

# **Summative Evaluation of UNICEF 2015-2019 Education Programme**

**Final Summative Report.** Second version

**Plan Evaluation**

December 30<sup>th</sup>, 2020

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## List of Acronyms

ACO – Angolan Country Office  
ADRA - Ação para o Desenvolvimento Rural e Ambiente (Action for Rural and Environmental Development)  
AFECN - The Africa Early Childhood Network  
ANDA - Associação Nacional dos Deficientes de Angola (National Association of Disabled People of Angola)  
APT - Aprendizagem para todos (Learning for Everyone)  
C4D – Comunicação para o Desenvolvimento (Communication for Development)  
CEDAW – Convention on the Elimination of all Forms of Discrimination Against Women  
CERF -Fundo Central de Resposta a Emergências (Central Emergency Response Fund)  
CIT – Communication and Information Technologies  
CNAC - Conselho Nacional da Criança (National Council of Children)  
CNIDAH - Comissão nacional intersetorial de desminagem e assistência humanitária (National Intersectorial Commision for Humanitarian Demining and Assistance)  
COAR – Country Office Annual Reports  
CP – Country Programme  
CPAP – Country Program Action Plan  
CPC – Country Program of Cooperation  
CPEE – Comissão de Pais e Encarregados de Educação (Parents and Education Guardians Commission)  
CSO – Civil Society Organization  
DH – Diretos Humanos (Human Rights)  
DME – Diretoria Municipal de Educação (City Directorate of Education)  
DNAA - Direção Nacional de Avaliação e Acreditação (National Directorate for Evaluation and Accreditation)  
DNASE – Direção Nacional para a Ação Social Escolar (National Directorate for School Social Action)  
DNEA – Direção Nacional de Educação de Adultos (National Directorate for General Education)  
DNEE - Direção Nacional de Energia Eléctrica (National Directorate of Electric Energy)  
DNEG – Direção Nacional para o Ensino Geral (National Directorate for General Education)  
DNEPE – Direção Nacional de Educação Pré-escolar (National Directorate of Pre-school Education)  
DPE - Diretoria Provincial de Educação (Provincial Directorate of Education)  
DPI - Desenvolvimento na Primeira Infância (Early Childhood Development)  
EAC – Escola Amiga da Criança (Child Friendly School)  
EC – Early Childhood  
EeE - Educação em contextos de emergência (Education in Emergencies)  
EiE - Intervenções de Educação em Emergências (Education Intervention in Emergencies)  
EMIS – Education Management Information System  
EPT - Escola para Todos (School for Everyone)  
EQPT - Educação de Qualidade para Todos (Quality Education for All)  
FAO - Food and Agriculture Organization  
GDP – Gross Domestic Product

GE - Gestão Escolar (School Management)  
GEPE – Gabinete de Estudos, Planeamento e Estatística (Office of Studies, Planning and Statistics)  
GINED – Gabinete de Inspeção Nacional de Educação (National Inspection Office of Education)  
GoA – Government of Angola  
GSB – General State Budget  
HIV – Human Immunodeficiency Virus  
IIMS/ DHS - Inquérito de Indicadores Múltiplos e de Saúde / Inquéritos Internacionais Demográficos e de Saúde (Multiple Indicators and Health Survey / Demographic and Health Survey)  
INAC - Instituto Nacional da Criança (National Institute of Children)  
INE – Instituto Nacional de Estatística de Angola (Angola National Statistics Institute)  
INEE – Instituto Nacional de Educação Especial (National Institute of Special Education)  
INFOE – Instituto Nacional de Formação de Quadros da Educação (National Institute of Education Staff Training)  
INIDE – Instituto Nacional para a Investigação e Desenvolvimento da Educação (National Institute for Research and Development in Education)  
IPG - Índice de Paridade no Gênero (Gender Parity Index)  
IPM – A - Índice de pobreza multidimensional de Angola (Multidimensional Poverty Index of Angola)  
IR – Inception Report  
ISCED - Instituto Superior de Ciências da Educação (Higher Institute of Educational Sciences)  
KAP – Knowledge, Attitude and Practices  
MASFAMU – Ministério da Ação Social, Família e Promoção da Mulher (Ministry of Family, Social Action and Women Promotion)  
MED – Ministério da Educação (Ministry of Education, free English Translation)  
MINARS – Ministério de Assistência e Reinserção Social (Ministry of Assistance and Social Reintegration)  
MINCO - Ministério do Comércio (Ministry of Commerce)  
MINFIN – Ministério de Finanças (Ministry of Finances)  
MINJUSDH - Ministério da Justiça e Direitos Humanos (Ministry of Justice and Human Rights)  
MINSA - Ministério da Saúde (Ministry of Health)  
NAI - Núcleos de Apoio à Inclusão (Centre of Support to Inclusion)  
NDP – National Development Program  
NGO – Non-Governmental Organization  
NU – Nações Unidas (United Nations)  
OECD-DAC – Organisation for Economic Co-operation and Development's - Development Assistance Committee  
PIZ – Pedagogical Influence Zones  
PMOs - Planning and Monitoring Officials  
PNFQ - Plano Nacional de Formação de Quadros (National Staff Training Plan)  
RAM – Result Assessment Module  
RDC - República Democrática do Congo (Democratic Republic of Congo)  
RI – Resultados Intermediários (Intermediate Results)

SACMEQ – The Southern and Eastern Africa Consortium for Monitoring Educational Quality

SDS – Sustainable Development Goals

SIGE – Sistema de Informação e de Gestão da Educação (Education Information and Management System)

SIMV - strengthened interventions for the most vulnerable

ToC – Theory of Change

ToR – Terms of Reference

TT/ LA - Teacher Training and learning Assessment

TUPPI – Todos Unidos Pela Primeira Infância (All United for Early Childhood)

TWG - Technical Working Group

UNDP - United Nations Development Programme

UNEG - United Nations Evaluation Group

UNFPA – United Nations Population Fund

UNICEF - United Nations Children's Fund

VBG – Violence Based on Gender

WASH – Water, Sanitation and Hygiene

WB – World Bank

WFP - World Food Programme

WHO – World Health Organization

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## EXECUTIVE SUMMARY

### Summary

1. This report consolidates the findings of the Summative Evaluation of UNICEF's contribution to the education sector in Angola, implemented by the Angolan Central Office (ACO) between 2015 and 2019.
2. In accordance with the Terms of Reference, this evaluation aims to *"assess the contribution of the Education Programme in improving institutional capability and the provision of services in the education sector in the country, at the national and subnational levels, based on international standards and norms of education assessment, through approaches in relation to gender, equity and children rights, while also considering political, social, economic, and institutional challenges, limitations and opportunities, etc."*
3. The evaluation examines, on one side, the relevance, effectiveness, efficiency and sustainability of UNICEF interventions in the context of the development of the education sector and, on the other, the coherence, coverage and coordination of interventions in the emergency context.
4. The total budget for the Education Programme was 7.431.270,28 USD and the total expenditure for its implementation was 7.859.649,38 USD. This budget was part of a larger budget for the 2015-2019 Country Program of Cooperation (CPC).

### Purposes and Objectives

5. The purpose of this evaluation is to a) analyse the contribution of the ACO Education Programme to the improvement of institutional capability and the provision of services in the education sector in the country, within the scope of the 2015-2019 CPC; and b) provide knowledge to support the operationalization of the activities already planned in the 2020-2022 CPC for the education sector.
6. To conduct this analysis, the evaluation team used the evaluation criteria and evaluation questions as defined in the Terms of Reference (ToR) for this project, revised during the preparation of the Inception Report (IR).
7. Five specific objectives were defined for this evaluation:
  - To critically analyse the performance of the ACO Education Programme in terms of relevance, effectiveness, efficiency and sustainability in development contexts, and in terms of coherence, coverage and coordination in emergency contexts during the 2015-2019 country program;
  - To provide evidence on the achievements of predicted or unforeseen results at the national and subnational levels, and on the main factors that facilitated or limited these achievements;
  - To conduct a critical review of the Theory of Change (ToC) reconstructed for the 2015-2019 CPC and the deviations that occurred during this period, identifying the role of gender, equity and children rights approaches in the design and implementation;
  - To identify the key components of the current cooperation cycle, which can be expanded in the new cycle, considering the focus on integrated, decentralized approaches that prioritize early childhood education, girls' education and information management;
  - To recommend evidence-based results and conclusions about the contribution of the Education Programme to the country's education system and services, as well as recommendations for the new cycle of cooperation.

### Target audience

8. This assessment was commissioned by UNICEF's Angola Country Office. In general, the audience for this assessment mainly includes UNICEF teams, both at the national level (Education Section, Management Section) and at the regional level (Regional Office sections). However, considering that the Angolan Ministry of Education (MED) was the main and major partner and direct beneficiary of the Programme's contributions,

there is an understanding that the key management teams of the Ministry of Education are part of the target audience, as well as the Provincial Education Offices.

## Approaches and Criteria

9. This assessment was carried out using a participatory approach using mixed methods of data collection and analysis.
10. Through a qualitative approach, the evaluation team analysed legislation, official documents of the Government of Angola (GoA), official documents for planning and monitoring the progress of the Programme, administrative records and consultancy reports from the Programme and partners. The provinces of Bié, Cunene and Huíla were selected for the fieldwork, where a total of 77 semi-structured individual and group interviews were conducted.
11. As part of its quantitative approach, the evaluation team had access to the Result Assessment Module (RAM) reports, aggregated budget data, as well as the quantitative information from the Country Office Annual Reports (COAR). Secondary data and statistics that make up the evaluation matrix were also requested from different departments of the Ministry of Education (detailed in the "Approaches and methods" section of this report).
12. In line with the ToR, the criteria used in this evaluation correspond to a subset of those proposed by the Organization for Economic Cooperation and Development - Development Assistance Committee (OECD - DAC) and adopted by the UNICEF Evaluation Office. Based on these guidelines, and as already mentioned in paragraph 3, the adopted criteria to analyse the development context were relevance, effectiveness, efficiency and sustainability; and in the emergency context, the criteria of coherence, coverage and coordination.

