cavanga 2 Primary School, Lonjonjo Primary School, and Dangereux Primary School, while in Moxico, participating schools included Primary School No. 141 Kwemba, Primary School No. 241 Santo Amaro, Primary School No. 174 Commandante Zorro, Primary School No. 184 Samalesso, and Primary School No. 220 Canende.

The three focus areas selected for this project were based on the determination by the Provincial Directorates of Education in the two provinces that these elements are the main drivers of access and retention.

At the outset of the project, the roles of the main stakeholders were:

- Provincial Directorates of Bié and Moxico (GPE):

- Implement the project in CFS schools
- Monitor the project jointly with the National Inspectorate of Education
- Contribute to the design of training materials
- Deliver various training sessions
- National Directorate of General Education (DNEG):
 - Oversee project implementation
 - Contribute to the design of training materials
 - Deliver various training sessions
- National Inspectorate of Education
 - Monitor the project jointly with the GPE
 - Provide technical assistance to DNEG for project implementation
 - Contribute to the design of training materials
 - Deliver various training sessions
- UNICEF
 - Provide overall technical assistance
 - Contribute to the design of training materials
 - Deliver various training sessions

The logical framework for the project is included in Annex 3.

1.3. Objectives of the mid-term review

The purpose of this mid-term evaluation is to provide a critical assessment of the project achievements and to determine best practices that can improve access, retention and learning outcomes, so that these best practices could be used as a blueprint for other schools in the country.

The evaluation was conducted at this juncture of the project because, after three years of implementation, several activities related to the project objectives have been completed, and it is worth analysing how these various activities are supporting the expected results for the project.

This evaluation covers a period of three years (2015-2017). The geographical scope of the mid-term evaluation is the intervention area: the ten selected schools located in the provinces of Bié and Moxico.

The evaluation also considers to what extent relevant cross-cutting themes (gender, equity and children's rights) have been implemented within the framework of the CFS experience in Angola.

Thus, the main objectives of the mid-term evaluation are:

1. Evaluate the extent to which the CFS project meets the criteria of relevance, effectiveness, efficiency, impact and sustainability, based on objective evidence.
2. Analyse the extent to which the CFS project demonstrates sensitivity to issues related to gender, equity and the rights of the child.
3. Determine the best practices implemented within the CFS project in relation to the three major components of the project, which can be scalable at the provincial and national levels.
4. Propose a set of recommendations to improve the implementation of the CFS project in the two provinces and scale up the best practices identified.

The primary users of the evaluation are UNICEF and the Ministry of Education.

2. Methodological framework and mid-term evaluation process

In November 2018, an evaluability assessment (2.1) and an evaluation plan (2.2) were written. On this basis, the main project documents were analysed (2.3). Data collection was carried out from 2 to 14 December 2018 in Luanda, Bié and Moxico (2.4.-2.7.).

2.1. Results of the evaluability assessment

The project's evaluability assessment (EA) found that the proposed mid-term evaluation was useful: Since CFS project activities continue in Moxico and Bié, it is assumed that the mid-term evaluation will be of substantial use, particularly as regards best practices and recommendations arising from the evaluation as set out in the Terms of Reference and the evaluation plan.⁴ The interest of the National Directorate of General Education (DNEG) in the project is well documented, and the stakeholder validation workshop held in Luanda on December 14 provided a good opportunity to adjust the orientation of the evaluation.

The same EA also found that the evaluation was feasible: The evaluator received sufficient documentation from UNICEF, and the resources provided to carry out the evaluation according to the evaluation plan were also considered sufficient.

⁴ Matz, Peter: "Avaliação de Avaliabilidade do projecto Escolas Amigas de Crianças no Bié e Moxico." 28 de novembro de 2018.

Regarding the plausibility of the evaluation, the EA noted that there was a lack of a coherent theory of change for the project because it was not clear how the achievement of the specific objectives would lead to the achievement of the overall objective (“to continue to improve the capacity of schools in the provinces of Moxico and Bié to provide appropriate education for children by implementing the CFS framework in a manner consistent with local contextual circumstances”), and the vertical logic was flawed. In addition, there were several inconsistencies in the logical framework and in the initial project document.⁵

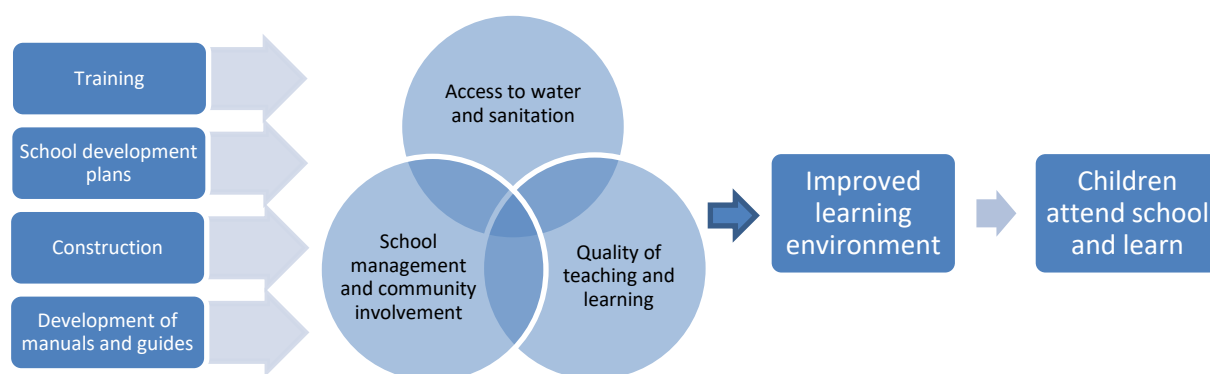
For this reason, the EA proposed a theory of change to use as a guide for the evaluation, in an attempt to remedy the challenge of plausibility and indirectly the challenge of feasibility. According to this theory of change, the overall goal is: Students from the ten target primary schools benefit from an improved learning environment based on the fulfilment of their rights.

The specific objectives are:

- Improve access to water and sanitation in schools
- Increase the quality and results of teaching and learning
- Strengthen community management and involvement

In addition, in accordance with the problems identified in the original project document (critical challenges for access and quality, leading to non-attendance and dropout), it was suggested that the overall impact of the project should be understood as: Children attend school in a positive and safe environment, and learn relevant skills and competences.

Figure 1: Proposed theory of change



⁵ For example, "training" is used both as a description of an activity, and a result. Furthermore, it is unclear how WASH knowledge and skills will be transferred to students; in the project document there is mention of child-to-child hygiene education, but this is not reflected in the logical framework. In addition, the project document highlights the role of "second chance" students and teachers, but these are not mentioned in the logical framework.

Figure 1 illustrates the theory of change, which is similar to the theory of change of CFS in Thailand.⁶ The intention was that it could help develop better key evaluation issues, identify key indicators for monitoring, identify gaps in available data, prioritize additional data collection, and provide a framework for data analysis and the final report.

It should also provide guidance on the causal links between activities, outputs, objective and impact, which could facilitate finding specific points to propose better solutions.

2.2. Evaluation plan

The evaluation plan defined the following key issues to evaluate the project:

1. How does the project fit the context of national development?
2. How is the initiative framed within the current cooperation programme between UNICEF and the Government of Angola?
3. Have the project activities so far been relevant, effective, efficient and sustainable?
4. Has the project been sensitive to gender, equity and child rights?
5. What good practices can be determined, which could be scalable at provincial and national level?
6. What recommendations to improve project implementation can be developed?

The evaluation plan also determined that the project would be considered "successful" if it met several (preferably all) of the criteria below, based on the analysis of available data:

- The project fits perfectly with the national development context and priorities defined by current national development plans.
- The project supports the achievement of the intended outcomes of the current UNICEF country programme.
- Project activities are relevant, effective, efficient and sustainable.
- The project is sensitive to gender, equity and the rights of the child.

On the basis of the above, the evaluation plan determined the following main methods of data collection:

1. a desk review of project documents
2. face-to-face interviews
3. site visits for the observation of school infrastructure and student practices

⁶ UNICEF: "Child Friendly Schools Evaluation: Country Report for Thailand." 2009.

4. classroom observation
5. review of school improvement plans
6. focus-group discussions
7. a validation workshop

2.3. Data collection

A desk review was carried out in November 2018. The other data collection activities were carried out between December 2 and 15, 2018, in Luanda, Moxico and Bié.

2.3.1. Desk review

The desk review analysed the design of the project in the context of existing national development frameworks and documents (such as the National Development Plan 2013-2017, the National Development Plan 2018-2022, the ODS Angola Report and the IIMS 2015-2016), as well as relevant UNICEF documents (Country Programme, CPAP and annual reports) to verify the strategic fit of the project.

In addition, the desk review collected project and financial data, as well as data from progress reports and training reports, and data produced by schools on enrolment, achievement, and dropout. The tools produced by the project were evaluated for their quality and relevance.

Also included in the desk review were two recent project evaluations at the provincial level,⁷ as well as the EA conducted in November 2018.

The list of analyzed documents can be found in Annex 5.

2.3.2. Face-to-face interviews

A total of 29 face-to-face interviews were conducted with key stakeholders from the Provincial Directorates of Bié and Moxico, the Nharêa Municipal Directorate, the National Directorate of General Education, the National Education Inspectorate, UNICEF officials and school principals.

Unfortunately, no student interviews were conducted because they were on vacation during the time of the evaluation.

The list of activities in the logical framework of the CFS project provided the source of questions to be gathered in a preliminary survey for the interviews. The questions were designed to reveal the extent of the interviewees' awareness of the activities and the sense of change or improvement caused by the CFS project activities.

⁷ Mendez, Inocência, e Juliana Rocha: "Relatório: Projecto Escolas Amigas da Criança -Província do Moxico." September 2018. // Xavier, David Ecclesiastre, e Pedro da Silva: "Projecto Escolas Amigas da Criança" – Província do Bié: Relatório de avaliação de processos e resultados." September 2018.

The list of interviewed persons and the question guides are found in Annexes 4, 6.1. and 6.2., respectively.

2.3.3. Review of school improvement plans

All ten CFS schools have school improvement plans (SIP), which were analysed. The resulting data were triangulated with information from interviews with school administrators (2.3.2), site visits (2.3.4) and focus group discussions (2.3.5).

2.3.4. Site visits to observe school infrastructure

Visits were made to nine schools to observe available school infrastructure, including water points and sanitation facilities (see Annex 6.6). These observations were triangulated with data from the school improvement plans and follow-up interviews with key informants, to see if the presence of adequate infrastructure and positive student practices were in fact results of project interventions.

2.3.5. Focus group discussions

A total of seven focus group discussions (three in Bié and four in Moxico) were conducted with teachers and members of the Parents' Associations (PA), with the help of open questionnaires (Annexes 6.3 and 6.4). In total, 67 people were interviewed through these focus groups.

Table 1: Focus group participants

<i>Province</i>	<i>Group, location, and date</i>	<i>Number of participants</i>	<i>Of which women</i>
Bié	Teachers of the schools of Lonjongo and Dangereux, Nharêa, 4.12.	19	9
	Teachers of Cavanga I school, Kuito, 6.12.	4	2
	Teachers of Ebenezer School, Kuito, 6.12.	2	2
Moxico	Teachers of School No. 141, Luena, 8.12.	20	17
	Teachers of School No. 174, Luena, 10.12.	8	7
	Members of the PA, School No. 52, Luena, 10.12.	3	0
	Teachers of School No. 184, Sawambo, 10.12.	11	7
TOTAL		67	44

2.3.6. Validation workshop

A validation workshop was held in Luanda at the end of the data collection process on December 14, 2018. The workshop brought together project stakeholders, including representatives from the Provincial Directorates of Bié and Moxico, the National Directorate for General Education, the National Office of Education Inspection, school directors, teachers, and members of the PA. A total of 15 people participated in the meeting.

At the meeting, the preliminary results of the mid-term evaluation were presented and discussed, and participants' views were solicited. Thus, the preliminary results were reviewed and validated by the participants.

2.3.7. Summary of stakeholders to be consulted

The following number of people were consulted during data collection activities:

Table 2: Number of persons consulted

<i>Data collection activity</i>	<i>Number of persons</i>
Face-to-face interviews	29
Focus group discussion	67
Validation workshop	15

2.4. Ethical considerations

The evaluation was subject to ethical guidelines that were applied at all stages of the evaluation. Data collection and processing were carried out in full accordance with the UNEG *Ethical Guidelines for Evaluation* and its principles, namely:⁸

- **Intentionality:** considering the utility and necessity of an evaluation at the outset;
- **Conflict of interest:** exercising the commitment to avoid conflicts of interest in all aspects of their work, thereby upholding the principles of independence, impartiality, credibility, honesty, integrity and accountability;
- **Interactions with participants:** engaging appropriately and respectfully with participants in evaluation processes, upholding the principles of confidentiality and anonymity and their limitations; dignity and diversity; human rights; gender equality; and the avoidance of harm;
- **Evaluation processes and products:** ensuring accuracy, completeness and reliability; inclusion and non-discrimination; transparency; and fair and balanced reporting that acknowledges different perspectives; and
- **Discovery of wrongdoing:** discreetly reporting the discovery of any apparent misconduct to a competent body.

⁸ United Nations Evaluation Group: “Norms and standards for evaluation.” 2016.

2.5. Constraints

Unfortunately, the 2018 school year ended before field research. For this reason, it was not possible to observe any classroom, nor to interview the students.

Furthermore, it was not possible to visit School No. 220 in the municipality of Luau, province of Moxico, because of the distance and lack of time.

Regarding data on pass rates, the 2018 data for some schools and for the provincial total were not yet available. In these cases, the data for 2017 were analysed.

3. Main results

3.1. The CFS project in Angola in the global context of CFS

Concerning the three key principles of the CFS model (Section 1.1), the mid-term evaluation notes the following, evidenced by the analysis of project documents and discussions with stakeholders:

- **The principle of child-centredness:** The project emphasized this principle, including child-centred pedagogy and a healthy learning environment. These principles were particularly included in the planning and implementation of the activities of Components 1 and 2.
- **The principle of democratic participation:** The project attempted to strengthen links with the community, especially through Component 3. However, the active role of children was not given very high importance.
- **The principle of inclusiveness:** The project encouraged attendance and retention. These principles were particularly included in the planning and implementing of the activities of Components 1 and 2. However, there were some weaknesses regarding gender sensitivity and openness to children with special educational needs (see Sections 3.3.2 and 3.3.3).

3.2. Evaluation criteria: Relevance, effectiveness, efficiency and sustainability

In accordance with the Terms of Reference, the mid-term evaluation analysed the project interventions in terms of relevance, effectiveness, efficiency and sustainability.⁹ The following

⁹ The OECD-DAC criteria include a fifth criterion, i.e. impact. However, this criterion was excluded from TOR. In fact, impact assessment represents a particular challenge as regards attribution; in most cases, it is difficult to clearly assign broad effects on different groups and at different levels over time to a specific intervention or to a set of interventions (Ministry of Foreign Affairs of Denmark 2018). In addition, some critics argue that “impact” could be included in “effectiveness” by adjusting the latter term to determine whether a given project is producing meaningful outcomes that are addressing existing needs rather, rather than complying with goals (Chianca 2008).

subsections provide an overview of these criteria. In addition, subsection 3.2.6. provides a summary of these criteria by project component.

3.2.1. Relevance

Generally speaking, relevance is a measure of the extent to which development interventions address the needs of the population as well as country priorities, and are consistent with donor policies.¹⁰ This section will therefore discuss the relevance of the project to the country's current context, as well as the National Development Plan (NDP) as a key national document, and the Country Programme Action Plan (CPAP), which represents the priorities of UNICEF, as agreed with the Government of Angola. In addition, other aspects that affect the relevance of the project to the needs of the target population will be mentioned.

Current context

After 40 years of struggle for independence and a civil war that ended only 13 years ago, Angola is still undergoing reconstruction in many ways, including the education system. Schools and other infrastructure are damaged and insufficient; many teachers have little or no training; and government officials, particularly at provincial and municipal level, lack administrative, planning and monitoring experience. Most schools do not have adequate water facilities. Recent economic growth due to oil revenues has not yet translated into similar levels of social development, in part because the government is still building systems that will also allow for future development. And recently, the drastic drop in oil prices is also affecting the Government and its Ministries, which have considerably less resources to invest in the social sector than in previous years.¹¹

The government struggles to attract and retain all children in their classrooms for a wide range of reasons, such as distance to schools, lack of access to water, inadequate school feeding programs and cultural reasons (in particular, many girls in the adolescents are kept at home). In addition, the low quality of education and the hidden costs of education for many parents result in low enrolment and completion rates.¹²

In this context, the project can be considered relevant because it addresses several of the above limitations, especially the shortage of water and the poor quality of education. However, it should be noted that some of the project interventions, namely infrastructure investments under the WASH component, are costly, which may limit the likelihood of expansion (and hence relevance) in the context of current budgetary constraints (see Section 3.2.4.).

National Development Plan (NDP) 2013-2017

¹⁰ Ministry of Foreign Affairs of Denmark: "Evaluation Guidelines." 2018.

¹¹ UNICEF: "Angola - Child Friendly Schools – Proposal for UNICEF Japan." 2017.

¹² Ibid.

The objective of the National Development Plan (NDP) 2013-2017 in terms of education is to “promote human and educational development based on education and lifelong learning for each and every Angolan.”¹³ Under this general objective, the NDP provides 13 specific objectives, among which are the following:

- a. increase the quality of education at all levels of the education system, paying attention to the training of the teaching staff and to the system of evaluation and learning
- b. continue the process of expanding the country's school infrastructure at all levels of the education system and improve the conditions of existing schools
- c. ensure the training and capacity building of teachers and school administrators
- d. improve the organization and administrative and pedagogical management of public and private schools
- e. reduce social and territorial asymmetries in the access to the education system

In this context, the project should be considered highly relevant to the NDP, since it supports the specific objectives above. The project aimed to:

- a. improve the quality of teaching (Component 2 of the project)
- b. improve the conditions of participating schools (Component 1)
- c. improve teacher training and capacity building (Component 2)
- d. improve the organization and administrative and pedagogical management of the participating schools (Component 3)
- e. reduce social and territorial asymmetries in the access to the education system (because the project was implemented in two of the most disadvantaged provinces in terms of access to education and results)

Country Programme Action Plan (CPAP), 2015-2019

The 2015-2019 CPAP, which forms the basis of the partnership between the Government of Angola and UNICEF during this period, defines the following objective for education: “By 2019, the most vulnerable children will have access to quality education, with focus on improving learning outcomes.”

The education component of the programme aims to increase equitable access to quality early childhood, primary and secondary education while focusing on providing technical assistance to the Government in policy formulation and strategic planning. In addition, the quality of teaching and learning is should be strengthened through the development of materials for life skills training and teacher evaluations. The programme aims to contribute to the following results:

¹³ República de Angola, Ministério do Planeamento e do Desenvolvimento Territorial: “Plano Nacional de Desenvolvimento 2013-2017.”

- a. Increased equitable access to schools, by increasing enrolment and including vulnerable children
- b. Improved quality of teaching and learning, by improving learning results
- c. Improved management of schools, by improving schools and promoting the active participation from parents

In this context, the evaluation confirms that the CFS project is and remains highly relevant to UNICEF's involvement in the education sector in Angola as its main objective is fully aligned with CPAP Outcome No. 3. In addition, the project contributes to the three intended results of the CPAP (a), (b) and (c) because it aimed to:

- a. provide water (Component 1 of the project) and promote student-centered education (Component 2), which should make it easier for vulnerable children to attend and remain in school
- b. improve the quality of teaching and learning (Component 2)
- c. improve school management and promote active parental involvement (Component 3)

In addition, Project Component 1 is also relevant to CPAP Outcome 2: "By 2019, vulnerable children, children and families will have access to adequate water and sanitation facilities and will live in communities free of defecation." The provision of water and the hygiene education activities of the project should contribute to this result.

Other aspects

Several WHO and UNICEF studies have concluded that school water and sanitation facilities have a strong positive impact on reducing the factors listed above, increasing girls' enrolment, and retention and completion rates. In addition, interventions in water and sanitation reinforce community ownership and participation in school management.¹⁴ In this context, the project's focus on WASH should be considered highly relevant for target beneficiaries, especially when considering the general lack of access to water in schools in Bié and Moxico.

However, the relevance of the specific technology selected for the construction of toilets is questionable. Given that most students live in communities without running water, the use of traditional latrines in schools where the project has made new installations would have been better aligned with the current environment (even if MED policy guidelines on bathroom construction may recommend a different practice).¹⁵

The project has made significant efforts to ensure that textbooks and trainings are relevant to the needs of teachers and school principals. These outputs were developed based on various

¹⁴ World Health Organization: "Water, sanitation and hygiene standards for schools in low-cost settings." Written by John Adams, Jaimie Bartram, Yves Chartier, and Jackie Sims. 2009.

¹⁵ However, it is important to note that the project only built bathrooms in two schools. In the other schools, the bathrooms already existed, although they were often in poor conditions.

classroom observations and discussions with stakeholders. For example, school visits revealed that teachers were not using lesson plans, and later this was addressed in the textbooks and training sessions. In addition, the preliminary manuals were reviewed by all stakeholders to ensure their relevance and ownership.

Good practice 1: Stakeholder participation in the production of tools

The fact that project activities and tools were developed and implemented with the collaboration of a number of national, provincial and school partners ensured participation and ownership at these levels. In particular, the initial observation of the classroom by UNICEF, GPE and the National Office of Education Inspection revealed that most teachers did not use lesson plans and relied on rote teaching that did not respond to the needs of the students. In response, lesson plans and student-centered textbooks were drafted by UNICEF, initially reviewed by DNEG, Education Inspection, and subsequently by provincial focal points, principals, and teachers. The manuals were used to train teachers and school administrators.

Different from what was laid out in the initial project document, the aspect of “second chance” education (PAAE) did not receive substantial attention and resources from the project. The reason was that in the initial data matrix of each school in February/March 2015, no children were registered in the PAAE modules. However, this omission need not be considered a failure of the project because it helped to focus efforts on regular primary education.

Summary of relevance

In short, the project should be considered highly relevant in the context of the National Development Plan (NDP) and the Country Programme Action Plan (CPAP). It addresses several of the limitations of the current context, especially the lack of water and the poor quality of education. However, it should be noted that some of the project interventions, namely the infrastructure investments under the WASH component, are costly. However, the relevance of the specific technology selected for the construction of toilets is questionable. The project has made significant efforts to ensure that textbooks and training are relevant to the needs of teachers and principals, including several rounds of stakeholder consultations.

3.2.2. Effectiveness

Effectiveness is a measure of the extent to which the intended outcomes of the intervention have been achieved.¹⁶ In the case of the CFS project, the results include, according to the evaluability assessment (see Section 2.1):

- access to improved water and sanitation facilities
- improved learning quality

¹⁶ Ministry of Foreign Affairs of Denmark: “Evaluation Guidelines.” 2018.

- strengthened community participation

They also include the general objective and the specific objective.

- children attend school and learn
- improved learning environment

The evaluation found ample evidence for the fact that many of these results were achieved. For example, at the beginning of the project, none of the schools had water available; today, eight of the ten schools have, except for Dangereux School in Nharêa and Ebenezer School in Kuito. In all the project schools, in addition to ensuring the supply of water in the school, a water point was placed outside the perimeter of the school to the community, in order to reduce the pressure on the means and the space of the school during instruction period. The state of hygiene complies with basic standards in most schools.¹⁷ These results also contribute to the achievement of the specific objective (improved learning environment).

However, the evaluation found the bathrooms in the project schools only in mediocre conditions (see Section 3.2.3.): Some toilets were functioning while others were broken or not yet completed. At times, the toilets were dirty, and some were used as storage rooms (see Annex 7). Overall, they are estimated to operate at a level of 50%, which is slightly below the provincial average in Bié, where 57% of the bathrooms are functioning.¹⁸ National policy states that there should be one stall for 25 girls and one stall/urinal for 40 boys. However, despite the construction of bathrooms, the project does not meet these requirements.

It is not clear to what extent the quality of teaching has improved. On the one hand, teachers unanimously declared that they had understood the basic concept of CFS and that they tried to apply it in their classroom practices, and the improvement in the use of this methodology has been documented in the case of Ebenezer School.¹⁹ On the other hand, recent monitoring visits have revealed that some teachers in Schools No. 52 and No. 141 in Moxico had difficulties in planning, and there was poor student participation.²⁰ Although the focal points noted that not all teachers fully dominated the student-centred instruction methodology, they were all constantly reminded and held accountable for this principle.

Good practice 2: Combining training with coaching

The project combined trainings for school principals and teachers with individual feedback and coaching in the context of classroom visits by both project facilitators and principals. The main tool used for this purpose was the classroom observation sheet developed by the project.

¹⁷ Mendez, Inocência, e Juliana Rocha: “Relatório: Projecto Escolas Amigas da Criança -Província do Moxico.” September 2018.

¹⁸ UNICEF: “Água e saneamento nas escolas de Angola. Diagnóstico das condições de água e saneamento em 600 escolas de 6 províncias de Angola.” 2016. // Data for Moxico were not provided in this report.

¹⁹ Xavier, David Ecclesiastre, e Pedro da Silva: “Projecto Escolas Amigas da Criança” – Província do Bié: Relatório de avaliação de processos e resultados.” September 2018.

²⁰ Mendez, Inocência, e Juliana Rocha: “Relatório: Projecto Escolas Amigas da Criança -Província do Moxico.” September 2018.

Teachers reported that coaching after classroom observation made them feel more confident and supported, and school principals said they were satisfied with the progress of teachers. Given the complexities and challenges of teaching, particularly in a context of limited resources, this can be considered as a comprehensive approach to effective teacher training, instead of relying solely on one-off trainings.

As a result of the project activities, many teachers also reported that they used lesson plans more systematically and effectively. They make the teacher reflect on the overall development of the topics over several weeks as well as on the progress of the students. Teachers also noted that lesson plans helped ensure that a variety of methods were used in each lesson. One teacher described the lesson plans well as “a guide to the paths one can take without getting side-tracked.”

The mid-term evaluation found that the lesson plans collected by the GPE from Bié during the follow-up visits were of a solid quality: Each adhered to a simple format (introduction - 5 minutes, development - 30 minutes, control - 5 minutes, homework - 5 minutes) and used a variety of methods (presentation, discussion, group work, individual work, etc.). However, the evaluation was not able to determine whether these lesson plans were also used outside the monitoring visits, nor how they were translated into actual teaching and learning practice.