## Main findings

13. In general, UNICEF's contribution to the education sector in Angola was guided by national priorities defined in national regulations, and sought to act within the scope of the main difficulties evidenced by national statistics. The Cooperation activities were adjusted when necessary to meet national and subnational emergencies and needs, and were implemented in coordination with the government, seeking complementarity in actions. These adjustments, however, were not disruptive, and it was possible to draw a consistent inferred ToC over time. The institutional performance of the MED was strengthened, particularly from the activities of the management pillar characterized by training and support for the professionalization of national and local managers.
14. Within the development context, the Programme's interventions analysed were relevance, effectiveness, efficiency and sustainability.
15. **Relevance:** the evidence collected allows us to state that the Education Programme for the 2015-2019 period was relevant for the education sector in Angola. Cooperation themes were aligned with national needs and government priorities, and the cooperation focused on central national policies, through advocacy activities and technical support, allowing the Education Programme to contribute to the structuring of the national education policy in a comprehensive and strategic way. On the other hand, the economic crisis that the country faced and continues to face, and its recent rise to the category of middle-income country, thus limiting the flow of donations to the country, created a scenario of budget constraint that affects the cooperation, reducing predicted co-financing capabilities by the government. In future cooperation, it will be strategic to design mechanisms to guarantee co-financing by the government in such a way that it is possible to effectively carry out the prioritized activities, maintaining the relevance of the cooperation.
16. Although limited in scope, UNICEF's role at the local level is valued by subnational governments for the benefits in places that receive pilot interventions. Governments and school communities aim not only for the continuity of UNICEF-funded interventions, but also maintain the expectation of greater investment, which suggests the need to align expectations in the local action.



17. Even though teenagers in Angola nowadays are more likely to improve their health and well-being than a decade ago, many still lack access to essential information and quality services. Despite the fact that youth policies, especially the strengthening of life skills in education, are a national priority and institutional priority for UNICEF, the theme was explored in a non-systematic way in the 2015-2019 cooperation cycle through poorly integrated curriculum development and teacher training actions in life skills theme, situational analysis on access, retention and the transition from primary to secondary schools and education for girls in the 1st year.
18. **Effectiveness:** Technical support and advocacy for the preparation of studies and policy documents stood out as approaches to contribute to the construction of national policies for special education, early childhood, and teacher training. As they focus on the national education policy, on fundamental themes to promote access, quality and management, these results are considered crucial, and with great potential to impact the well-being of children in Angola. In addition to the development of national regulations, in the case of the policy for special education and the policy for early childhood, results were achieved for the implementation of public policy. In the area of professionalization of school management, we highlight the support for the development of educational statistics, systematized in the SIGE at the national level, and in the School Charter, at the subnational level, even though training for the use and timely dissemination of information are still important challenges. Support for training helped both to professionalize management and to strengthen leadership and families, although the scope cannot be determined due to the lack of administrative records, and its sustainability is a matter of concern. Worthy of mention are the studies related to the General State Budget (GSB) that subsidized both public employees and society for a more qualified impact in favour of education. The improvement in school conditions was limited to the reference created in the Child-Friendly Schools (EAC), and to technical support for researching the reasons for school dropout rates. In terms of curriculum standards and learning assessments, the results were modest, as technical support for curriculum evolution and the development of national learning assessments has not yet evolved into a curricular overhaul or into the consolidation of an assessment system at the national level.
19. Among the main external factors that limited the scope of the results, we can highlight: changes in the government structure; the low number and technical capability of the employees at national and subnational level responsible for implementing the initiatives; the high turnover of government employees; the reduced fundraising capacity of UNICEF, but mainly from the government, due to the economic crisis; the asynchrony between the GoA budget cycle and the UNICEF planning process, generating a mismatch that impairs the inclusion of the priorities defined in the cooperation in the public budget; infrastructure problems (school, sanitation and roadways); the insufficient number of teachers; structural barriers and discriminatory social norms reflected in practices such as early marriage, gender-based violence, and boys favouring in family investments in education, and that, while the Constitution of the Angolan Republic defines access to education as a fundamental right for all, without any form of gender discrimination.
20. **Efficiency:** within the scope of efficiency analysis, considering the data available (which did not include detailed expenditure data or opportunity cost in alternative actions) it was possible to verify that the efficiency of the program was negatively affected by the actions' territorial and thematic dispersion, by the size of the teams in relation to the purposes of the Programme and by the need for continuous agreement with a wide network of partners. UNICEF's flexibility, while valued by partners, results in a loss of focus on actions of greater strength, and therefore loss of efficiency.
21. The advocacy strategy in the construction of national policies is considered to be more efficient due to its potential national impact. Subnational efficiency, on the other hand, should be analysed based on the effective gain of scale of initiatives such as TUPPI and EAC. The preparation of trainers is a strategy adopted with potential efficiency gains due to the possibility of expansion. However, the lack of administrative records makes verification difficult. Intersectoral action, carried out within the scope of the two projects mentioned above, and also during humanitarian aid, presents itself as an opportunity to improve efficiency. The change in the cooperation structure, prioritizing early childhood care, reinforced the efficiency of the Programme, as this is an age group in which investments offer higher returns.
22. The high turnover of government employees, the lack of communication and coordination between different departments, changes in government structure and limited technical capabilities are four external factors of



inefficiency that could have had employed palliative measures. Inside UNICEF, the high turnover of the Education Programme leader and prolonged periods without leadership also generated a loss of efficiency due to the learning curve that must be faced with changes.

23. **Sustainability:** an important sign for sustainability is the incorporation of the cooperation results in the country's public policies, and the existence of budgetary resources for its continuity. In this sense, among the results of the Programme, the consolidation of national policies, especially those about special education, stand out.
24. The greatest threat to sustainability lies in external factors, particularly the lack of public resources to implement public policies, to execute the expected counterparts and scale up pilot experiences. Public employee turnover also threatens sustainability, as investments in technical support, preparation and consolidation of partnerships need to be constantly renewed.
25. While sustainability results largely depend on the government, other actions, such as building partnerships with the third sector, the academy, other international associations and funding organizations, while also expanding the range of partners around the initiatives, are all key factors for sustainability. During the period under review, partnerships were consolidated with ADRA, Mosaiko, ISCED in Huíla and the World Bank, examples from which a broader support network could be consolidated.
26. In the emergency context, the Programme's coherence, coverage and coordination are analysed.
27. **Coherence:** The logic of emergency actions has changed over time. Although the Education Programme planned under result 1 (Output 1 on access) activities in emergency contexts in partnership with the central government (MED / DNEG and DNASE) since the first work plan for the 2015-2016 biennium, it was only in 2017 that the theme gained prominence as a singular expected result (separate from output 1).
28. The evaluation sought to identify what was done by the Programme to mitigate the effects of the crises faced by the country on children, especially to their equal access to quality education (Annex VI). At this point, it is important to highlight that there is little documentation on actions in emergency contexts.
29. Even so, ACO's Annual Reports provide a breakdown of what was done by the Programme in the context of emergency actions. This information shows alignment with the needs, contexts and priorities of the government and helps in dimensioning the effort undertaken.
30. Considering all limitations, the external coherence of the program was guaranteed by communication with external actors, especially with provincial governments, particularly in the identification of needs and the definition of measures to be taken. In addition, the actions were designed based on demands arising from the government, which guaranteed this alignment.
31. **Coverage:** There is no systematized, standardized, and accessible information that allows viewing how many and which people were assisted by the Programme. There are many gaps in the information available in all the different internal reports. The coverage data for emergency actions bring few numbers and without any distinction of the beneficiary's profile. Thus, the analysis of coverage is limited to the analysis of local needs in the different territories of Angola, in view of the geographical location and type of intervention carried out.
32. By analysing the type of intervention carried out, such as responses to migratory and drought crises, and by considering both the discourse of the interviewees and the reference documents for this evaluation, it appears that UNICEF's actions, in view of its possibilities and limitations, sought to prioritize the most severe situations. The evidence shows clear concern and targeted approach to serve the most vulnerable in all actions carried out by the Programme, such as either in development or emergency contexts, in the selection of geographic coverage or in the definition of the assisted population.
33. **Coordination:** Through document and interviewees' discourse analysis, it is possible to affirm that there were mechanisms for UNICEF to coordinate its actions with other actors, mechanisms that also aimed at promoting the improvement of the MED performance.

34. It is possible to confirm that there was some integration in the response to the prioritized emergency situations, and interviewees from UNICEF, the Central Government and the provincial governments affirm that this coordination existed and facilitated the work, and that there is a common perception that this joint action was essential. The information gathered during the fieldwork allows us to state that UNICEF interventions were determined according to the MED demands, with which UNICEF maintains a constant dialogue.
35. On the other hand, the perception of UNICEF interviewees is also that the articulation with other actors still needs to be improved, as the structures of mitigation and damage reduction are not well developed, neither at the central level nor in the provinces, nor is there a structure to coordinate emergency planning. The lack of a consolidated network implies the challenge of starting articulation with each action, resulting in longer response times.

**Gender, equity and children's rights:** equity, especially that of gender, is a transversal factor to successive NDPs and the GoA has approved several legal instruments aimed at promoting Gender Equality and Equity in order to respond in a sustainable and multisectoral manner. The transversal priorities proposed by the UNICEF program (early childhood development, adolescents, gender and humanitarian action), acted as catalysts for policies for equity.

The effectiveness of the response in the complexity of the humanitarian context is less evident, especially in cases related to the defence of the rights of girls and women who require an informed programming about risks and prevention systems.

Even though at the national level UNICEF plays a leading role as an advocate for gender equity, national information systems need to be strengthened to collect, analyse and use data disaggregated by gender to ensure the integration of this perspective into program actions.

The use of communication methods with a gender perspective were reinforced in the programme's action plans to ensure the active participation of children, youth and communities, as well as a sustainable behaviour change. Nevertheless, there is no robust gender analysis nor are there priority strategies for change, which are effective and evidence-based in line with a gender action plan.

It is in the health sector that the gender theme is most effective and reinforced, especially in the area of maternal and child health, affecting development in early childhood.

In addition, the Programme did not explicitly describe the objectives of gender equality and empowerment, including approaches that address cultural, social and political barriers to gender equality in the context of implementing activities.