Increasingly, school principals take their pedagogical responsibility seriously and visit classrooms more regularly than before the project, using a Classroom Observation Guide produced by the project. For example, the director of School No. 184, who was transferred there in 2017, said that she now made twelve visits a month, followed by feedback to teachers, which she rarely did at her old school. (The suggested number of classroom visits per director per month is three in Angola.²¹)

It was unclear whether the rotation of principals and teachers in Moxico had a negative effect on the project; in this province, only four of the ten current directors and deputy directors have been trained by the project (see Section 3.2.4).

Many stakeholders noted that there had been a change in the mindset of teachers and management as a result of the project. For example, in the past, children were often sent home when they arrived late at participating schools, while today all efforts were directed toward the participation of all children in education.

However, there is mixed evidence on the functioning of the PAs. At Cavanga II School, a recent evaluation report in Bié found that the PA was “functional and collaborative with school bodies”, but the same report also found “weaknesses in the functioning of the PA since the elected members did not attend the activities, nor did they present a schedule of activities.”²² The report also noted poor communication of the school’s PA with the municipality at

²¹ Email from Jamba José Pica, facilitator, GPE Moxico.

²² Xavier, David Eclesiastre, e Pedro da Silva: “Projecto Escolas Amigas da Criança” – Província do Bié: Relatório de avaliação de processos e resultados.” September 2018.

Ebenezer School and weaknesses in the functioning of the PA at Cavanga I School. In Moxico, the PAs of School No.141 and School No. 174 were found to be weak.²³

Other schools benefit from parental involvement, such as School No. 52, School No. 184, and School No. 220.²⁴ In some schools, such as Cavanga II School and School No. 52, the fruits of the PA's efforts were clearly visible (for example, a well-kept school garden and other infrastructure projects), in other schools they were not. Overall, there were no minutes of PA meetings available for documentation.

A certain lack of clarity regarding the role of PA was also reflected in the discussions at the validation workshop. Although the focal point from Moxico stated that the director should call the parents and convene the meetings, the Bié focal point disagreed, saying that the PA should take the initiative. This lack of clarity is an indication that the project was not effective in establishing a common clear vision of community participation in school management among all stakeholders.

Good practice 3: Participation of community leaders in the PA

At Cavanga II School, the community *souba* (traditional leader) served as leader of the PA (which was an unexpected result of the project). This seemed to increase community ownership of the school and contribute to the effective functioning of the PA, according to the school principal. It can also help protect access points to water and other school infrastructure assets from theft or vandalism, given the predominant respect for the authority of a *souba*.

Similarly, *soubas* and community representatives are part of the PA in the schools of Lonjonjo, Dangereux, Cavanga I, Ebenezer and No. 220 (Luau).

The recent evaluation report in Bié found “the existence of school improvement projects, mostly with established goals and challenges responding to the needs felt by the school community.”²⁵ However, many of the activities included in SIPs depend on outside funding (which in most cases is not available), such as the construction of a sports field or other infrastructure, and some schools have apparently written their SIP with no obvious results or follow-up.²⁶

The mid-term evaluation also noted other weaknesses of the SIPs, as shown in Table 3. For example, the activities proposed in the action plan at the end of each SIP are often not well linked to the characterization of the school, especially in Moxico, and therefore appear somewhat random. In addition to the GPE monitoring reports, there are no progress reports at school level to monitor progress. In Moxico, no annual review of a SIP was available. In

²³ Mendez, Inocência, e Juliana Rocha: “Relatório: Projecto Escolas Amigas da Criança – Província do Moxico.” September 2018.

²⁴ Ibid.

²⁵ Xavier, David Ecclesiastre, e Pedro da Silva: “Projecto Escolas Amigas da Criança” – Província do Bié: Relatório de avaliação de processos e resultados.” September 2018.

²⁶ Mendez, Inocência, e Juliana Rocha: “Relatório: Projecto Escolas Amigas da Criança – Província do Moxico.” September 2018.

general, SIPs are of medium quality; the quality of the SIPs of Bié is better than those of Moxico.

Table 3: Overview of school improvement plans (SIP)

Province	School	Coherence and logic ²⁷	Relevance ²⁸	Feasibility ²⁹	Total	Comments
Bié	Lonjongo, Nharêa	4	4	4	Good (12)	Explains the sub-activities in a logical and coherent way. Builds on the participation of the PA and the community, so it does not overly depend on external financing.
	Dangereux, Nharêa	n/a	3	4	n/a	A narrative exists, but was unavailable for review. Very detailed sub-activities. Builds on the participation of the PA and the community, so it does not overly depend on external financing.
	Ebenezer, Kuito	3	2	4	Medium (10)	Good analysis of existing problems, but most activities are regular school management activities (e.g. training seminars, organization and updating of archives)
	Cavanga I, Kuito	1	3	4	Medium (8)	Only one page, without narrative. Just two activities: laying of railing, and maintenance of school garden. Builds on the participation of the PA and the community, so it does not overly depend on external financing.
	Cavanga II, Kuito	1	4	5	Medium (10)	Only two pages, without narrative. Activities without costs. Detailed sub-activities.
Moxico	No. 141, Luena	2	4	2	Medium (8)	Relevant activities (construction of classrooms, creation of space for physical education, creation of a reading corner, etc.). Activities depend on external funding. The plan does not explain the reasons or the way to implement the activities.
	No. 174, Luena	2	3	4	Medium (9)	Mentions the number of students with special needs, but does not define activities for them. Builds on the participation of the PA and the community, so it does not overly depend on external financing. The plan does not explain the reasons or the way to implement the activities.
	No. 184, Luena	2	3	2	Poor (7)	Contains no calendar for the three years. Activities depend on external funding. The plan does not explain the reasons or the way to implement the activities.
	No. 220, Luau	2	4	2	Medium (8)	Relevant activities (community mobilization and awareness, closure of school grounds, etc.). Activities depend on external funding. The plan does not explain the reasons or the way to implement the activities.
	No. 52, Luena	n/a	n/a	n/a	n/a	The plan was not available.
Average		2,1	3,3	3,4	Medium (9)	

Legend for the three criteria: 1 = very bad, 2 = bad, 3 = average, 4 = good, 5 = very good

²⁷ Coherence and logic: Is the document coherent, i.e. are the different sections harmonized? Is it logical, so that the subsequent section follows from the previous one?

²⁸ Relevance: Are the justification and proposed activities relevant to the objectives of the CFS?

²⁹ Feasibility: Are the proposed activities feasible within the proposed timeframe and with the resources available?

At the provincial level, the frequency of school inspection of the project schools have increased, particularly in Bié, where many visits to the classrooms of the CFS schools were carried out. However, it was unclear whether the project may or may not have diverted attention from school inspections in the two provinces away from other schools that are not part of the project, which would be an undesirable outcome of the project.

Although variables external to the project can influence changes in access to education and learning outcomes, comparison of data collected at the school level over time, as well as provincial data, can provide information on project effectiveness.

In terms of learning outcomes, the pass rate at the end-of-year exam of each grade of boys and girls improved significantly in the CFS of Bié between 2015 and 2018, with a difference of 22 percentage points for each sex (Figure 2). However, at the same time, the pass rate worsened in Moxico, especially in the case of girls (Figure 3). Since the baseline of achievements in Bié was very low in 2015, this seems to suggest that the project may have “picked some low-hanging fruits” in a disadvantaged context, as one UNICEF official put it.

Figure 2: Pass rates in the CFS of Bié, 2015 and 2018

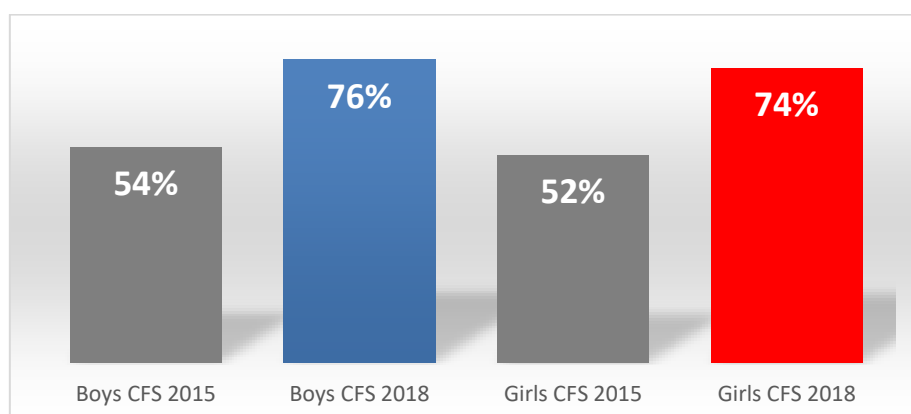
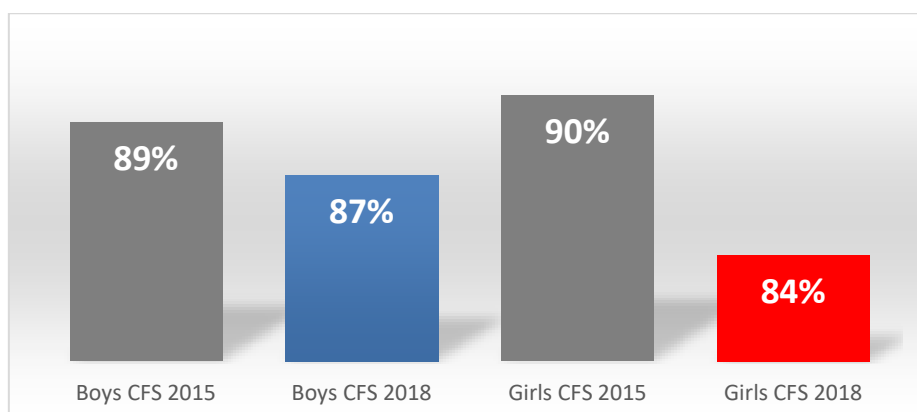
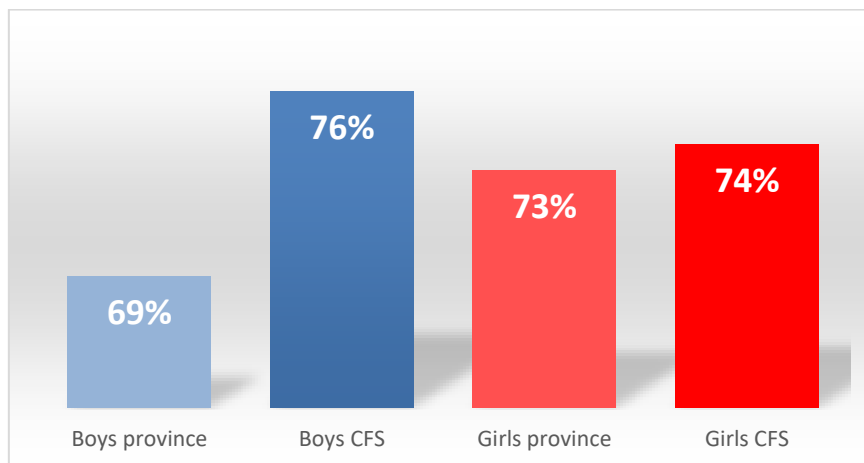


Figure 3: Pass rates in the CFS of Moxico, 2015 and 2018



Compared with the total of each province, the pass rates in the CFS are better than the rest of the schools, but this effect is more significant for boys than for girls (Figure 4). The situation is similar in Moxico, where 87% of CFS boys passed the exam at the end of the school year (versus 80% at provincial level), but only 84% of CFS girls (versus 82% at provincial level) passed.

Figure 4: Pass rate in Bié, CFS and provincial average, 2017



The dropout rate was significantly lower in the CFS schools than in the overall province of Bié (Figure 5). This effect is even more pronounced in Moxico: In this province, the CFS dropout rate is 75% lower than in the rest of the province (Figure 6).

Figure 5: Dropout rate in the CFS of Bié and at provincial level, by sex, 2017

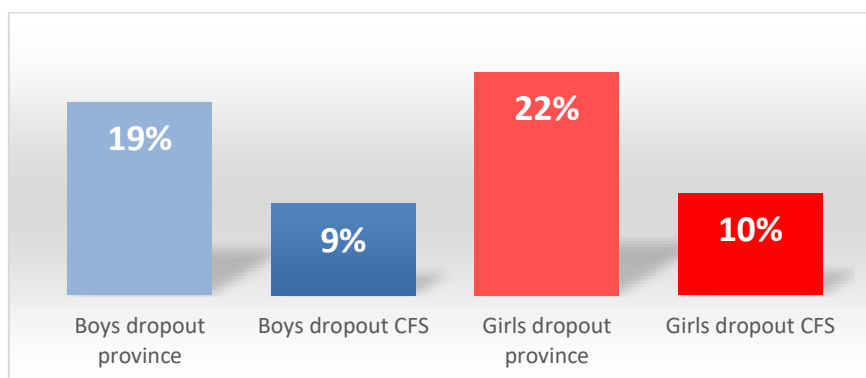
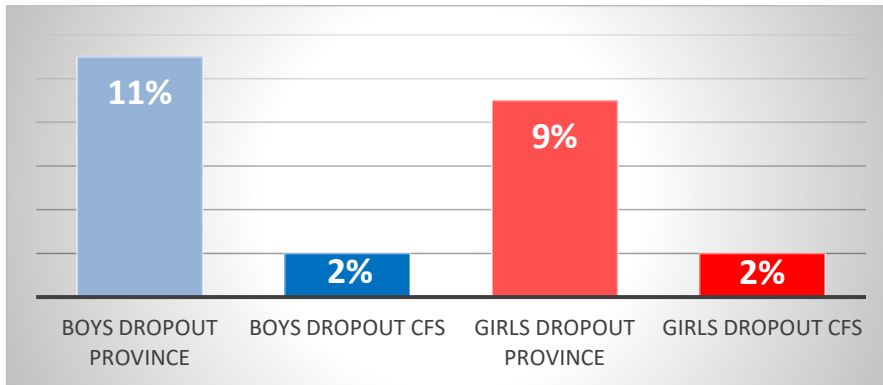
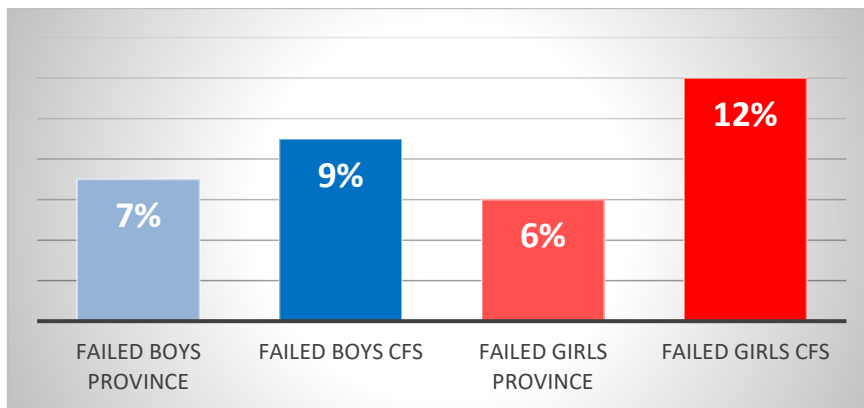


Figure 6: Dropout rate in the CFS of Moxico and at provincial level, by sex, 2017



Unfortunately, many children in the CFS fail the final exam at the end of each school year. In Moxico, the level of failure is significantly higher in the CFS than in the province as a whole (Figure 7).³⁰ This could provide an explanation for the above finding about the deterioration of the CFS schools' achievement in this province between 2015 and today: It is possible that the same children who had previously given up school are now retained in school but are not learning the basics. One possible reason could be that the quality of teaching and learning has not improved sufficiently to ensure the success of the most disadvantaged students; however, these children remain in school (although they may have given up in the past), because the overall school environment is more child-friendly than before.

Figure 7: Failure in the final exam in CFS and at provincial level, by sex, 2017



Data on absenteeism or hygiene-related illnesses were not readily available.

³⁰ This is similar to the situation in the CFS of Bié, where 14% of boys and 17% of girls fail the final grade (compared to 8% of boys and 10% of girls at provincial level).

3.2.3. Efficiency

Efficiency is a measure of the relationship between outputs, that is, the products or services of an intervention, and inputs, that is, the resources that it uses.³¹

The project design, with its three results, proved to be efficient, particularly with respect to WASH: (a) the relevant infrastructure was recovered or created, (b) teachers and students learned hygiene skills using this infrastructure, and (c) the capacity of the school administration has been improved to safeguard and monitor these infrastructures and skills.

During the period from 2015 to 2017, US \$ 671,428 was spent on the project, with an expenditure rate of 71% of planned expenditures (Table 4).

Table 4: Project expenditures (in US\$), 2015-2017

<i>Year</i>	<i>Planned expenditure (according to the annual plan)</i>	<i>Actual expenditure</i>	<i>Rate of expenditure</i>
<i>2015</i>	377.000	256.915	68%
<i>2016</i>	377.000	233.167	62%
<i>2017</i>	195.000	181.346	93%
<i>Total</i>	949.000	671.428	71%

During the first two years of the project, the rate of expenditure was low, with 68% and 62% in 2015 and 2016, respectively. This was to a large extent an effect of the economic and financial crisis that affected Angola during this period, including currency fluctuation, the unavailability of water pumps and other practical restrictions. The rate of expenditure improved to 93% in 2017, in parallel with the improvement in the overall economic and financial environment.

Out of the total expenditures between 2015 and 2017, 72% were spent on Component 1 (WASH), 11% on Component 2 (student-centred instruction), 17% on Component 3 (school management and community participation) and 1% on monitoring and evaluation. The large share of WASH spending reflects the fact that infrastructure investments are expensive and indicate the need for substantial government investment in this area. However, the unit cost of the project (i.e. the cost per student per year) is relatively low, at only \$ 17.28.³² By component, unit costs are \$ 12.37 for Component 1 (WASH), \$ 1.84 for Component 2 (student-centred instruction) and \$ 2.86 for Component 3 (school management and community participation).

The project was efficient in using existing structures and avoiding the creation of new structures. This included the rehabilitation of existing WASH facilities wherever possible as well as collaboration with the National Office of Education Inspection and the GPE, including the inspection mechanisms of schools at the provincial level. The use of these structures has

³¹ Ministry of Foreign Affairs of Denmark: "Evaluation Guidelines." 2018.

³² The total number of students in the CFS schools was 4,719 in Bié and 8,234 in Moxico in 2015.

reduced project costs, as staff costs are mainly covered by government budgets. However, it is possible that the project has diverted the attention of school inspectors from other schools, which would mean cancelling some of the efficiency at the provincial level. Unfortunately, it was not possible to verify how many monitoring visits were carried out in other schools during the project period (nor how this can be compared to the time before project implementation).

There is room to further improve efficiency in the school clusters (ZIP), since these structures are not yet used in a very strategic way. Currently, ZIPs are not mentioned prominently in the relevant project documents and are not part of the training strategies.

Table 5: Number of schools in the ZIP with CFS participation (including CFS schools)

<i>School</i>	<i>Number of schools in the ZIP</i>
Dangereux	3
Lonjonjo	5
Cavanga II	2
Cavanga I	2
Ebenezer	4
School No. 141	2
School No. 174	3
School No. 52	2
School No. 184	4
School No. 220	6
Total	33

As shown in Table 5, there are 23 non-CFS schools with which the school administration and teachers interact biweekly (since ZIP meetings are held every other Saturday). There is some evidence that these schools are already benefiting indirectly from the project. For example, the ZIP partner school of Cavanga II was reportedly inspired by the beautiful garden of the school and imitated its efforts, leading to an improvement in the environment of this school. While some discussions had taken place on methodological issues (including student-centred instruction), teachers reported that ZIPs were primarily used for subject matter discussions among teachers teaching at the same level. However, the effect of the project would be reinforced with a strategic focus on peer education in terms of methodology, which would involve all teachers equally.

The municipal administrations of Kuito, Nharea, Moxico and Luau, including the Public Works and Energy and Water Departments, were part of the project in the selection, implementation, verification and delivery phases. Even so, the mid-term evaluation did not find sufficient efforts to ensure a leading role for municipal authorities in the CFS. For example, school leadership and PA training manuals do not emphasize the importance of municipal authorities, nor do they offer practical ideas to facilitate the engagement of these institutions. This is particularly important since municipalities have budgetary authority over school infrastructure. Therefore,

ownership and capacity at this level are crucial. Although there is some evidence of specific municipal engagement (e.g. organization of SIP training by the municipality of Nharêa), the project could target municipal authorities even more strategically, for a greater efficiency of the interventions. This includes providing school lunches, which must be covered by the municipal budget and can be efficiently linked to WASH. Therefore, municipal administrations should be involved to the same extent as the GPE in all phases of the project (planning, implementation, monitoring and evaluation) to ensure the appropriation of the interventions and synergies with other activities at this level of government.

In the CFS where bathrooms were built or rehabilitated, the project opted for discharge toilets in response to requests from stakeholders. However, the UNICEF WASH specialist noted that these facilities were much more expensive and less durable than traditional latrines: A full-flush toilet costs between \$ 2,500 and \$ 3,000, while a high-quality latrine can cost between \$ 250 and \$ 500.³³ In fact, the current general condition of the toilets inspected was mediocre, with half of the CFS toilets not functioning or in poor condition (see Annex 7). Therefore, the current use of toilets with discharge is not considered efficient; instead, latrines should be used.

3.2.4. Sustainability

There are two basic perspectives on the project's sustainability: The first aspect concerns the sustainability of interventions at the level of the ten schools beyond the project life cycle (micro level); the second aspect, which is more relevant, refers to the probability of expanding the project beyond the ten schools at the provincial and national levels (macro level).

Sustainability at school level (micro level)

Through the training of school principals, teachers and PAs, the project has increased the capacity to teach and manage the school, which will contribute to the sustainability of interventions beyond the project.

In Moxico, the sustainability of the project was hampered by the frequent rotation at the management levels of both GPE and several school. As a result, only four of the current ten directors and deputy principals of the CFS in Mexico have participated in the training sessions provided by the project. In addition, the new director of the GPE in Moxico, who was also not trained by the project, announced that he was about to make more changes to CFS school administration staff in an attempt to improve the quality of management in those schools. It is possible that such a move could negatively impact project sustainability. (On the other hand, it could also spread the capacity built by the project geographically, as CFS-trained staff bring their knowledge and skills to other schools.) In order to mitigate this challenge, the project offers annual refresher training. The themes for these trainings are developed by the provincial focal points (based on the common needs identified by the principals). In addition, the project could expand the number of participants in school management training to include some senior teachers.

³³ Email from Edson Monteiro UNICEF WASH specialist, 31.1.2019.

Although initially part of the WASH infrastructure was negatively affected by vandalism, lessons learned have led to better protection of solar panels and other school assets, so that most of the infrastructure improvements should be sustainable. Thus, these installations form a solid foundation for ensuring the supply of water. However, the current mediocre state of sanitation highlights the challenges of maintaining such facilities with existing school resources.

As mentioned in subsection 3.2.2, PAs are important to ensure the sustainability of the CFS as it ensures the link between the school and the community. However, there are some messages about the role of PAs. For this reason, the GPE in Bié announced that it would like to take additional measures in 2019 to strengthen the PAs.

As noted in subsection 3.2.3, the project failed to establish enough leadership of municipal authorities, which is likely to undermine the sustainability of the project at the municipal level, where a large part of the budgetary authority affecting schools is located. This could adversely affect the CFS, particularly in the context of excessive demand for education, which requires an expansion of the available classrooms as well as the maintenance of WASH facilities.³⁴ On the other hand, the GPEs in both provinces have expressed their intention to continue their support to the five schools of the respective province, which would strengthen the sustainability.

Sustainability at provincial and national level (macro level)

Given the relevance of the project in the context of national planning (NDP and CPAP, see Subsection 3.2.1.), project sustainability at the provincial and national levels is crucial. In this sense, the two main questions are as follows: (1) Given its current construction, how replicable is the whole project on a larger scale? (2) What is the probability that specific good practices and lessons learned from the project will benefit all primary schools in Moxico, Bié and other provinces of Angola?

Although the CFS project was referred to as a "pilot" project in the Terms of Reference for the mid-term review, which suggests some future replication, the evaluation did not find a clear strategy regarding the process of replication of the project, nor did the interviewed stakeholders from the GPE, DNEG and National Office of Education Inspection present a clear vision for CFS beyond 2019. This is an important lesson learned: if piloting is the ultimate goal, it needs to be clearly incorporated into the project and strategy of the project from the beginning.

In practical terms, the use of a pilot for future replication requires continued monitoring. In this regard, the evaluation noted the practice of monitoring visits and reports by the National Inspectorate of Education. However, these were not strategically used for a monitoring system,

³⁴ Concerns about the sustainability of ASH infrastructure are linked to two things: (1) primary schools are not budget units; and (2) municipal education authorities are responsible for maintenance but do not have dedicated budget lines (they need to apply for funds from the municipal administration whenever they wish to rehabilitate something). In effect, it is essentially parents and the community who maintain the schools.

which should also include a steering committee for the project, with regular consultations involving all stakeholders.

Nevertheless, as mentioned in Subsection 3.2.3, the project has built capacity and ownership in the GPEs of Bié and Moxico, as well as in the National Office of Education Inspection, including the monitoring of other schools at provincial or national level. In other words, officials responsible for national and provincial school inspections have participated in all relevant interventions and are bringing their knowledge and skills gained through the CFS project to other schools, which should be considered an important aspect of sustainability. The fact that ownership of CFS was achieved in Bié is evidenced by the fact that the GPE in Bié invited its counterparts from Moxico and Luanda to exchange experiences in July 2018.

These efforts are supported by the fact that the project has developed several training manuals (see also Subsection 3.2.1). These manuals can be expected to be highly relevant to other provinces of Angola (possibly with slight adaptations), and to support capacity building in these contexts.

However, with regard to project scalability (Question 1), there are significant obstacles. For example, the cost of WASH facilities (especially in the case of new toilets) and teacher training are relatively high, posing many challenges in the context of current budget constraints (see Subsection 3.2.1). In addition, the level of intensity of GPE monitoring support is clearly not scalable, given the current situation at the provincial level (staffing structure, vehicle availability, etc.).

Therefore, the prospect of expanding the project by applying some of its good practices and lessons learned (Question 2) seems more promising.

The sustainability of the project in this sense is reinforced by the fact that the project has been in touch with the “Learning for All” project (PAT), which is financed by the World Bank, already in the initial stage. In this context, DNEG's Head of Department confirmed that she would apply the lessons learned and the good practices in the PAT. In fact, the CFS manual served as an inspiration for PAT guidelines on teaching methodologies and was effectively integrated into the PAT. Further discussions should take place in 2019 to harness the full sustainability potential of lessons learned from CFS through the PAT.