## Limitations

36. The main limitations of the evaluation carried out include:
- Face-to-face fieldwork prevented by the pandemic - the lack of face-to-face visits, especially in the case of provinces, municipalities and schools, made it difficult for researchers to get closer to the reality of the interviewees and, thus, to specific information, making information collection and analysis more challenging;
  - Low access to educational statistics - as identified during the elaboration of the IR, there was a shortage of educational statistics, which were requested to the authorities with a low rate of return. This was partially overcome with publications obtained through UNICEF;
  - Changes in monitoring instruments and logical frameworks of the cooperation, staff turnover in the government and in the Education Programme, and the lack of comprehensive documentation have hampered the task of drawing a complete picture of the cooperation over time. Thanks to UNICEF's

efforts to facilitate communication, the evaluation team had access to a notable number of former national government employees and the organization itself. In the case of the subnational level, however, the interviews were limited to employees on duty.

- Despite UNICEF's efforts, interviews with former UNICEF representatives and with a former employee that was frequently cited by interviewees could not be conducted, particularly at the subnational level.

## Conclusions

37. As a result of the evaluation, the assessment team came to a series of conclusions based on the evidence collected and lessons learned, including:

- The Education Program for the 2015-2016 period was effectively guided by the national priorities defined in the national regulations, and sought to act within the scope of the main difficulties evidenced by national statistics, as well as to align itself with the agenda for the Sustainable Development Goals and with UNICEF's global planning
- Cooperation activities were adjusted when necessary to meet national and subnational needs and emergencies, without compromising the logic of action reflected in the Theory of Change, and were implemented in coordination with the government, seeking complementarity in actions.
- The institutional performance of the MED was strengthened, particularly from the activities of the management pillar, characterized by training and support for the professionalization of national and local managers.
- The most comprehensive results, with the greatest potential for impact on the situation of Angolan children, were achieved through technical support strategies and advocacy actions. These strategies were applied notably for (i) the approval of national policies for inclusive education, early childhood and teacher training; (ii) to contribute mainly to the implementation of inclusive education policies; (iii) for the development of service models (TUPPI and EAC), and (iv) for the consolidation of school management systems (SIGE and the School Charter). Items (i), (ii) and (iv) structure national policies that will impact children across the country, making more accurate diagnoses feasible, providing normative support and guiding their effective implementation. Although they have not reached a large number of children and families, EAC and particularly TUPPI, given its low implementation cost, have created models with the potential to become national public policies.
- In the case of interventions in emergency contexts, it can be concluded that, although the Education Programme works to ensure a coordinated approach with other actors, and seeks to reach those who need it most, the lack of response protocols and shared multisectoral contingency plans compromises the result, since the cyclical nature of disasters would allow for pre-emptive planning and the articulation of a local network that may respond faster.
- In addition, integrated approaches tend to be more effective, especially those that have adopted the school as a reference platform for multisectoral interventions. Therefore, in order for integration to be successful, it will be necessary to also make the partners aware of the benefits of multisectoral implementation and for them to be willing to work under this new paradigm.

## Main Recommendations

38. The recommendations are presented in the next pages, based on the findings from the fieldwork

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
1	Performance and results focused on national priorities	Relevance	Although it is aligned with national needs and government priorities, the cooperation faces budget constraints on the side of the government to meet its counterparts; governments, subnational above all, have the expectation of greater investments by UNICEF	Plan in a realistic manner, considering available resources, or alternatively, re-dimension the size of the Education Program team, including the size of the support team in the provinces	Strategic / Planning	Education Section with the MED	Within the next Semester
				Develop a communication plan to inform interested parties about the objectives defined in cooperation with the Angolan government and the resources available for the execution of the plan	Operational - Communication	Education Section	Within the next Semester
				Improve the planning of cooperation activities in partnership with the government, establishing a dynamic of planning, monitoring and evaluation together with the government that includes: prioritization of projects, allocation of resources, validation of assumptions, evaluation of the need to synchronize public policy planning with UNICEF institutional planning.	Strategic / Planning	Education Section with the GoA/ MED	Within the next Semester
				Identify factors external to the cooperation that may affect results, define strategies to monitor the situation at the national and subnational levels, support the design of action plans to face these difficulties in partnership with the government and other internal sectors such as nutrition and WASH.	Strategic / Planning	Education Section	Within the Next Year

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
		Effectiveness and Efficiency	Teams turnover in the government (and at UNICEF) and changes in their structure lead to the discontinuity of actions and require continuous efforts to articulate and reach agreements	Draw up an advocacy plan to advance national policies for early childhood and teacher education.	Strategic / Planning	Education Section	Within the next Semester
				The plan should define and analyze the feasibility of strategies that allow centralizing early childhood education centers, bringing them closer to the community and families (f.ex. family orientation programs, home visits, groups of parents and teachers for exchanges and mutual learning, etc. )			
				Outline a plan to encourage timely and periodic publication of educational statistics, particularly those systematized in SIGE.	Strategic / Planning	Education Section	Within the Next Year
				The plan should reinforce training and technical support at the central and provincial level for an effective maintenance and use of the databases			
		Effectiveness	Gender issues are still a relevant factor in the country's inequality	Designing an action strategy to advance the Curriculum and Assessment themes, bringing together partners, focusing on priority modes or levels of education and defining expected results	Strategic / Planning	Education Section	Within the Next Semester
				Design the action strategy in youth-related issues, defining expected results	Strategic / Planning	Education Section	Within the Next Semester
				Identify the mechanisms and factors of exclusion and reinforcement of inequalities between boys and girls in education. Define and reinforce actions	Strategic / Planning	Education Section	Within the Next Year

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
				to minimize these inequalities in schools in the cooperation initiatives			
2	More efficient and sustainable implementation	Effectiveness and Efficiency	As they focus on national education policy, on fundamental themes to promote access, quality and management, technical support and advocacy for the preparation of studies and policy documents have great potential to impact the well-being of children in Angola .	When designing new interventions, prioritize the strategic lines of advocacy and technical support to the government	Strategic / Planning	Education Section	When Relevant
		Effectiveness	The lack of administrative records to ascertain the scope of the results and to monitor the fulfillment of the government's counterparts prevents the analysis of the Programme's	Design a monitoring and evaluation matrix, describing indicators and data collection and analysis processes, including periods for joint analysis and reflection on what was learned and path changes	Operational	Education Section with support from the M&E, and MED participation	Permanent

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
			efficacy and efficiency				
		Sustainability and Efficiency	Subnational performance compromises scarce human and financial resources, but it is justified only insofar as the pilots tested have the potential for scalability and are adopted by the government when successful	<p>Reassess the performance of pilot projects at the local level:</p> <ul style="list-style-type: none"> <li>- continue only those with the potential for scalability</li> <li>- identify intervention costs and costs per capita</li> <li>- define the scale gain plan for each of them</li> </ul>	Strategic / Planning	Education Section	Within the Next Year
				<p>For subnational pilot initiatives:</p> <ul style="list-style-type: none"> <li>- build local partnerships for implementation, support them in building project management capability, incorporating their interests- adopt digital platforms for training</li> <li>- only further invest in projects with potential for scalability</li> <li>- identify the costs of the intervention and the costs per capita</li> <li>- together with the government, define the scale up plan for each one of them and form an agreement with the government</li> </ul>	Strategic / Planning	Education Section with the MED and other partners	When Relevant
3	Acting in emergency contexts	Coordination	The articulation in emergency contexts needs to be improved, for the mitigation and damage reduction structures are not	Support and elaboration of coordination protocols in emergency contexts that integrate the national and subnational levels, using as a reference the plan prepared to respond to the pandemic by COVID-19	Operational	Education Section	Within the Next Year



#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
			developed, nor is there a consolidated local network that allows a quick response.	Invest in developing the capacity of governments to assess, plan, prevent and respond to emergency situations.	Strategic / Planning	Education Section with the GoA/ MED	Within the Next Year
				Identify local partners and materials to increase the speed of response to emergencies and reduce costs.	Operational	Education Section	Within the Next Year
				Establish clear coordination mechanisms, validate them and communicate them to all partners	Strategic / Planning	UNICEF	When Relevant
				Strengthen activities with the aim of increasing resilience in the territories	Operational	Education Section with the GoA/ MED	Within the Next Year
				Outline plans for transitioning from emergency to development contexts, planning medium-term actions so that the affected areas are not left unattended once the emergency is resolved	Strategic / Planning	Education Section	When Relevant
4	More integrated approaches	Efficiency, Effectiveness, Sustainability and Coordination	Integrated approaches contribute to efficiency, effectiveness and sustainability of results, although they require an initial investment	Integrate activities planning of UNICEF sections for the formulation of initiatives for comprehensive care, including: education, sex education, nutrition, WASH, civil registry, and community empowerment	Strategic / Planning	UNICEF	Within the Next Year
				Consolidate a network of organizations that support basic education integrated by government, civil society, international organizations and academia, brought together under a common framework such as monitoring the Convention on the Rights of the Child or the NDP.	Operational	Education Section, with partners	Along 2020-2022 cooperation

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
				In integrated initiatives, define governance systems with clear lines of command and accountability, so as not to compromise results.	Operational	Education Section, with partners	When Relevant
				We recommend strengthening the capacity to document and monitor work plans and agreements with the government. In the joint planning tools, clear indicators should then be included to measure the progress of multisectoral interventions, the quantitative ones in terms of products, services and the beneficiary population, in addition to demonstrating the added value of these initiatives.	Operational	UNICEF	Permanent
				Allow for the necessary time for the initial planning of the initiatives.	Strategy / Planning	Education Section	Permanente

## 1. INTRODUCTION AND METHODS

1. This report consolidates the findings of the Summative Evaluation of the United Nations Children's Fund's (UNICEF) Angola Country Office (ACO) Education Programme, carried out between January and September 2020 by Plan Eval. Within the scope of the Country Program of Cooperation (CPC) 2015-2019, the Education Program defined as its main long-term result to promote access to quality education, with equity, inclusiveness and with a focus on improving learning. To this end, it aimed to: 1) expand access, focusing on the most vulnerable, 2) expand national capacity to improve education and learning, 3) increase school management capacity with an active participation of parents.
2. Figure 1 presents the Theory of Change that served as a basis for this evaluation of the Education Program. Its narrative can be found in Annex I. It should be noted that this ToC was reconstructed by the evaluation team in the absence of a Program ToC, and it was presented as part of the approved Inception Report (IR). The analysis under the various evaluation dimensions refers to the planned functioning of the program reflected in this representation of the ToC.

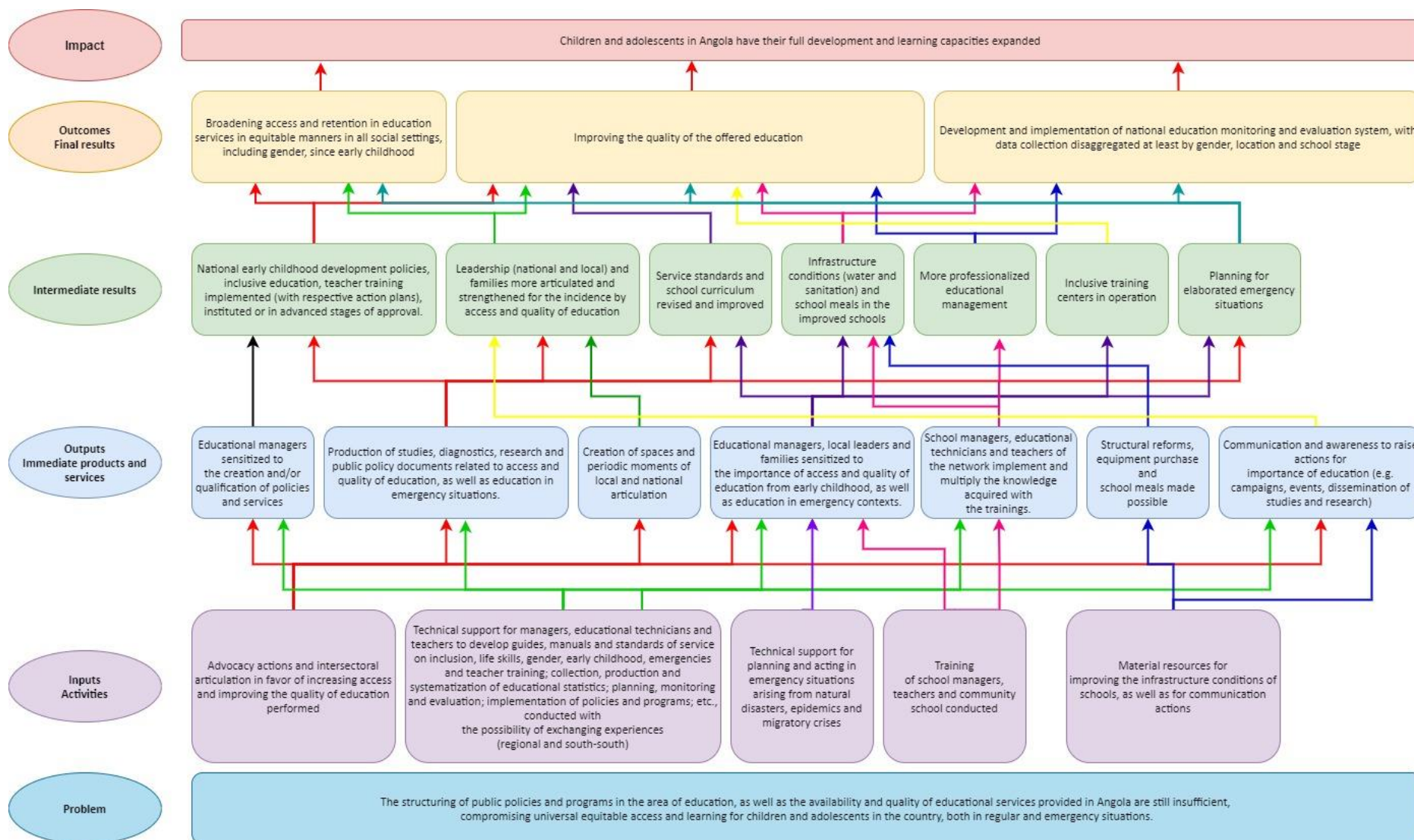
### *About the Evaluation: purpose, objectives, and context*

3. This evaluation had as its objective to analyse the contribution of UNICEF's ACO Education Programme to improving institutional capacity, and service provision of the educational sector in the country, on national and subnational level, between 2015 and 2019. The evaluation also aimed at analysing the program through evaluation criteria and evaluative questions defined in the Terms of Reference (ToR) of this contract, which were revised during the elaboration of the IR.
4. Thus, the evaluation sought to analyse the contribution of UNICEF's ACO Education Programme for the results obtained on the 2015-2019 CPC, and to provide knowledge that can support the operationalization of the activities already planned for the 2020-2022 CPC regarding education, analysing the elements that made the contribution of the Programme more invaluable, and how these practices may be replicated and adapted for the new 2020-2022 cooperation cycle. This was guided by an integrated approach.
5. Therefore, the specific objectives for this evaluation were: 1) to critically analyse the performance of the ACO Education Program in terms of relevance, effectiveness, efficiency and sustainability in development contexts, and also in terms of coherence, coverage and coordination in emergency contexts during the 2015-2019 country program; 2) to provide evidence on the reach of predicted and unpredicted results, on national and subnational levels and on the main factors that facilitated or limited them; 3) to conduct a critical review of the ToC reconstructed for the 2015-2019 CPC and the deviations that occurred during this period, identifying the role of gender, equity and children rights on design and implementation; 4) to identify the key components of the current cooperation cycle, that may be expanded on the new cycle when considering the focus on integrated, decentralized approaches and that prioritize early childhood education, girls education and information management; 5) to propose results and conclusions based on evidence of the contribution of the Education Program for the educational system and country services, as well as recommendations for the new cooperation cycle.
6. It is noteworthy that the COVID-19 pandemic started before the fieldwork of this evaluation. After a joint analysis by Plan Eval and UNICEF ACO of the impacts on the evaluation and options for adapting to the new conditions, we opted for the continuity of the evaluation<sup>1</sup>. This adaptation considered the possible consequences of social distancing policies adopted by governments worldwide on the evaluation questions, on its operationalization and on the data collection process. It was clear that the pandemic context would impact not only the evaluation's operationalization, but also the sustainability of the results achieved by the Program, in the face of the challenging socioeconomic context and worsening inequalities. For this reason, and in view of specific objectives 4 and 5 mentioned previously, although outside of the evaluation scope, we present the analysis within this new context, when relevant, highlighting which lessons learned in the implementation context will be valid and/or should be adjusted to this new reality.

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<sup>1</sup> The record of the agreed changes is in the document *Adequações ao trabalho de campo decorrentes da pandemia por COVID-19* prepared by Plan Eval, based on the Technical Note: Response of the UNICEF Evaluation Function to the COVID-19 crisis, from ACO.

Figure 1 – Theory of Change



## ***Approaches and methods***

7. The criteria in this evaluation, explained in the Terms of Reference (ToR), are a subset of those proposed by the Organisation for Economic Co-operation and Development - Development Assistance Committee (OECD – DAC) and adopted by UNICEF Evaluation Office. For this evaluation, the definitions given by the review of the 2019 OCDE – DAC criteria will be adopted:

**Relevance:** Is the project doing the right things? The extent to which the objectives and intervention design answer to the necessities, priorities and policies of the beneficiaries, country, institution, partners and the world in general, and are still valid in face of changes in context.

**Effectiveness:** The extent to which the intervention has achieved, or is expected to achieve, its objectives and results, including any differential results among groups.

**Efficiency:** Is the project using well all available resources? The extent to which the interventions has delivered, or may deliver, results in an economical and timely manner.

**Sustainability:** Are the benefits generated by the project lasting? The extent to which the net benefits of the intervention continue, or are likely to continue. The benefits may be financial, economic, social and environmental.

8. According to the Term of Reference, the following definitions will be considered for the coherence, coverage, and coordination criteria, applicable in emergency contexts:

**Coherence:** How compatible is the intervention? The extent to which there is compatibility between implemented interventions / services provided in a humanitarian environment, considering both internal consistency (synergies and connections with interventions from the same institution) and external consistency (regarding intervention from other actors). The criterion includes complementarity analysis, harmonization, and duplication of efforts.

**Coverage:** The extent to which the population exposed to the highest risk / threat was covered or not by the implemented interventions / provided services in a humanitarian environment.

**Coordination:** The extent to which policy instruments / tools were used to deliver interventions / services in a cohesive and effective manner in a humanitarian context.

9. The evaluation criteria and evaluation questions (Table 1, Annex II) guided the entire evaluation process, serving as a base for the construction of the interview scripts, for the definition of the preliminary structure of the report and for the codification and interviewee discourse analysis.
10. The evaluation model in Annex III started from the definition of a participatory approach using mixed methods for data collection and analysis. Through a qualitative approach, more than 70 documents were analysed during the elaboration of the IR, including laws, Angola Government official documents, official documents of the planning and monitoring of the Program advancements, administrative records and consultancy reports of the Program, from partners and of partners. Additionally, 77 listening moments were carried out during fieldwork, through semi-structured individual and group interviews. The profile and number of interviewees are presented in Table 1, totalling 102 executed interviewees out of 189 initially planned. At this point, it is worth mentioning that both numbers of interviews (predicted and executed) are higher than recommended for conducting qualitative interviews and that the response rate was high.