However, the evaluation noted an apparent decrease in DNEG involvement during the project as a result of staff turnover in the MED. For example, DNEG was not involved in the planning and implementation of the modules on andragogy and sexuality. Likewise, although the GPE of Luanda had initially shown some interest in the project, so far there has not been much dissemination of the project beyond the provinces of Bié and Moxico. With a future perspective, there does not seem to be much strategic thinking to expand to date, as the discussions at the validation meeting revealed.

This challenge includes the aspect of financial sustainability. So far, the project has made significant efforts to ensure the government's commitment to co-financing at the national and provincial levels. However, this compromise can be called into question through the recent rotation of leadership at the national as well as provincial level in Moxico. UNICEF should

therefore hold meetings with DNEG and GPE directors in both provinces to ensure that good practices derived from the CFS are integrated into all relevant budgets for 2020 and beyond.

3.2.5. Summary of evaluation criteria

Based on the above analysis, Table 6 provides an overview of compliance with the evaluation criteria, by component.

Table 6: Evaluation criteria by component

	<i>C1: WASH</i>	<i>C2: Teaching quality</i>	<i>C3: School management</i>
<i>Relevance</i>	+	++	++
<i>Effectiveness</i>	+	+	0
<i>Efficiency</i>	0	+	+
<i>Sustainability</i>	+	+	0

Legend: ++ very high, + high, medium, - low, - very low

However, it should be noted that any project is more than the sum of its parts. Therefore, the analysis of each component should not be given too much weight in isolation. In addition, there are other cross-cutting issues to consider, as will be discussed in the next section.

3.3. Cross-cutting themes: Child rights, gender, equity

3.3.1. Child rights

Education is a right of all children, according to Article 28 of the Convention on the Rights of the Child (CRC). One of the main objectives of the CFS is to guarantee this right, which is a huge challenge in the current context of the education sector in Angola, which is characterized by a lack of financial and human resources, and where 25% of primary school children are out of school (see Section 3.2.1.).³⁵

The mid-term evaluation notes that many children appear to be out of school in the areas targeted by the project. For example, in the latest school year, only 24% of all children who wanted to enter Cavanga II School and 40% of children who wanted to enter Cavanga I School were admitted. This means that in these two schools alone, 340 children were not admitted to school in 2018, with no viable alternatives for their education. While this problem may be common in other schools as well, it should be noted that the project has not been able to remedy this situation.

³⁵ FHI 360: “Angola: National Education Profile - 2018 Update.”

Even though many schools did not collect this type of information systematically, it was clear that the project is not currently able to guarantee the right to education for all children in the target areas.

The CRC also stipulates (Article 24) that children have the right to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. The WASH component of the project is a very important contribution to the realization of this right. However, the evaluation found the bathrooms financed by the project only in mediocre conditions (see Section 3.2.3.).

Regarding nutritious foods, the mid-term evaluation noted the absence of school meals. In fact, several teachers and principals remarked with regret that many children were at school hungry.

In addition, the CRC stipulates (Article 29) that the education of children should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own other cultures, as well as help them learn to live peacefully, protect the environment and respect others.

Regarding this aspect, the CFS methodology promoted the development of students, according to several teachers and principals. In the teacher focus group discussions, participants also stated that the relationships between different groups of students improved through group work in the classroom, which facilitated dialogue between them.

The assessment found no finding about birth registration or violence against children in the project school.

3.3.2. Gender

The mid-term evaluation found that the project manuals on student-centred instruction and school management are mostly gender-neutral, i.e. they do not take into account the social and cultural factors involved in gender-based exclusion and discrimination of boys and girls in the public and private life.³⁶ In contrast, the WASH handbook reflects the specific needs of girls and boys, including relevant sections on women's hygiene management and menstruation.

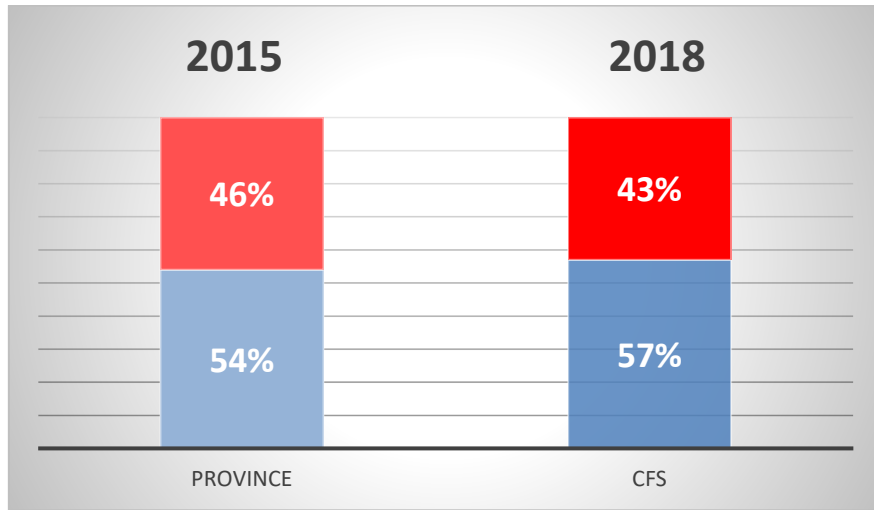
Teachers repeatedly reported that gender relations in CFS did not present problems and that boys and girls had the same rights and duties in school, cleaning. Others said that while in the past there used to be discrimination in given schools, girls were now more active in class.

However, the quantitative analysis revealed several challenges related to gender equity in terms of participation and achievement of education.

In terms of enrolment, gender inequality in the CFS in Bié increased between 2015 and 2018 (Figure 8). Today, the percentage of girls in CFS is 43%, which is even lower than the provincial average (46% girls).

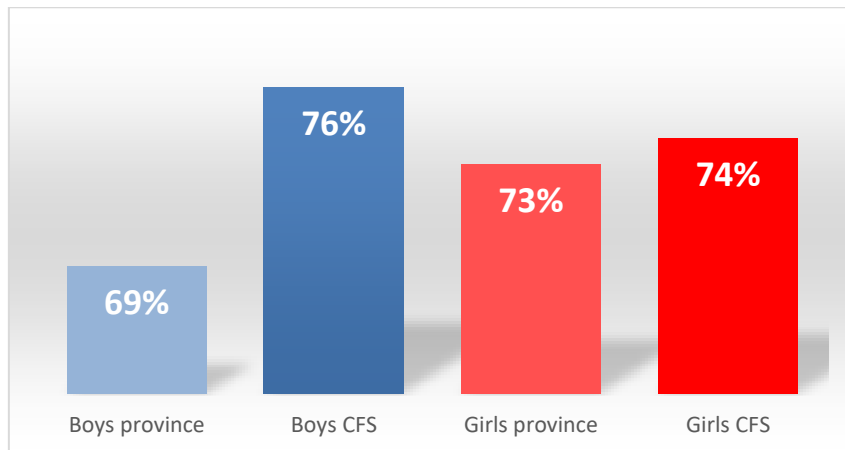
³⁶ This is the definition of "gender sensitivity", according to Šribar, R.: "Glossary of common terms in gender equality and feminist theory." 2015.

Figure 8: Boys and girls enrolled in the CFS of Bié, 2015 and 2018



Legend: red = girls, blue = boys

Figure 9: Pass rates in the final exam in Bié, CFS and provincial average, 2017

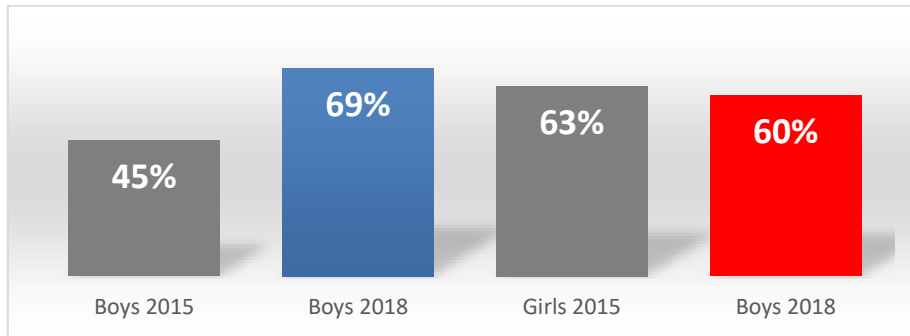


As already mentioned, the pass rate in the exam at the end of the school year in Bié is better in the CFS than the provincial aggregate, but this effect is less significant for girls (Figure 9). The situation is similar in Moxico, where 87% of CFS boys (versus 80% at provincial level), but only 84% of CFS girls (versus 82% at provincial level) passed the final grade.

In Bié, the learning outcomes improved in the CFS among the boys of the 6th and final grade between 2015 and 2018, but they deteriorated for the girls of the same grade (Figure 10).³⁷ The reasons for this difference between the sexes are unclear and should be investigated.

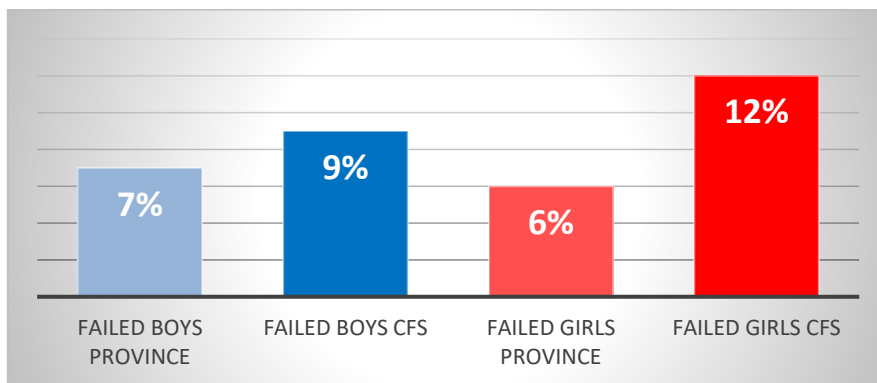
³⁷ The 6th grade is particularly relevant, as it determines whether or not the child can continue education at the secondary level.

Figure 10: Pass rate in 6th grade in the CFS of Bié, 2015 and 2018



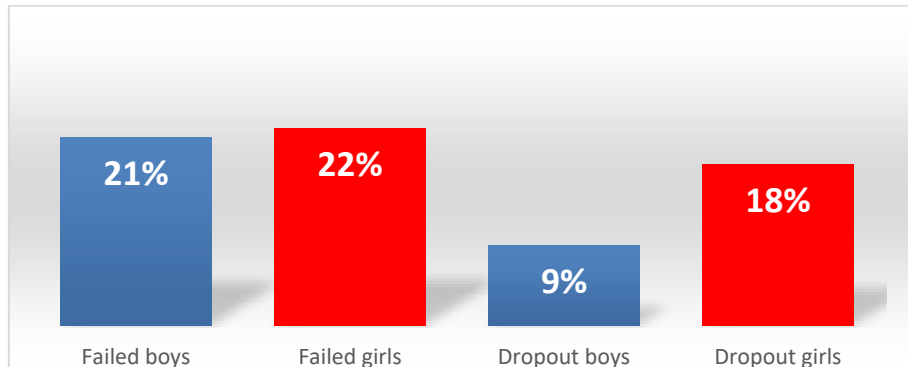
In Moxico, the problem of failure in the end-of-year exam is higher in the CFS than in the rest of the province for both sexes (see Section 3.2.2.), but the effect is aggravated by girls, who have double the failure rate that the girls in the rest of the province (Figure 11). The evaluation was not able to find a plausible explanation for this finding.

Figure 11: Failure in the end-of-year exam (grades 1-6) of Moxico, CFS and provincial average, 2017



In Bié, dropout continues to be a serious concern in CFS. It is especially pronounced among girls, particularly in 6th grade, where it is twice the rate of boys (Figure 12). This could indicate continuing challenges for girls, for example in girls' hygiene during menstruation, as well as early pregnancy, which was mentioned as a problem by teachers in several focus groups.

Figure 12: Exam failure and school dropout in the 6th grade of CFS in Bié, by sex



In this context, it should be mentioned that the project did not include activities specifically aimed at girls, for example girls' clubs. More generally, it was also clear at the validation workshop that many of the stakeholders who were present had no clear idea of the notion of "gender sensitivity". This was evidenced by the strong interest in didactic material sensitive to the gender in the ensuing discussion.

The evaluation did not reveal any findings about the power relations between teachers, students, school authorities and parents.

3.3.3. Equity

Equity is at the heart of the Sustainable Development Goals (SDGs), with Target 4.5 specifically aimed at "eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations." Likewise, the CPAP 2015-2019 emphasizes equity in the main goal of education: "By 2019, the most vulnerable children will have access to quality education with a focus on improving learning outcomes."

In fact, the initial selection of provinces and schools for the project was intended to be largely in response to need, i.e. schools in disadvantaged places were to be targeted. However, this principle was later replaced by practical concerns in terms of accessibility and viability for monitoring in Moxico. Thus, the project did not particularly target the most disadvantaged schools and students in this province.

For example, almost all project schools are located in urban or peri-urban areas (with the exception of Lonjongo, 18 km from the city of Nharêa), where the constraints on educational participation are mainly on the supply side. However, in rural areas, the obstacles may be on the demand side, for example children working in the field. Therefore, the implication of the model in rural areas could produce different results.