Table 1. Profile and number of interviewed people

	Profile of Interviewee	Interviewed Women	Interviewed Men	Total Interviewee	Total Interviews
A	UNICEF	2	8	10	10
B	Government Representatives (Directors)	0	6	6	6
C	Key Informant in the Provincial Government	4	3	7	7
D	Key informant at the Municipal Board – Peri-Urban and Rural	0	9	9	9
E	Key informant in a Public Institution acting on national and provincial level	5	18	23	23
F	Key Informant from the Child-Friendly School <sup>2</sup> Management team	1	6	7	6
G	Teachers – Child-Friendly Schools <sup>3</sup>	9	7	16	6
H	Trained Employees	5	10	15	6
I	Parents and Education Guardians Commission	0	9	9	4

11. In terms of interviewee gender representativeness, among all 102 interviews carried out, 76 were done with men (75%) and 26 with women (25%), which denotes a gender imbalance in management positions.
12. Interviews were carried out by three people (an Angolan, a Brazilian and a Mexican) that used various tools, such as audio and videoconference software and instant messaging apps. A portion of the interviews were carried out through phone calls.
13. Bié, Cunene e Huíla<sup>4</sup> were the provinces selected for this study, in which all profiles from C to I (Table 1) were interviewed, and a portion of the interviewees were selected through the “snowball” method. In total, 49 interviews were carried out at a local level: 18 in Bié, 13 in Cunene and 18 in Huíla. Although the pandemic has imposed the need for remote interviews, we consider the fieldwork successful for it has reached the interview volume proposed in the IR, while maintaining the quality of the collected data in most cases. Besides that, the last interviews clearly did not add any new relevant content, showing a clear saturation point. During the analysis, it was perceptible that, as the analysis was reaching a local level, establishing a communication link with interviewees, who sometimes showed some discomfort in answering questions, appeared to be more difficult. This is probably the biggest analytical loss imposed by the pandemic.
14. It should be noted that interviewees’ opinions in this document are anonymous, respecting the agreements that were established during the interviews. Besides that, the evaluation team values and recognizes the local knowledge, especially from those people that were identified as key informants or that were directly involved with the Program. Additionally, references to these opinions throughout the document do not imply that contents were transposed to the report without any previous analysis, but rather were done so after systematization, codification based on analysis and triangulation criteria, with relevant ideas contained in different opinions being worked on to be inserted in this report. The analysis process of qualitative information (interviews and documents) was carried out with the use of the software Atlas.ti. Whenever

<sup>2</sup> Escola Amiga da Criança, Free Translation

<sup>3</sup> Escola Amiga da Criança, Free Translation

<sup>4</sup> Provinces were chosen through review of documents and UNICEF proposals. Choices were based in the following criteria: financial investment by ACO in the last 5 years; concentration of initiatives implemented by the ACO in the last 5 years; emergency response implemented by the ACO in the last 5 years; commitment shown by provincial governments in the last 5 years; municipal poverty level defined by INE (Instituto Nacional de Estatística de Angola - Angola’s National Statistics Institute)



possible, we used different sources for triangulation and in sections where opinions diverged from the data, the evaluation team tried to clearly position itself in this regard. However, in situations in which there were no other sources to contrast interviewees' opinions, the opinion of the evaluation team was not preponderant, for it violates the principles of equitable and culturally responsive evaluations, valued and encouraged by UNICEF.

15. Regarding quantitative data collection, the evaluation team had access to reports of the *Result Assessment Module* (RAM) – containing information regarding the goals and deliveries of the Program – and access to aggregated budget and supply quantitative data. The latter could not be explored due to the lack of relationship tables with the structure of the Program – as well as quantitative information from the Country Office Annual Reports (COAR). Secondary data and statistics that compose the evaluation matrix were also requested from various departments from the Education Ministry: Office of Studies, Planning and Statistics (GEPE), National Directorate for General Education (DNEG), National Directorate for School Social Action (DNASE, Direção Nacional para a Acção Social Escolar in Portuguese ), National Directorate for Adult Education (DNEA), National Institute for Research and Development of Education (INIDE) and National Institute for Special Education (INEE). By the closing of this report, only DNEG has returned with information. Observation scripts were elaborated to be filled out during school visits. However, due to the pandemic, the questions in these scripts were instead asked during the interviews with school principals. The collected data was used with caution during the analysis, considering the risks of a potential respondent bias.
16. As shown in the evaluation matrices (Annex IV), triangulation mechanisms were planned between quantitative and qualitative data. Additionally, opinions from different interviewees' profiles were contrasted, identifying agreement and disagreement points. Dissonant and lonely voices on a given theme were pondered and analysed in context to identify the relevance of the manifested opinion. Once the perceptions of each interviewee were contrasted, we aimed to verify the relations of these with what secondary data shows, including the Program statistics. Nonetheless, lack of data limited this triangulation in many cases.

### ***Criteria for province selection***

17. After an in-depth analysis following the review of documents and proposals from the UNICEF Office, and with the objective of accelerating the bureaucratic and administrative process of organizing work on the ground, the choice of provinces for carrying out field work was the following: Luanda, Bié, Huila and Cunene, based on the following selection criteria:
  - 1) Level of financial investment made by the ACO in the last 5 years;
  - 2) Level of concentration of initiatives implemented by the ACO in the last 5 years;
  - 3) Level of emergency responses implemented by the ACO over the past 5 years;
  - 4) Level of commitment / commitment shown by the provincial governments over the past 5 years;
  - 5) Level of municipal poverty defined by INE.
18. As previously reported, these four territories are home to populations with high vulnerability rates and have been the target of cooperation activities over the 2015-2016 period, reaching different stages of implementation. The province of Huíla implemented several pilot projects that would later be replicated to the provinces of Bié and Cunene. These territories have implemented both development activities and activities in emergency contexts. Finally, fieldwork would necessarily need to include Luanda, the place where the central government is based and where UNICEF maintains its office.



### ***Potentialities and limits of the evaluation***

19. Based on the limitation identified during the IR, on the changes in context that occurred between its approval and data collection, and on the challenges that arose during fieldwork, we list the following limitations and the efforts in overcoming them: **1)** low access to educational statistics – as identified during the IR elaboration, we noted a shortage in educational statistics, which were requested from the authorities with a low rate of return, partially overcome with publications obtained through UNICEF; **2)** fieldwork impaired by the pandemic – the lack of face-to-face visits, especially in the cases of provinces, municipalities and schools, made it difficult for the researchers to get closer to the reality of the interviewees, making data collection and analysis even more challenging; **3)** some gaps identified during the IR were overcome during the evaluation through access to planning documents, as well as from information given by interviewees; **4)** thanks to UNICEF's efforts to facilitate contacts, the evaluation team has had access to a notable number of former employees of the national government and from the organization itself, facilitating the task of drawing a clear picture of the cooperation over time, despite changes in personnel and inconsistent documentation - however, interviews with former UNICEF representatives and a former employee that was frequently cited by interviewees could not be conducted, particularly at the subnational level; **5)** on the subnational level, however, interviews were limited to working employees; ; **6)** in addition to low access to education statistics, the evaluation team did not get access to various administrative reports requested from the government, which present the number of beneficiaries for the different activities, thus limiting the analysis and evidences.
20. Regarding the evaluation's potentialities, it is worth highlighting their relevance for promoting improvements for both UNICEF's internal work as well as for its relationship and implementation with the government and other partners. Therefore, it is fundamental that all findings here described are shared with whomever might show interest and that spaces for internal reflection are created, so that the knowledge herein may influence the development of all involved instances and thus contribute to accelerate the social transformation desired in the new 2020-2022 CPC.

### ***Ethical considerations***

21. This evaluation followed UNICEF and the United Nations Evaluation Group (UNEF) ethical recommendations. The evaluation was carried out legally and with due respect to the well-being of all involved. In line with the Universal Declaration of Human Rights, our evaluators are sensible to issues of gender discrimination and inequality and do everything that is in their power to consider them, also being sensible to local customs and beliefs.
22. A rights-based approach was used during the evaluation process, especially during data collection, in which a transparent positioning was adopted. Before the interview, all participants were informed about the objective of the study. All interviews were carried out and recorded with each participant's informed consent, which is included in the recording. In compliance with all interviewee agreements, all sources of information will be cited anonymously in this report and will be separated from the analysis of the research team.
23. The evaluation was conducted by a diverse team, composed exclusively by women, formed in order to represent different perspectives. The team was formed by two Brazilians, a Mexican, an Angolan and a Belgian. The presence of a local researcher has given the evaluation team a better understanding of the views of the local population and the national context. Finally, the team was aware of the existing differences in the priority population, understanding this population's specific culture and the ongoing structures of inequality reinforcement and, above all else, became personally aware of its cultural structures, assumptions and individual prejudices.

## 2. MAIN FINDINGS OF THE EVALUATION

24. The presentation of the evaluation results is structured based on the seven evaluation criteria: *relevance*, *effectiveness*, *efficiency*, and *sustainability* – in the case of development contexts – and *coherence*, *coverage* and *coordination* – in the case of emergency contexts. In the corresponding development context sections, we also address emergency-context interventions, whenever pertinent. For each criterion, learned lessons are presented and the last section of the report consolidates recommendations.

### 2.1. Development Contexts

#### *Relevance*

25. Under the relevance criterion, the extent to which the Education Program, as represented in the inferred theory of change, met national and subnational needs and the priorities of the Angola Government (GoA, Governo de Angola in Portuguese) through activities developed in the 2015-2019 Country Programme (CP) was examined. The evaluation team also analysed to which extent the cooperation was aligned with the Sustainable Development Goals (SDG) and UNICEF's Global Planning agenda
26. In 2015, the 2030 agenda presents, through the SDGs, the commitment of nations with interconnected ambitious goals, eliciting on the 4<sup>th</sup> goal, related to education: *to guarantee access to quality, inclusive and equitable education, and to promote lifelong learning opportunities for everyone*. Although it predates the SDG publication, UNICEF global strategic plan for 2014-2017 already incorporated discussion on the 2030 agenda, and focused on ensuring the rights of all children, especially the most vulnerable. In 2018, UNICEF renewed its strategic plan in light of the SDGs e established five goals, three of which should guide the Education Programme: every child survives and thrives, every child learns and every child has an equal opportunity in life.
27. Aligned to global guidelines, in 2015 the ACO elaborated a joint operation with the GoA for the 2015-2019 period, with the education component being structured in three pillars (identified as *outcomes* in the reconstructed ToC<sup>5</sup>): **1)** the GoA has a reinforced environment favorable for increasing equal access to schools, increasing enrollment of vulnerable children; **2)** the GoA has national increased capacity for improving the quality of teaching and learning, also improving learning results; and **3)** schools have increased managing capabilities, with parents' effective participation. In 2018, the Education Program was reorganized in two pillars: **1)** more children from 0 to 5 benefit from early childhood services and low cost early learning and **2)** more children, especially girls, have access and effectively receive quality education in a safe and conducive learning environment.
28. In the following pages the Programme is analysed, structured in line with international references, but also adapted to national necessities.