However, the focus on providing WASH was particularly responsive to the needs of disadvantaged students who may be without adequate water and sanitation at home. In this sense, it is also worth mentioning once again that learning outcomes have improved in Bié (but not in Moxico). Given that the learning outcomes in Bié were initially very weak, this seems

to suggest that the model may be particularly effective in disadvantaged areas and schools, where the relative value added by CFS may be higher than in other areas.

In addition, access, care and learning for the most disadvantaged children remains a challenge. In relation to this, one of the major shortcomings in the provision of services in the CFS is, as already mentioned, the lack of school meals to supplement water provision. WFP experience clearly shows that having food in school every day can mean not only better nutrition and health, but also greater access and achievement in education. It is also a strong incentive to consistently send the children to school.³⁸

In fact, 47% of primary school age children benefited from school meals in 2013,³⁹ but the practice was abandoned during the financial crisis, even if provision of school meals continues to be part of the MED rules. Given that responsibility for school meals, including an adequate budget, rests primarily on the MED and the municipalities involved, it is at these levels that advocacy should happen. Thus, the focus of the project on working through the GPE would have been inadequate to ensure school meals.

The mid-term evaluation also noted that school facilities are generally not inclusive, i.e. they are not accessible to students with disabilities: Some have steps leading up to them, while some have narrow doors. None of the bathrooms have handrails (see Annex 7). There was also a lack of teacher training regarding children with special educational needs, which limited the project's inclusiveness.

4. Conclusions

Table 7 summarizes compliance with the main success criteria set out in the evaluation plan (see Section 2.2).

Table 7: Summary of success criteria

Criterion	Finding	Comment
The project fits perfectly into the national development context and the priorities defined by the current national development plans.	Yes	The project is well situated within the National Development Plan 2013-2017.
The project supports the achievement of the intended outcomes of the current UNICEF programme.	Yes	The project is well situated within the framework of the CPAP 2015-2019.

³⁸ <http://www1.wfp.org/school-meals>

³⁹ President José Eduardo dos Santos, Excerpt from: “Mensagem Sobre o Estado da Nação, Assembleia Nacional - 15 de Outubro de 2013”.

Project activities are relevant, effective, efficient and sustainable	Yes, with some reservations	Key challenges include the relevance and efficiency of sanitation facilities, the effectiveness of community involvement and learning, as well as sustainability in terms of the scalability of the project.
The project is sensitive to gender, equity and the rights of the child	Yes, with some reservations	Generally, the project has been sensitive to gender, equity and the rights of the child. However, the project failed to realize the right to education of all children in the areas of interventions. There are several challenges related to gender equity in terms of participation and achievement of education. Sanitary facilities are generally difficult to access for students with disabilities.

Overall, the project was successful, especially in improving the school environment and educational outcomes in the ten participating schools in Bié and Moxico. It has achieved this through a package of relevant interventions that is well aligned with the planning frameworks of the Government and UNICEF. The fact that project activities and tools were developed and implemented with the collaboration of a number of national, provincial and school partners has ensured participation and ownership at these levels. The project tools are generally of good quality.

The **supply of water** was cited as one of the main achievements of the project, which was combined in an efficient way with the trainings on WASH. This has increased the well-being of students and teachers and contributed to better hygiene in the project schools. However, the mid-term evaluation found the health facilities in poor conditions.

The **reduction in dropout rates** might be considered as the project's greatest achievement. However, this success has come to some extent at the expense of performance. In other words, most of the children enrolled remain in school, but many of them are still not learning the basics that would allow them to successfully pursue their secondary education, as many children in CFS fail at the final exam.

The project faces several challenges in terms of **guaranteeing the right of all children to education as well as gender inequalities** related to girls' participation and success. The failure of adolescent girls in terms of dropout (in Bié) and grade failure (in both provinces) is of concern.

In addition, attention to the **most disadvantaged children** is another challenge. In relation to this, one of the major shortcomings in the provision of services in the CFS is the lack of **school meals**. The WFP experience clearly shows that having food in school every day can mean not only better nutrition and health, but also greater access and achievement in education. It is also a strong incentive to consistently send the children to school.⁴⁰

⁴⁰ <http://www1.wfp.org/school-meals>

The lack of school meals is linked to a general lack of **leadership of the municipalities** in the project. Given the strategic importance of municipalities, including the budget for infrastructure, school meals and other school-related expenses, the project did not devote enough attention and resources to this level of governance.

5. Lessons learned

This section focuses on the lessons learned from the implementation of CFS, based on the evidence collected during the evaluation process, and aims to take advantage of the experience gained to identify clues for improving relevance, effectiveness, efficiency and sustainability for the expansion of the initiative or for future projects in different contexts or sectors.

1. **Gains in learning outcomes may be much more difficult to achieve than gains in education participation.** While an improved school environment is likely to result in lower dropout rates, particular efforts may be required for promoting the learning of disadvantaged children, including girls and children with disabilities.
2. **Community involvement and leadership are crucial to the success of interventions.** The involvement of local communities in supporting education, including the education of girls and children with disabilities, is a decisive factor in the success of such an initiative.
3. **Interventions at the micro, meso and macro levels must be balanced to ensure effectiveness, efficiency and sustainability.** The CFS experience demonstrated that it is worth intervening directly at the school level (micro), but that it is also necessary to work closely with the municipalities (meso) and the regions and Ministry of Education (macro), in order to influence policies based on the experience of the initiative. It is particularly important to work closely with the government entities that have budgetary authority.

6. Recommendations

Based on the above findings, the following recommendations were developed and validated by the participants of the validation workshop on December 14, 2018:

I. Recommendations for the remaining period of the project (2019):

1. Develop a plan to use **peer education through the school cluster system** in a strategic fashion (DNEG, GPE, National Inspectorate, and UNICEF).
2. Carry out a **study of the reasons for school dropout** in those areas where the dropout rate is high, with a particular focus on the reasons for the dropout of adolescent girls (DNEG, GPE, National Inspectorate and UNICEF).

3. Revisit the training module on **andragogy**, sharpening the focus on disadvantaged children, including children with special educational needs, pregnant girls and over-aged children (DNEG, National Inspectorate, and UNICEF).
4. Strengthen the capacity of CFS directors and teachers to act as **peer educators** to (a) other schools in the same ZIP and (b) all schools in the same municipality (GPE).
5. Build the capacity of **PAs**, making use of local champions to mobilize local involvement (GPE).
6. Regularly perform **classroom observation** of teachers, together with school directors (GPE in Mexico).
7. Aim to **enrol all children** in school. In the short term, use tents or local infrastructure (e.g. church buildings) for additional classroom space. Consider the use of double shifts, retired teachers and/or community teachers (school administration).

Where the enrolment of all children is not immediately possible:

- Aim to enrol 50% of girls and 5% of children with special educational needs
 - Keep a record of the children whose entrance was refused, and use it to lobby the municipal administration to increase the teaching staff and financial resources
 - Give preference to children who were refused during the previous year, allowing the enrolment of over-aged children in primary school.
8. Encourage the engagement of **community leaders** in the PA (school administration).

II. Recommendations for scaling the project in the future:

1. Establish a **workable plan** to continue the CFS, including adequate allocation of funds for implementing the project in many schools (DNEG and GPE).
2. **Follow up on previous Government commitments** to ensure adequate budget allocations to the CFS, requesting details on specific actions to be taken (UNICEF).
3. Advocate for the use of **latrines**, which are easier to maintain than toilets for better cost-effectiveness and sustainability (DNEG, GPE, and UNICEF).
4. Continue the use of **solar panels**, including measures for the protection of these and other assets in the budget (given the risk of theft and vandalism) (DNEG, GPE and UNICEF).
5. Include a **school meal** in the CFS model, using local products (DNEG, GPE, and UNICEF).

6. Consider the implications of the implementation of the CFS model in schools in **rural areas** where different obstacles may arise (DNEG, GPE, National Inspectorate, and UNICEF).⁴¹
7. Promote the application of good practices and lessons learned from CFS in the **PAT**, supported by the World Bank (DNEG, GPE and UNICEF). Among the good practices of the project are:
 - Participation of stakeholders in the production of tools: The fact that project activities and tools were developed and implemented in collaboration with a range of partners at national, provincial and school level has ensured participation and ownership at these levels.
 - Combining training with coaching: The project combined trainings for school principals and teachers with individual feedback and coaching in the context of classroom visits, both by project facilitators and by principals.
 - Participation of community leaders in the PA: The importance of involving community leaders was confirmed by several stakeholders. The leadership of a *Souba* (traditional leader) in one of the PAs seemed to increase the community's ownership of the school and contributed to the effective functioning of the PA.
8. Identify the **best teachers** within a given school and assign them to the **initial grades** (initiation and grade 1) to ensure the optimal learning outcomes (school administration).

⁴¹ Currently, only one of the CFS schools (Lonjonjo School, Nharêa) is located in a rural setting.

Annex 1: References

Antunes Gomes, Catarina: “Avaliação e diagnóstico do programa da merenda escolar em Angola.” 2017.

Chabbott, C.: “UNICEF’s Child-Friendly Schools Framework: A Desk Review, report to UNICEF.” 2004.

Chianca, Tomasz: “The OECD/DAC Criteria for International Development Evaluations: An Assessment and Ideas for Improvement.” In: *Journal of MultiDisciplinary Evaluation*, Volume 5, Number 9, March 2008.

Lauwerier, Thibaut, and Abdeljalil Akkari: “Teachers and the Quality of Basic Education in Sub-Saharan Africa.” ERF Working Paper 11, Education Research and Foresight, Paris. 2015.

Matz, Peter: “Plano de Avaliação da Avaliação Intercalar do Projeto Escolas Amigas de Criança no Bié e Moxico.” 20 November 2018.

Matz, Peter: “Avaliação de Avaliabilidade do projecto Escolas Amigas de Crianças no Bié e Moxico.” 28 November 2018.

Ministry of Foreign Affairs of Denmark: “Evaluation Guidelines.” 2018.

UNICEF: “Água e saneamento nas escolas de Angola. Diagnóstico das condições de água e saneamento em 600 escolas de 6 províncias de Angola.” 2016.

UNICEF: “Child friendly schools manual.” 2009.

UNICEF: “Child friendly schools programming: Global evaluation report.” 2009.

UNICEF: “Angola - Child Friendly Schools – Proposal for UNICEF Japan.” 2017.

United Nations Evaluation Group: “Norms and standards for evaluation.” 2016.

World Bank Group: “World Development Report 2018.”

World Health Organization: “Water, sanitation and hygiene standards for schools in low-cost settings.” Published by John Adams, Jaimie Bartram, Yves Chartier, Jackie Sims. 2009.

Annex 2: Terms of reference for the mid-term evaluation

Mid Term Evaluation of the CFS project in Bié and Moxico.

Objective of the Project

The objective of this pilot project, with an implementation cycle which run from 2015-2019, was to improve the capacity of schools in the selected provinces by applying some of the principles of Child Friendly School (CFS) concept, focusing specifically on three areas, including:

1. **Improving access to water and sanitation facilities and promote good hygiene practices:** By providing 10 schools in the province of Bié and Moxico (5 schools per province) with clean water points and adequate sanitation facilities and by promoting good hygiene practices that would help students to stay healthy and limit absenteeism and drop out.
2. **Improving the quality of learning in the target municipalities:** The project aimed to help teachers at the participating schools improve their instructional practices to deliver quality instruction to the students under their tutelage. In that regard, a series of training seminars have been conducted and they have covered methodologies related to student-centered instruction. It was expected that teachers who have participated in these training opportunities would gain essential skills which will to allow them to design learning activities that were not only engaging, but which were also meaningful to the learners.
3. **Improving school management and community participation through capacity building:** Given the important role that effective school management plays in teacher performance and the quality of student learning, the project also aimed to improve the management of the target schools while reinforcing the participation of local community. For that purpose, a series of workshops were organized to train school administrators in as well as members of the local community in school management topics not only to provide school administrators with critical management skills, but also to empower local community to engage actively in the management of their local schools.

Expected Results of the Project

The expected results of this projected cover mainly three areas as summarized in the table below:

Areas	Expected Results
WASH	<ul style="list-style-type: none"> · 10 schools will receive water facilities. · 40 teachers will be trained in equipment maintenance and hygiene and sanitation (life skills).
Improved Quality of Instruction (delivered by primary and "Second Chance" education teachers)	<ul style="list-style-type: none"> · 40 teachers will be trained in student-centered teaching strategies; it is estimated that about 6,500 children will benefit from these trainings over three years.
School Management, Community Participation, and School Improvement	<ul style="list-style-type: none"> · 4 municipalities will conduct a series of trainings on of the principles of Child Friendly School to benefit 14 school principals, 14 members of Parent-Teacher Association (PTA) and 42 teachers and other school staff.
School Improvement Plans	<ul style="list-style-type: none"> · 10 schools will receive support to elaborate or hone their School Improvement Plans

Participating Schools and Baseline Determination

The pilot phase of the project encompasses 10 participating schools (5 in Bie and 5 in Moxico), all selected based on their specificities, including their locations, their needs in water and toilet facilities, their student and teacher populations, and the provincial authorities' willingness to invest in these particular schools. The five participating schools in Bie include Ebenezer Primary School, Cavanga 1 Primary School, Cavanga 2 Primary School, Lonjonjon Primary School, and Dangereux Primary School whereas in Moxico, participating schools include Primary School #141 Kwemba, Primary School #241 Santo Amro, Primary School #174 Commandante Zorro, Primary School #184 Samalesso, and Primary School #220 Canende (see Annex 1 for Programme log frame).