#### **Priorities and necessities defined by the Education Ministry (MED, Ministério da Educação in Portuguese) between 2015-2019.**

29. The GoA priorities for the education sector, during the cooperation period, are defined in both the 2013-2017 and 2018-2022 National Development Plan (NDP). For the first period, the government determined as the objective of the educational sector to *promote human and educational development, based on a lifelong learning process to each and every Angolan*. The following specific objectives are defined in the document: **1)** to increase the quality of teaching in all levels, with special attention to training of teaching staff and the system of evaluation and learning; **2)** to attract people with an adequate scientific, technical and pedagogical profile to all teaching staff levels; **3)** to continue with the expansion process of school infrastructure and improve the conditions of existing schools; **4)** to move forward with the educational system consolidation and with the ongoing reforms in different subsystems, and to permanently monitor its evolution through devices such as training of teachers, curriculum management, learning evaluation system and the financing

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<sup>5</sup> Outcomes - 1) To increase access and retention in education services in an equal way, in all social strata, also regarding gender, since early childhood; 2) to improve the quality of offered education; 3) to develop and implement a national educational monitoring and evaluation system, with disaggregated data collection at least by gender, location and school stage

model; **5)** to ensure pre-school education; **6)** to ensure that education is free and compulsory until the 1<sup>st</sup> cycle of secondary education (9 years of schooling); **7)** to increase schooling rate in primary and secondary education with the construction, expansion and equipping of existing schools and institutions; **8)** to reinforce the adult literacy program; **9)** to increase technical education and preparation for work, through formation centers managed in cooperation with business entities, in line with the necessities and priorities of national development; **10)** to increase the network of primary and secondary schools of the 1<sup>st</sup> cycle; **11)** to ensure the training and qualification of teachers and school managers; **12)** to improve the organization and administrative and pedagogical management of public and private schools; **13)** to reduce social and territorial asymmetries in access to the educational system.

30. In the second period, priority themes of the educational policy were maintained, and were organized inside the first of six intervention axes – considered to be the central dimension of the plan – called Development and Well-Being. The defined programs for the sector were: **1)** training and management of teaching staff; **2)** development of pre-school education; **3)** improving the quality and development of primary education; **4)** development of the general secondary education; **5)** improvement and development of technical-professional education; **6)** intensification of literacy of young people and adults; **7)** improvement of the quality of higher education and development of technological and scientific investigation; and **8)** social action, health and school sports. The plan included in its strategic framework the SDG, signed in 2015.
31. Within national regulations, it is also important to highlight the importance of the ratification of the International Convention on the Rights of the Child for the national education agenda. Based on it, the Constitution of the Republic of Angola (2010) foresaw the protection of the child as an absolute priority of the family, State and society. The document 11 Commitments to Children (2011) presented the agenda adopted by the GoA, incorporated to the law on the Protection and Integral Development of Children (law n. 25/2012), detailing the State commitment to children throughout their life cycle. Commitments n. 4 and 5 in the document establish goals for early childhood education (30% of children aged 0-5) and for primary education (universal education for the population aged 6 to 18). They also present secondary goals or guidelines that operationalize the efforts to be undertaken. Regarding early childhood education, the focus is on initiation classes, education for families and communities and training of educators. In primary education, goals range from alphabetization, gender inequality, dropout rate, promotion, school kits, management, and monitoring.
32. The two current national plans during the cooperation period in analysis make explicit the government's concern with gender inequality and set equity in the access to education as goals, as well as the need to analyse the reasons for female school dropout. Furthermore, law n. 25/11 from July 14<sup>th</sup>, 2011; Presidential Decree n. 124/13 from August 28<sup>th</sup>, 2013 regarding the Regulation of the Law Against Domestic Violence; and the Presidential Decree n. 222/13 that approves the National Policy for Gender Equality and Equity, and the Advocacy Strategy and Resources Mobilization for Policy Implementation and Monitoring, are current legislative policies for gender defence in the country.
33. In the documents that were previously mentioned, it is possible to identify the continuity of the broad agenda of the sector, to which the themes of the 2015-2019 CPC are aligned with. With the exception of the themes that go beyond UNICEF's agenda – higher, technical-professional and adults' education – all themes were covered under access, quality and management axes.

## **2015-2019 CPC in the Angolan context**

### *1) Increase in access to basic education*

34. The expansion of access to basic education, first pillar of the cooperation, is a central element in the priorities of the education sector in Angola, according to the documents previously mentioned. This pillar is also relevant when considering the populational increase dynamics (population from 0 to 19-year-old comprises 57% of the national total, and in the cooperation period it has increased 11.3%, according to the projections of the National Statistics Institute of Angola (INE, Instituto Nacional de Estatística, in Portuguese) (Table 2),

the schooling net rate (in 2017 it was 74.2% for primary education and 23.4% in secondary<sup>6</sup>) and coverage of pre-school education (only 31.5%). The specific objectives on both government plans aim to increase and improve school infrastructure for the number of school places, as well as to improve failure and dropout rates, and to remove barriers for inclusion. These themes were included in the cooperation, focusing on early childhood (campaigns, service models – All United for Early Childhood project - TUPPI, Todos Unidos Pela Primeira Infância, in Portuguese -, coverage diagnostics and financing); school dropout (primary education and first cycle of the secondary); inclusion (special education and education for girls, traveling school); and school conditions at Child-Friendly Schools (EAC, Escola Amiga da Criança, in Portuguese) (school meals and water).

Table 2. Angolan Population (Ages 0-19), by age group (2015-2019)

	2015	2016	2017	2018	2019
<b>Angola</b>	<b>26.681.590</b>	<b>27.503.526</b>	<b>28.359.634</b>	<b>29.250.009</b>	<b>30.175.553</b>
Ages 0-4	5.082.795	5.023.833	4.958.299	4.888.618	4.826.139
Ages 5-9	4.252.332	4.454.668	4.660.998	4.868.159	5.064.472
Ages 10-14	3.353.858	3.514.741	3.686.990	3.869.021	4.059.758
Ages 15-19	2.720.458	2.828.240	2.942.962	3.067.047	3.202.373
<b>Total Ages 0-19</b>	<b>15.409.443</b>	<b>15.821.482</b>	<b>16.249.249</b>	<b>16.692.845</b>	<b>17.152.742</b>
<b>Angolan Population Ages 0-19 as a % of total population</b>	<b>58%</b>	<b>58%</b>	<b>57%</b>	<b>57%</b>	<b>57%</b>

Sources: INE (2016) and GEPE (2020)

35. The low net schooling rate points to the challenge that the conditions and availability of **infrastructure** still represent. Between 2012 and 2016, the number of schools of initiation to secondary education increased 32% in the country, with only secondary schools showing an increase rate of 85%<sup>7</sup>. Having a school close to where you live is not yet the reality of all Angolan children, who generally travel long distances to study<sup>8</sup> and find schools in poor conditions. In primary education, for example, 15.3% of classes happen outdoors (Table 3).
36. Although there is no large scale direct investment in infrastructure within the cooperation, the theme was addressed within the scope of the EAC project. With DNEG as a partner and the Water, Sanitation and Hygiene (WASH) sections, access to water was improved in the 13 schools participating in the project. Technical support activities were also structured for the situation diagnostics, which resulted in a brief survey of 600 schools in the provinces of Cunene, Huila, Bié, Luanda, Namibe e Huambo<sup>9</sup>. The survey showed that there are schools that still operate outdoors, with classes under trees or exposed to the environment and with difficult access to water, whether piped or in reservoirs. Among the schools participating in the diagnosis, 45% on average had access to water. The same diagnosis showed that although 76% of schools had some type of sanitary installation, be it a bathroom or a latrine, many of those are not in operation, or the hygiene conditions are not adequate. In this sense, it is noteworthy that the lack of water compromises hygiene at school, and the dignity of children, especially girls of menstrual age, for without necessary conditions they reduce their school attendance frequency.
37. School meals were part of the cooperation planning for the first three years, with support from the nutrition section, as a factor that improves school conditions and contributes to maintaining children in school. On this topic, the cooperation provided for the elaboration of studies to improve the school meal program, elaborate the policy, and monitor its actions.

<sup>6</sup> Source: Ministry of Economy and Planning (2018)

<sup>7</sup> INE (2018)

<sup>8</sup> According to the 2011 Questionnaire of Well-Being Index (QUIBB, Inquérito de Indicadores Básicos de Bem Estar in Portuguese), in the year of 2011, 80 % of the rural population lived further than 40 minutes away from the closest secondary school, and 33% of the rural population lived further than 40 minutes of the closest primary school.

<sup>9</sup> UNICEF (2016)

38. Elevating the gross schooling rate and reducing dropout rates are goals under DNEG responsibilities. High grade repetition rates and low rates of school transition are associated factors that are at the centre of the government's attention. In this sense, within the cooperation, technical support was provided for carrying out situational analyses focusing on girls, definition of strategies and support for their implementation. The Huíla province is present in the planning as a receptor of the technical support for studying and developing strategies to fight school dropout. DNASE, for its part, deals with the theme thorough sport activities and vocational guidance as strategies to fight school dropout also supported by the cooperation.

Table 3. Service Conditions: Number of teachers, students, schools, and classes

	Number of teachers	Number of students	Number of schools	Number of classes	Outdoor classes	% of outdoor classes	Students / Teacher Rate
Primary Education	110.264	5.937.762	13.274	130.217	19.908	15,3%	54
Secondary School 1 <sup>st</sup> cycle	53.242	1.508.919	2.594	25.902	821	3,2%	28
Secondary Education, 2 <sup>nd</sup> cycle	22.755	508.196	1.027	14.827	28	0,2%	22

Source: GEPE (2016)

39. Inclusive special education, of great relevance to achieve universal access to schools, is a priority issue in the public education policy agenda, as well as the design of services for itinerant communities, mainly on 2018-2022 NDP, where priority actions for the theme are specified. The attention given to inclusive special education responds to the need to adapt the educational system based on the ratification by the Angolan government of the Salamanca Declaration in 1994. The main scope within the cooperation was the technical support for the formulation of the national policy for inclusive education, including mobilization for its approval, the elaboration of both a strategic and an action plan, and the support for its implementation in selected provinces. In the case of itinerant schools, the cooperation provided technical support for research and planning, for the elaboration of a conceptual note, for the formulation of the action plan and for its implementation. Regarding education for girls, the focus of the technical support is on the secondary education, where the highest dropout rates are observed, reaching 20%, as shown in table 4.
40. Still within the theme of expanding access, care for children during early childhood – to which the cooperation presents activities for the elaboration of the national policy, mobilization and advocates for its approval, service structuring, setting standards and educators training – is a priority both at the national level, on government plans, and at a subnational level, as it was identified in the fieldwork. The relevance of the theme is also evidenced by the creation of the National Directorate for Pre-Schooling Education (DNEPE, Direção Nacional de Educação Pré-escolar in Portuguese) inside the Ministry of Education.