The baseline of this project was essentially determined based on the availability or not, at the participating schools, of water points and toilet facilities, existence of ongoing in-service training opportunities for teacher and school administrators (so the latter can demonstrate their mastery of modern instructional strategies as well as their knowledge of essential administration skills, respectively), the effectiveness of community participation in school management committees (see project baseline attached).

The (indicators) areas of focus selected for this project were based on the Provincial Directorate of Education's determination that these elements constitute key drivers for access and retention (See Annexes 2.1 and 2.2 for baseline information).

Project Implementation and Monitoring

Since its inception, the project has been implemented by the Provincial Directorates of Bie and Moxico with oversight from the National Directorate of General Education and with technical assistance from National Inspectorate of Education, the Provincial Directorate of Education of Luanda, and from UNICEF. In fact, staff from the National Directorate of General Education, National Inspectorate of Education, the Provincial Directorate of Education of Luanda, and from UNICEF have contributed to the design of the training materials and they have also delivered the various training sessions. As part of the implementation, several training activities have been completed:

- 247 teachers were trained the principles of student-centered teaching and hygiene issues (WASH).
 - 34 focal points were trained in the principles of monitoring, evaluation, and supervision (to better assist classroom teachers in the overall efforts to improve the quality of instruction).
- 25 provincial focal points, 10 school directors and 5 supervisors participated in a training on school leadership and learnt different leadership styles, coaching of teachers, and learners' assessment.
- 25 provincial focal points and 109 school committee members received training on the tasks of the school committee, its constitution, and on how to lead, organize and report on school committee meetings.

In addition to the trainings, the project has helped provide water, either through digging or repairing existing wells, to eight (8) schools of the ten schools. Further, to improve sanitation, the construction and renovation of toilet facilities have taken place at eight (8) targeted schools over the last three years in Bie and Moxico. New toilet facilities have been constructed in three (3) schools (Dangereux Primary school in Nharea; Cavanga 1 Primary School and Ebenezer Primary School, both in Kuito) while there has been a rehabilitation of existing toilet facilities at five (5) schools, including Primary School 174 Comandante Zoro (Luena, Moxico), Cavanga 2 (in Kuito, Bie), Primary School 141 Kwemha, Primary School 184 Samalesso, and Primary School 52 Mandembue (all three in Moxico).

The project has been monitored jointly by the National Inspectorate of Education and the respective Provincial Directorate of Education to collect quantitative data related to capacity building (training for teachers, school administrators, and community members) and the existence of water points and functional toilet facilities. The results of these monitoring exercises are available for use.

Justification of the mid-term evaluation

The purpose of the mid-term evaluation of CFS pilot project is to deliver a critical assessment of the achievements of the project and to gather best practices likely to improve access, retention, and learning outcomes so that these best practices could be used as blue prints in other schools across the country.

This mid-term evaluation is important because its findings and recommendations will help education sector authorities at the national and provincial levels (National Directorate of General Education and Provincial Directorates of Education of Bié and Moxico) not only to determine the relevance, effectiveness and efficiency of the project (using improved access and retention; and improved learning outcomes as key drivers), but also to develop internal analysis process about the sustainability and the scalability of the CFS project and to determine specific aspects of the CFS project that can be easily transferable to other contexts based on the current situation of the education sector (economic and institutional capacity).

The findings of this assessment will also be used by the education entities in the other 16 provinces and possibly by civil society organizations who may be interested in the CFS concept.

This assessment is being conducted at this juncture of the project because after three years of implementation, several activities related to the objectives of the project have been completed and it is fitting to analyze how these various activities are supporting the expected results of the project.

Scope of the evaluation

This mid-term evaluation is intended to cover a three-year period (2015-2017) and will cover the main components of the project: water and sanitation (WASH), quality of learning, and school management and

community participation. The geographical scope of the mid-term evaluation is the area of intervention: the ten targeted schools located in the provinces of Bié and Moxico.

This evaluation process will be focused on the analysis of at what extent some cross-cutting themes (gender, equity and child rights) are implemented in the framework of the Child Friendly Schools experience in Angola. These three analytical perspectives will be highlighted along the assessment of the process developed and results achieved in the first three years of implementation.

Goal and Objectives:

Goal:

A mid-term evaluation is being conducted in order to determine the best practices of the implementation of the CFS project on the target schools in terms of access and retention, sanitation and hygiene (WASH), and learning outcomes.

Objectives:

- Assess to what extent the CFS project complies with the criteria of relevance, effectiveness, efficiency and sustainability based on objective evidences
- Analyse to what extent the CFS project demonstrates sensitivity to issues related to gender, equity, and child rights
- Determine the best practices implemented in the framework of the CFS project relative to the mentioned four main components^[1] which can be scalable at provincial and national level.
- . Propose a set of recommendations for improving the implementation of the CFS project in the two provinces and scaling the identified best practices.

[1] The four components are: a) water and sanitation (WASH), b) quality of instruction, c) school management with community participation, and d) school improvement plans

Outputs/Deliverables: (See table below)

Deliverables	Duration (Estimated # of days or months)	Timeline/Deadline	Schedule of payment
1- Detailed evaluation plan (around 15 pages) written in Portuguese.	6 working days	To be negotiated with consultant	10% of agreed amount
2- Post facto evaluability assessment of the CFS project (around 20 pages) written in Portuguese.	15 working days	To be negotiated with consultant	20% of agreed amount
3- Draft version of mid-term evaluation report (around 35 pages) written in Portuguese.	30 working days	To be negotiated with consultant	30% of agreed amount
4- Final version of mid-term evaluation report (annexes included), including	15 working days	To be negotiated with consultant	40% of agreed amount

results of the
validation workshop
(around 50 pages)
written in Portuguese.

Ethical considerations

In the framework of the mid-term evaluation, the selected evaluator will perform accordingly to the “UNEG Ethical Guidance for Evaluation” (<http://www.unevaluation.org/document/detail/102>) which defines that an ethical conduct is crucial for the following reasons: the responsibility of the evaluation implications, the credibility of the findings, conclusions and recommendations, and the responsibility in terms of use of resources.

The selected evaluator must act based on the following obligations: independence, impartiality, credibility, honesty, integrity and accountability. If he / she identify any conflict of interest, he / she will advise UNICEF ACO immediately. The mid-term evaluation report will go through an ethical review board.

To qualify as an advocate for every child you will have...

▪ Desired competencies, technical background and experience

- a. Master in Education. Education Management, Political Science or another field related to the rights and development of the child.*
- b. Experience in political and social analysis.
- c. Knowledge of the social, political, economic, and educational realities of Angola, including the actual situation of Angolan children.
- d. A minimum of Five (5) years of experience in research and/or education programme evaluation at national and international levels.
- e. Sound mastery of research/evaluation methodologies (qualitative, quantitative, and mixed methods).
- f. Excellent report writing and proposal drafting skills.
- g. Good analytical, negotiation and advocacy skill along with demonstrated experience in liaising with government agencies.
- h. Prior work experience with UNICEF or in the Angolan public administration.
- i. Excellent command of Portuguese both written and spoken. Knowledge of English would be an asset.
- j. Good computer's skills.
- k. Excellent ability to communicate, facilitate and coordinate a participatory discussion process

*Bachelor degree with more than eight years of working experience in evaluation will be considered in lieu of master degree.

Annex 3: Logical framework

Objectives	Strategies	Activities	Expected results (outputs)	Indicators
Water supply in 10 schools in the provinces of Bié and Moxico, linked consistently with the principles of CFS.	<ul style="list-style-type: none"> - Initial situation assessment and data collection on priority schools. - Development of school improvement plans. - Monitoring of the process of the construction and rehabilitation of facilities. 	<ul style="list-style-type: none"> - Construction or rehabilitation of water facilities (may include cone with the main distribution system tanks and rain water storage, wells with manual pumps etc) -Training on maintenance, management, hygiene and sanitation -Monitoring of activities in the field 	<ul style="list-style-type: none"> -10 schools will have better access to clean and safe water -Training on maintenance, management, hygiene, and sanitation provided to school directors and community members -Water facilities well maintained and functioning 	<ul style="list-style-type: none"> - No. of connections to the water network, tanks, storage or pumps -No. of students, teachers, and PA members who demonstrate adequate knowledge and skills on hygiene and maintenance -No. of schools/communities with new access to clean and safe water
Expand teacher training in order to improve quality of learning based on the principles of CFS in the target municipalities in the provinces of Moxico and Bié.	<ul style="list-style-type: none"> -Training on school improvement plans -Development and testing of training materials on child-centred instruction -Implementation of training and dissemination through the ZIP -Monitoring of the learning process -Evaluation 	<ul style="list-style-type: none"> -Dissemination of materials on school improvement plans -Training for the GPE, coordinators of ZIP and PA AE, inspection and supervisors (training of trainers) in the preparation of school improvement plans -Training for general education and PA AE on school improvement plans Development of training materials on child-centred instruction 	<ul style="list-style-type: none"> -Materials on school improvement plans produced and provided to partners in sufficient copies -Training of trainers on school improvement plans implemented and evaluated -Training of teachers on school improvement plans implemented and evaluated -Materials on child-centred instruction developed and tested 	<ul style="list-style-type: none"> -No. of manuals on school improvement plans distributed -No. of trainings and participants on school improvement plans - No. of school improvement plans - No. of school improvement plans budgeted and implemented.

Objectives	Strategies	Activities	Expected results (outputs)	Indicators
		<ul style="list-style-type: none"> -Test and pilot materials. - Training for the GPE, coordinators of ZIP and PAAE, inspection and supervisors on child-centred instruction (training of trainers) -Training for general education and PAAE teachers on child-centred instruction - Monitoring of activities in ZIPs and schools. 	<ul style="list-style-type: none"> -Training of trainers on child-centred instruction implemented and evaluated -Training of teachers on child-centred instruction implemented and evaluated - Improvement in the support of the students by the teachers - Improvement of learning outcomes (in Portuguese and mathematics) 	<ul style="list-style-type: none"> - No. of materials on child-centred instruction distributed - No. of trainings and participants on child-centred instruction - No. of education plans, folders, and individual reports on students - No. of individual student assessments. - Results of tests in Portuguese and maths
<p>Promote the participation of the education community through building the local capacity around schools</p>	<ul style="list-style-type: none"> - Training on school improvement plans -Development of school improvement plans -Training on leadership and school management -Monitoring of the learning process -Evaluation 	<ul style="list-style-type: none"> - Dissemination of materials on school improvement plans -Training for the GPE, coordinators of ZIP and PAAE, inspection and supervisors (training of trainers) in the preparation of school improvement plans -Training for school directors, and PA members on leadership, school management and community participation -Training for teachers, PA and students on the principles of CFS, self-assessment and self-improvement 	<ul style="list-style-type: none"> - Materials on school improvement plans produced and provided to partners in sufficient copies -Training of trainers on school improvement plans implemented and evaluated -Training of teachers on school improvement plans implemented and evaluated -Materials on leadership, school management and community participation produced and provided to partners in sufficient copies 	<ul style="list-style-type: none"> -No. of manuals on school improvement plans distributed -No. of trainings and participants on school improvement plans -No. of materials distributed on leadership, school management and community participation -No. of trainings and participants on leadership, school management and community participation

Objectives	Strategies	Activities	Expected results (outputs)	Indicators
		-Monitoring of the activities in schools	<ul style="list-style-type: none"> - Training of trainers on leadership, school management and community participation implemented and evaluated -Training of teachers on leadership, school management and community participation implemented and evaluated 	<ul style="list-style-type: none"> -No. of PA meetings per year -No. and type of activities implemented by the PA -No. of teachers in in-service training - Teacher presence/absence

Annex 4: List of interviewed persons

Luanda:

Abubacar Sultan, Country Representative, UNICEF

Patricia Portela de Sousa, Deputy Representative, UNICEF

Barno Mukhamadieva, Head of Education Section, UNICEF

Wesley Galt, Education Specialist, UNICEF

Edson Monteiro, WASH Specialist, UNICEF

Carlos Seixas, Associate Education Specialist, UNICEF

Juliana Roche, Head of Department, Direcção Nacional de Educação

David Ecclesiastre Xavier, National Inspector, Gabinete de Inspeção Nacional de Educação

Inocência Mendes, Expert, Gabinete de Inspeção Nacional de Educação

Bié:

Jeremias Belino Chanda Samalungo, Director (OIC), GPE, Kuito

Filomena Genda, Chief, Departamento de Educação e Ciência, GPE, Kuito

Mario Kapamba, Project Facilitator, GPE, Kuito

Camilo Ngueve, Director Municipal de Educação, Nharêa

José Manuel Alberto Joaquim, Director, Escola Cavanga II, Kuito

Souba (village elder) of the area of Escola Cavanga II, Kuito

Ana Lourdes, Director, Escola Cavanga I, Kuito

Ana Maria Menezes, Director, Escola Ebenezer, Kuito

Enrique Jordão Sasambote, Director Pedagógico, Escola Ebenezer, Kuito

Moxico:

Teófilo Kaingoma, Provincial Representative, UNICEF

Raimundo Ricardo, Director, GPE, Luena

Victorino Bernardo Chitumba, Chief, Departamento de Ensino Geral, GPE, Luena

Jamba José Pica, Facilitator, GPE, Luena

António Manuel da Silva, Project Consultant, GPE, Luena

Arminda Antônio, Director, Escola no. 141, Luena

Teresa da Conceição Samba Muteis, Director, Escola no. 174, Luena

Rodrigues dos Santos, Director, Escola no. 52, Luena

Domingas Bernadette Capenda, Director, Escola no. 184, Sawambo

Outros:

Desire Adomou, former Education Specialist, UNICEF (via Skype)

Annex 5: List of analysed documents

Direcção Nacional de Ensino Geral: “Projecto Escolas Amigas da Criança – Província do Moxico.” Setembro 2018.