## 2) Quality on basic education

41. The **second pillar** of the cooperation, related to quality, is also aligned to the priorities of the GoA, which focus in its national development plans on themes such as teacher training, learning assessment systems, curricula, learning assurance and complete trajectory to all students in primary and secondary education. The 2015-2019 cooperation congruently presents activities such as teacher training (training for inclusive education, skills for life and sustainability, in all different educational levels), technicians and local leaderships (both analysed later, in the management pillar), besides technical support and advocacy for a national policy. In the national training policy we have the early childhood and inclusive education policies as promoters of quality. The cooperation also includes the support to the development of assessment system (for early childhood, Portuguese and Mathematics in primary education, early years and in the first cycle of secondary education). Interventions in the school curriculum, although scarce, have a larger presence in the planning for the end of the analysed period. Regarding early childhood, strategies that stand out to improve



quality are technical support for supervision, material production, support for design and implementation of cost-effective models for parenting and early childhood learning (TUPPI).

42. In terms of planned activities for the quality pillar, teacher training is the priority strategy within the cooperation. It should be noted that, as a result of the educational reform of 2001, teachers without any pedagogical training were admitted due to the necessity of assuring school functioning. The 2013-2017 NDP created the requirement to develop a National Teacher Training Program, including initial and continuous training, and professional development, as well as teacher career management. This responsibility lies on the National Institute of Education Staff Training (INFQE, Instituto Nacional de Formação de Quadros da Educação in Portuguese). Additionally, the National Institute for Research and Development in Education (INIDE, Instituto Nacional para a Investigação e Desenvolvimento da Educação in Portuguese), in its role as a producer of teaching and training materials, also adopts the priority objective of improving the quality of teacher training. Both institutions were UNICEF partners during the teacher training activities, which included training events, technical support for training structure (content planning and development) and technical support for the development of the national policy of teacher training.

*“The quality of teachers that we train determines the future of a child”*

*(Subnational Government Official)*

43. It should be noted that training is not the only teacher problem to be faced. Despite the number of teachers having practically doubled during the educational reform<sup>10</sup>, and having admitted almost 30 thousand teachers<sup>11</sup> through the national competition between 2019 and 2020 alone, the system still lacks teachers to meet the demand – in primary education in 2016, there was an average of 54 students per teacher (Table 4) – and the necessary material to assure the quality of the school environment, such as school and didactic materials, and computer equipment. Both at the national and subnational level, there is still another challenge: the difficulty for teachers to reach their workplaces due to road infrastructure problems, lack of transportation and the great distance between the place of residence and workplace.
44. INIDE led the revision of the curriculum material in which subjects and study plans were revised, and the skills in the teaching materials were reinforced. Within the cooperation, the planned action, causally related to the theme, was the inclusion of the themes comprised in the framework “skills for everyone”. For example, an education project for girls in secondary education was developed, addressing skills for life<sup>12</sup>.
45. Less directly, and not necessarily affecting the national curriculum, the EAC<sup>13</sup> initiative offered training in selected schools on school leadership, child-centered teaching and strengthening of school committees, thus contributing to curricula strengthening in schools. Although there is no quantitative information for the most recent years, the COARs showed that, in 2015, 404 teachers were trained in the scope of the EAC and, in 2016, 247 teachers received this training in addition to 40 managers and 109 members of the Parents and Education Guardians Commission (CPEE, Comissão de Pais e Encarregados de Educação in Portuguese).
46. Strategically, the Inspection Office must be considered an important partner within the cooperation, considering its role as a supervisor of the public policy implementation<sup>14</sup>. Within the program, technical

<sup>10</sup> Ministry of Education. (2016).

<sup>11</sup> Source: central government key informant

<sup>12</sup> UNICEF Angola Country Office (ACO), Ministry of Education. (2016)

<sup>13</sup> The formative content meets EAC’s goal of creating an educational environment where all children can acquire positive learning experiences with the participation of parents and the Community, in a rights-based, academically efficient, gender-sensitive, safe, protective, and healthy environment.

<sup>14</sup> The National Education Inspection Office aims to ensure pedagogical control and to correct non-higher education subsystems, also overseeing the administrative and financial sector at the same level. It is responsible for supervising the application of educational policies, study plans, programs, and guidelines for education systems; train the technicians responsible for inspection; oversee the national exam tests; direct and control the execution of the budget.

support and training were provided to reinforce its staff with the objective of identifying the effective implementation of the projects and curriculum guidelines in the Pedagogical Influence Zones (PIZ)<sup>15</sup>.

47. In spite of 11% of boys and 13% of girls enrolled in primary education dropping out, and seeing this percentage reach 20% of students in Cycle II (Table 4), no initiatives, with the exception of the technical support for the formulation of school dropout diagnoses, were identified with the specific objective of promoting permanence in school, although one can argue that the theme is a cross-cutting concern in the cooperation. The lack of emphasis given by interviewees in the government (current and former employees) to actions to promoting a learning assessment system, central to the diagnosis and planning of policies for an education of quality, is noteworthy.

Table 4. 2016 school achievement

	Primary Education		1 <sup>st</sup> Cycle		2 <sup>nd</sup> Cycle	
	M	F	M	F	M	F
N° of approved Students	2.421.381	1.913.839	392.657	335.576	175.570	148.718
N° of dropouts	338.683	312.236	70.368	61.212	51.450	43.697
N° of failed students	271.581	253.513	122.147	105.480	51.450	43.697
% of dropouts	11%	13%	12%	12%	20%	20%

Source: GEPE (2016)

48. Within the theme of early childhood, in 2018 the MED, with UNICEF's support, introduced the alternative TUPPI model for pre-school education, which supports community development through an integrated parenting program that guides families to offer early stimulation, nutrition, adequate water and sanitation for 0 to 5-year-old children. Multisectoral teams composed of representatives from the Education, Health, Social Action and Justice sectors were created in the province to monitor community facilitators, supervise, and guarantee access to integrated services to support Early Childhood Development.

### 3) Strengthening of Management.

49. In the **third pillar** regarding support for school management, three fronts are identified. First, training of school leaderships and managers, school principals, inspectors, and members of CPEE. Second, the strengthening of local capabilities and alignment with province and municipal necessities through decentralization of programs.
50. The third front of priority actions in the field of management deals with the consolidation of the educational statistics system, SIGE, with the objective of producing information to support public policy decisions. The main partner here was GEPE, responsible for providing statistical data for the design of public education policies. The main challenges pointed out are the need to build technical capacity for survey and statistical analysis at the central level, at the agency itself and at the institutes and directorates that make up the MED, as well as in the provinces. Local strengthening actions are noteworthy, especially in Huíla, through the consolidation of the School Charter, a local planning system developed with the cooperation technical support, in partnership with local actors. Several governmental and non-governmental actors, at the local and national levels, were trained and involved in data collection, treatment and analysis, among which stand out the GEPE, Huíla province, and the Higher Institute of Educational Sciences (ISCED, o Instituto Superior de Ciências da Educação in Portuguese) in the same province.
51. It is worth highlighting that the support for the development of the educational statistics system within the cooperation ensured the alignment and the integration of the monitoring indicators of the SDGs – especially the SDG 4 – in the GEPE surveys, in partnership with INE. Although data are not collected for all indicators, subnational breakdowns, on a provincial level, and gender breakdown were guaranteed. Concerning fighting

<sup>15</sup> PIZ are reference territories for organizing inspection efforts to effectively sample the territory, being organs for continuous supervising, monitoring, and training.



inequality, according to GEPE, the monitoring and production of statistics for program planning also seeks to present breakdowns and supply internal organs, especially the Directorate of School Social Action.

52. Finally, it is worth mentioning that, in the context in which the lack of financial resources to achieve educational objectives is frequently addressed by interviewees of all profiles, the partnership within the cooperation with the organizations Actions for the Environmental and Rural Development (ADRA, Acção para o Desenvolvimento Rural e Ambiente, in Portuguese) and Mosaiko<sup>16</sup> for the analysis of the participation of the education sector in the General State Budget (GSB) gains relevance. According to the study, in 2019, the public budget for the education in the country was 11.26% of the GSB – a drop of 0.86% from 2018 – with the 2018-2022 NDP defining a target of 15% for the same year. Transparency of the GSB and its qualified analysis is paramount to strengthen the management of education and to instrumentalize advocacy actions for more resources for the sector.
53. Expanding advocacy actions by increasing the participation of education in the GSB is essential to ensure the co-financing of cooperation actions, an essential assumption for enhancing their impact if we consider that the average annual cooperation budget is equivalent to 1.1% of that of the MED for 2019 (Table 5).

*"The truth is that we often have great ideas on paper, but we don't have the resources to execute them"*

*(UNICEF employee)*

Table 5. Planned and actual investments (USD), 2015-2019 UNICEF CPC - Education Programme Component.

	Planned	Actual
Access to Education	622.237,00	2.920.027,44
Quality of Education	503.254,00	1.781.274,66
Management of Education	209.349,00	803.892,71
Early Childhood	637.089,00	742.320,29
Access to Quality Education	5.459.341,28	1.612.134,28
<b>Total EDUCATION</b>	<b>7.431.270,28</b>	<b>7.859.649,38</b>
<b>Annual Average</b>	<b>1.486.254,06</b>	<b>1.571.929,88</b>
<b>2019 MED Budget</b>	<b>140.809.568,33</b>	<b>140.809.568,33</b>
<b>CPC Budget as % of MED Budget</b>	<b>1,1%</b>	<b>1,1%</b>

Note: Exchange rate 1 USD = 310,47 AOA

Source: UNICEF ACO (2019b) and UNICEF & ADRA. (2019). Self-elaboration.