Direcção Nacional de Ensino Geral: “Seminário metodológico sobre Projecto Educativo de Escola.” Luena, 24 de Maio de 2015.

Escola do Ensino Primário Cavanga I: “Projecto Educativo de Escola”.

Escola do Ensino Primário Cavanga II: “Projecto Educativo de Escola”.

Escola do Ensino Primário Dangereux: “Projecto Educativo de Escola”.

Escola do Ensino Primário Ebenezer: “Projecto Educativo de Escola”.

Escola do Ensino Primário Lonjonjo: “Projecto Educativo de Escola”.

Escola do Ensino Primário Nº 141 Bairro Kwenha: “Projecto Educativo de Escola nº 141. Período 2015-2017.”

Escola do Ensino Primário Nº 174/Bairro Zorro: “Projecto Educativo de Escola”.

Escola do Ensino Primário Nº 184/ 1º de Junho Bairro Samalesso: “Projecto Educativo de Escola”.

Escola do Ensino Primário Nº 220/Canende: “Projecto Educativo de Escola”.

Fernández, Sandra: “As Escolas Amigas da Criança em Angola (2008-2014)”

Fernández, Sandra: “Relatório da visita ao Namibe do 07-09 abril 2014.”

Gesaworld: “Angola formative evaluation report: Consultancy services for the formative evaluation of UNICEF Angola Country Programme (2015-2019).” February 2018.

Mendez, Inocência: “Relatório de Supervisão e apoio à equipa provincial de formadores ao Seminário sobre fortalecimento da comissão de pais encarregados de educação.” Bié, 21 May 2016.

Mendez, Inocência, e Juliana Rocha: “Relatório: Projecto Escolas Amigas da Criança - Província do Moxico.” September 2018.

Ministério da Educação/UNICEF: “Água, Saneamento e Higiene (ASH) para Alunos: Guião para Professores.” 10 August 2015.

Ministério da Educação/UNICEF: “Água, Saneamento e Higiene (ASH) para Alunos: Guião prático para formadores.”

Ministério da Educação/UNICEF: “Ensino centrado no aluno.” August 2016.

Ministério da Educação/UNICEF: “Manual de formação para as Comissões de Pais e Encarregados de Educação.”

Ministério da Educação/UNICEF: “Módulos de formação sobre a liderança escolar.” Outubro de 2015.

Ministério do Planeamento e do Desenvolvimento Territorial: “Plano Nacional de Desenvolvimento 2013-2017.”

UNICEF: “Angola - Child Friendly Schools – Proposal for UNICEF Japan.” 2018.

UNICEF: “Annual Report 2015: Angola.”

UNICEF: “Annual Report 2016: Angola.”

UNICEF: “Annual Report 2017: Angola.”

UNICEF: “Country Program Action Plan between the Government of Angola and UNICEF 2015-2019.”

UNICEF: “Education Angola 01/2015 - 12/2019: Natcom Donor Toolkit. 09/02/2017.”

UNICEF: “Improved and equitable access to and completion of quality, inclusive education with a focus on improving learning outcomes: Progress Report to Japan National Committee for UNICEF. Grant SC/15/0066. August 2015.”

UNICEF: “Improved and equitable access to and completion of quality, inclusive education with a focus on improving learning outcomes: Progress Report to Japan National Committee for UNICEF. Grant SC/15/0066. December 2015.”

UNICEF: “Japan National Committee Support to Implementing Child-Friendly Schools, 2015-2017.” May, 2015.

UNICEF: “O Projecto Escolas Amigas da Criança nas províncias de Moxico e Bié 2015-2019.”

UNICEF: “Progress Report to Japan National Committee for UNICEF. Grant SC/15/0066. October 2018.”

Xavier, David Ecclesiastre: “Relatório de seminário e de supervisão à província do Moxico.” 6 September 2017.

Xavier, David Ecclesiastre, e Pedro da Silva: “Projecto Escolas Amigas da Criança” – Província do Bié: Relatório de avaliação de processos e resultados.” Setembro de 2018.

Annex 6: Evaluation tools

A.6.1. Guide for DNEG, GPE e UNICEF

- Qual foi o processo de desenvolver o projecto?
- Como a experiência da intervenção anterior de EAC foi tendo em conta?
- Que tipo de apoio a prestado pelas escolas? Com que frequência?
- Porque o GPE de Luanda não participou substancialmente?
- Quais foram os mecanismos de monitoria das intervenções?
- O projecto foi bem sucedido?
- Quais foram os melhores aspectos?
- Quais foram as falhas do projecto?
- As intervenções de EAC melhoraram a prática de sala de aula?
- As intervenções melhoraram a higiene e o saneamento nas escolas?
- As intervenções contribuíram para a igualdade de gênero e maior respeito pelos direitos da criança?
- Qual a eficácia das intervenções para elevar a escolaridade dos alunos mais desfavorecidos?
- Quais são os desafios na implementação dos diferentes elementos do treinamento pelos directores e professores?
- Com que consistência as estratégias de EAC são implementadas?
- Outras escolas (não EAC) são beneficiadas pelo projeto?
- Como o projeto melhorou a participação da comunidade em questões escolares?
- Quão úteis e eficazes foram os planos de melhoria da escola?
- Que apoio adicional é necessário para que as intervenções de EAC funcionem bem?
- Como o impacto a longo prazo das intervenções pode ser sustentado?

A.6.2. Guide for school directors

1. Apoio

- Que tipo de apoio a recebido pela GPE o pela UNICEF?
- De que frequência e qualidade a sido o apoio? O treinamento?
- Quais aspectos do treinamento foram mais relevantes para você?

- Quais são os desafios na implementação dos diferentes elementos do treinamento?

2. Eficiência do projecto EAC

- Como o plano de melhoria da escola foi desenvolvido?
- Quão útil e eficaz foi o plano de melhoria da escola?
- As intervenções contribuíram a melhorar a higiene e o saneamento nas escolas?
Como?
- As intervenções contribuíram para a igualdade de gênero e maior respeito pelos direitos da criança? Como?
- Qual a eficácia das intervenções para elevar a escolaridade dos alunos mais desfavorecidos?
- Com que consistência as estratégias de EAC são implementadas?

3. Gerência e ensino

- O seu estilo / os seus princípios de gerência mudaram durante o projecto? Como?
Porque?
- Tem dados sobre a sua escola (número de alunos, professores por classe e por género, taxa de transição, abandono, reaprovação etc. por classe?)
- Como as intervenções de EAC melhoraram a prática de sala de aula?
- Existem avaliações frequentes nas salas da aula? As pode mostrar?
- Tem encontros regulares com os seus professores? Tem provas destes eventos?
- O que faria se um dos professores estiver com problemas (a) didácticas ou (b) pessoais?
- Fala com directores de outras escolas (não EAC) sobre o projeto?

4. Participação da comunidade

- Como o projeto melhorou a participação da comunidade em questões escolares?
- Tem encontros regulares com a CPEE? Tem provas destes eventos?

5. Ir para frente

- Que apoio adicional é necessário para que as intervenções de EAC funcionem bem?
- Como o impacto a longo prazo das intervenções pode ser sustentado na sua escola?

A.6.3. Guide for focus groups: Teachers

1. Treinamento

- Quais são os seus pontos de vista sobre as abordagens de ensino e aprendizagem nos treinamentos de EAC?
- Quais aspectos você mais gostou?
- Quais aspectos faltaram?

2. Prática de ensino

- Quais são os efeitos do treinamento em suas práticas de ensino?
- Quais são os desafios na implementação dos diferentes elementos do treinamento?
- Partilham as suas experiências com os colegas em outras escolas (não EAC)?

3. ASH

- Como as intervenções melhoraram a higiene e o saneamento nas escolas?
- Qual a eficácia das intervenções para elevar a escolaridade dos alunos mais desfavorecidos?

4. Ambiente social

- A sua escola é um lugar onde professores e alunos são confiáveis e apoiados? Porquê e como?
- Como você avalia o nível e a qualidade do apoio recebido das autoridades educacionais? O projecto tem afeito positivamente o apoio recebido?
- As intervenções contribuíram para a igualdade de gênero e maior respeito pelos direitos da criança?

5. Colaboração com a CPEE e a comunidade

- Como o projeto melhorou a participação da comunidade em questões escolares?
- Quão úteis e eficazes foram os planos de melhoria da escola?

6. Ir para frente

- Que apoio adicional é necessário para que as intervenções de EAC funcionem bem?
- Como o impacto a longo prazo das intervenções pode ser sustentado?

A.6.4. Guide for focus groups: PA and community members

1. Treinamento

- O treinamento foi pertinente e eficiente?
- Quais aspectos você mais gostou?
- Quais aspectos faltaram?
- Quais são os desafios na implementação dos diferentes elementos do treinamento?

2. Funcionamento da Comissão de pais e encarregados de educação (CPEE)

- Se reúnem em que intervalos?
- Quando se reúnem, do que falam e discutem?
- Há na equipa alguém que domina a participação?
- Criam – se tensões quando não há acordos ou quando se apresentam críticas?
- As normas de funcionamento são conhecidas, aceites e cumpridas por todos?
- O método de trabalho da CPEE lhe parece adequado?
- Quando discutem sobre problemas, a ênfase se coloca na culpa ou na responsabilidade compartilhada para melhorar?

3. Plano de melhoria escolar / Projecto escolar

- Quão úteis e eficazes foram os planos de melhoria escolar?
- Como a plano de melhoria escolar foi borrado, implementado e avaliado?
- Quais são as suas melhores realizações no trabalho como CPEE?
- Quais é o seu major fracasso no trabalho como CPEE?

4. Participação na vida escolar

- Como o projeto melhorou a participação da comunidade em questões escolares?
- Tem discussões regulares com o director e os professores da escola?
- O seu conhecimento de matérias escolares aumentou através do projeto?
- Qual é a sua opinião sobre assuntos escolares levados em conta pela administração?

5. Qualidade da escola e do ensino

- Você acha que seu filho/sua filha está seguro/a e protegido/a na escola?
- Seu filho/sua filha está aprendendo na escola?

- Quais aspectos do ambiente escolar e do currículo você gostaria de melhorar?
- Na escola, tem a igualdade de gênero e respeito pelos direitos da criança?

5. Ir para frente

- Que apoio adicional é necessário para que as intervenções de EAC funcionem bem?
- Como o impacto a longo prazo das intervenções pode ser sustentado?

A.6.5. Guide for the assessment of school development plans

Logica do plano

Relevância das intervenções

Recursos disponíveis / utilizados

Grão da implementação

Monitoria do plano

Sustentabilidade das acções

A.6.6. Guide for the observation of infrastructure and services

Nome da escola:

INDICADORES	SIM	1 Mau	2 Med	3 Bom	NÃO	OBSERVAÇÕES
Geral:						
1. Tem elaborado o Projecto Educativo da Escola (PEE)						
2. Houve revisão anual do PEE?						
3. Tem sido monitorada a implementação de PEE?						
AREA1: ACESSO DE TODAS CRIANÇAS						
4. A escola é limpa, organizada e tem aparência atrativa						
5. Condições criadas para que todos os alunos possam lavar as suas mãos?						
6. A escola tem casas de banho abertas e funcionais, com acesso a água corrente para todos os alunos e professores?						
7. Os alunos estão informados e formados sobre a importância da higiene e a lavagem das mãos com água e sabão?						
8. Os alunos com necessidades especiais (com deficiência) são acomodados na escola e a escola tem em prática o princípio da inclusão? ⁴²						A escola tem um total de.....alunos (.....meninas emeninos) com necessidades especiais.

⁴² Os alunos com necessidades especiais tem acesso aos espaços e conteúdos escolares

INDICADORES	SIM	1 Mau	2 Med	3 Bom	NÃO	OBSERVAÇÕES
9. A escola tem mais alunos do que o ano 2015 (quando o projecto EAC foi iniciado) ⁴³ ? Quantos M/F?						A escola tem um total de.....alunos (.....meninas emeninos) em 2016 e teve um total de.....alunos (.....meninas emeninos) em 2015
10. O professor estimula que os alunos trabalhem em grupos?						
11. O professor organiza discussões para estimular a participação activa de todos os alunos?						
AREA 2: GESTÃO ESCOLAR						
12. O director e supervisor observam regularmente a sala de aula e acompanham aos professores no melhoramento de ensino (mostrado pelos formulários, actas e relatórios certificados)?						
AREA 3: PARTICIPAÇÃO DA COMUNIDADE						
13. A CPEE(Comissão de Pais e Encarregados de Educação) funciona (demonstrado por encontros frequentes – trimestrais – e actas das reuniões, fotografias e dialogos com o director sobre o melhoramento da escola)?						A CPEE até agora teve.....encontros em 2015 eem 2016
14. A escola promove eventos que permitam contato entre pais e professores						

⁴³ Só possível constatar por dados preenchidos da escola

Annex 7: Some photos of WASH infrastructure



Escola no. 141, Luena



Escola no. 52, Luena



Escola Dangereux, Nharea



Escola Cavanga I, Kuito



Escola Ebenezer, Kuito