### Relevance, complementarity, and coordination between the ACO Education Programme and government priorities and programs

54. As explained in the previous section, there is a good alignment between government priorities and cooperation activities, and this conclusion is reiterated by informants of all profiles. UNICEF is considered a partner always willing to collaborate with solutions to different problems, and in emergency contexts it supports the resolution of urgent issues, such as the distribution of water in schools located in provinces affected by drought.
55. UNICEF's planning tools, and the dynamic of management and relationship are mentioned as important elements that ensure the relevance and coordination in the cooperation. We can highlight the CP, designed at the ministry level; the workplans; and the mid-term and end-of-year reviews, carried out with the government. In addition to the instruments and the operational and programmatic alignment session, it is

<sup>16</sup> ADRA is a non-governmental organization (NGO) working in favour of social, economic and environmentally sustainable development, with activities at the municipal, provincial and national levels, and Mosaiko is an NGO that promotes human rights.

worth noting the importance of high-level meetings held with the participation of UNICEF's national representative and high authorities of the GoA, during which cooperation activities are validated and prioritized, with added consolidation of the relationship of trust between the parties. The importance of these moments of articulation is mentioned by the interviewees responsible for the cooperation inside UNICEF.

56. The articulation capacity, technical support and resources invested by UNICEF are widely recognized by the interviewees. The interviewees affirm that in the planning of interventions, the organization seeks to act in a complementary way with public policies, and, in the implementation of those interventions, it seeks to coordinate with national and subnational governments, who determine priorities and define guidelines for technical support cooperatively, as will be presented in the dimension of effectiveness section. The transparency and trust developed in the relationship with the government are considered by its members and partners an important asset of the organization. UNICEF is also considered an important partner by the academic sector, the third sector and international organizations. UNICEF is considered a reliable partner, with technical capacity, and a privileged position to articulate the different actors and be a dialogue broker.
57. The analysis of the pillars of the Education Programme – improvement of access to and conditions in schools, quality and school management – materialized in the activities described in the cooperation planning documents (grouped in Annex V), in view of the priorities expressed in the national development plans and in the interviewees' evaluation, shows adherence to the main educational demands in the country.
58. It should be noted that the country's educational needs require large national investments to expand the service capacity and to improve the quality of education in the country. The technical support provided as part of the cooperation supports the diagnosis and search for solutions in the education system, but public resources are the main source for the implementation of public education policies. It should also be mentioned that there are other priority challenges in various social spheres and, therefore, outside of the scope of the Education Programme, which require investments and deserve attention, for they interfere with educational results, such as the lack of road infrastructure - difficulting the transit of teachers and students to the schools - malnutrition, teenage pregnancy, childhood marriage and low vaccination coverage. The necessity and relevance of a greater intersectoral integration for greater effectiveness and efficiency will be addressed in the corresponding sections.

### **Gender, equity, and children's rights**

59. The gender disparity in access to education, particularly in teenage years when girls drop out of school, was a point of attention both in the government's priorities and in the design of the cooperation. DNEG and DNASE are the partners identified in planning for the actions focused on the causes of dropout.
60. Gender disparities are more accentuated in secondary education<sup>17</sup>, but the Education Statistical Yearbook shows a situation of extreme inequality already in primary education. In 2019, 60% of those enrolled in primary education and in Cycle I were boys, as shown in table 6. Due at least partially to increased data collection, and the use of educational statistics made possible by the cooperation, the government was able to generate data that allowed to diagnose and plan actions to fight inequality.
61. The academic literature<sup>18</sup> offers strong arguments for the promotion of gender equity in education, including to end the cycle of inequality, as the level of education of mothers is an important predictor of children's well-being in early childhood and school achievement.
62. Although UNICEF's interviewees consistently expressed that children's equity and rights are criteria that guide the planning and implementation of all office activities and that there is recognition of the need to address gender equity, few are the programmatic components of the cooperation that explicitly refer to

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<sup>17</sup> UNICEF (d.n)

<sup>18</sup> Shirvanian, N.; Michael, T (2017)

these questions and which design specific actions for its promotion. Specific actions are described by government interviewees as a yearning for the future rather than programs in the implementation phase.

Table 6. Student Enrolment

Student Enrolment						
Initiation						
	2015	%	2016	%	2019	%
Total	<b>742.214</b>	<b>100%</b>	<b>784.381</b>	<b>100%</b>	<b>875.723</b>	<b>100%</b>
M	398.426	54%	416.069	53%	461.717	53%
F	343.788	46%	368.312	47%	414.006	47%
Primary Education						
	2015	%	2016	%	2019	%
Total	<b>5.841.026</b>	<b>100%</b>	<b>5.937.762</b>	<b>100%</b>	<b>6.597.063</b>	<b>100%</b>
M	2.688.965	46%	3.387.389	57%	3.962.071	60%
F	3.152.061	54%	2.550.373	43%	2.634.992	40%
1 <sup>st</sup> cycle						
	2015	%	2016	%	2019	%
Total	<b>1.298.920</b>	<b>100%</b>	<b>1.508.919</b>	<b>100%</b>	<b>2.032.412</b>	<b>100%</b>
M	762.408	59%	942.199	62%	1.211.147	60%
F	536.512	41%	566.720	38%	821.265	40%
2 <sup>nd</sup> cycle						
	2015	%	2016	%	2019	%
Total	<b>455.064</b>	<b>100%</b>	<b>508.196</b>	<b>100%</b>	<b>1.103.217</b>	<b>100%</b>
M	250.025	55%	279.055	55%	610.163	55%
F	205.039	45%	229.141	45%	493.054	45%
Total						
	2015	%	2016	%	2019	%
Total	<b>8.337.224</b>	<b>100%</b>	<b>8.739.258</b>	<b>100%</b>	<b>10.608.415</b>	<b>100%</b>
M	4.099.824	49%	5.024.712	57%	6.245.098	59%
F	4.237.400	51%	3.714.546	43%	4.363.317	41%

Source: GEPE (2015), (2016) and (2020)

63. The diagnosis of Water and Sanitation Conditions in 600 schools across 6 Angolan provinces (2016)<sup>19</sup>, designed with an emphasis on gender issue and the situation of children with disabilities, showed that the proportion of schools with bathrooms separated by gender only reached 20%. The study identifies a strong socio-cultural barrier whenever boys and girls are forced to share the same facilities, compromising the safety and dignity of girls when managing their own menstruation, which is understood as a major obstacle to school attendance.
64. Within the 2015-2019 UNICEF's cooperation cycle with the Angolan government, the program reinforces its relevance in responding to these challenges of gender inequality, creating favourable conditions in the EACs to avoid girls' school dropout due to the lack of basic hygiene conditions. These conditions are created through building bathrooms, water sources, and including in the teacher training process information on gender equity and hygiene. Training was also promoted at EACs to reduce school and domestic violence. By involving parents and the community, the training aimed to create a more protective school environment. In the mid-term evaluation of the EAC, held in 2019, it was assessed that the Education Programme was focused on gender and equity issues. However, according to the interviewees' opinion, there was a necessity to address the gender issue with greater depth and in a more inclusive way, especially in the most remote areas (communes).

<sup>19</sup> UNICEF (2016)

65. In addition to improving interventions related to gender equity and the conditions for access being addressed in the National Special Education Policy, interviews in the curricular area highlight the need to develop a curriculum and a service policy for students whose first language is not Portuguese. A broader diagnosis is necessary to identify other areas of vulnerability like this one, which compromise equity and the assurance of children's rights.
66. The protection and assurance of children's rights is especially relevant in Angola due to the age structure of the population, in which children and young people up to 19-year-old represent 57% of the total population, according to projections by INE for 2019<sup>20</sup>. The access to basic services, such as education, birth certificate and vaccination are still major challenges that require integrated action by different sectors in the social area. UNICEF has been an important player in expanding access to the three exemplified services. Regarding education, it is widely known as an important promoter of respect for free teaching.
67. The interviewees' perception that UNICEF acts where it is most needed prevails – thus reducing inequalities – and strengthening the capabilities of local communities and, in emergency contexts, promptly acting to meet the needs of the most vulnerable. In fact, Bié, Cunene, Lunda Norte, Moxico and Cuanza Sul, provinces where UNICEF has acted, are among the most vulnerable in the country according to the Multidimensional Poverty Index of Angola (IPM-A, Índice de Pobreza Multidimensional da Angola, in Portuguese) (2020).

## Conclusions and lessons learned in terms of relevance

- This analysis presents evidence that the Education Programme for 2015-2019 was relevant to the education sector in Angola.
- Cooperation themes are aligned with national needs, the government's priorities and with international frameworks that guide UNICEF's global planning, particularly the SDGs. The cooperation has focused on major national policies through advocacy and technical support, allowing the Education Programme to contribute to the structuring of the national education policy in a strategic and comprehensive way.
- UNICEF plays a strategic role in the articulation of interventions that support national priorities. This coordinated work, even before the Programme's actual implementation, is essential to ensuring a good reach and relevance.
- Initiatives like EAC and TUPPI will be relevant models only if they effectively lead to the construction of scalable service models, with government financial and human resources<sup>21</sup>.
- UNICEF performance at the local level is valued by subnational governments for the benefits in places that received pilot interventions. Governments and school communities not only long for the continuity of UNICEF funded interventions, but also maintain the expectation of greater investments, which suggest the need to align expectations regarding local interventions.
- The economic crisis that the country faced and continues to face, and its recent rise to the category of middle-income country, limiting the flow of donations towards it, created a scenario of budget constraint that impacted on the cooperation, reducing the government's<sup>22</sup> expected co-financing capacity. In future cooperation, it will be strategic to design mechanisms to guarantee co-financing by the government in such a way that it is possible to effectively carry out the prioritized activities, maintaining the relevance of the cooperation.
- Although the country provides young people with better conditions to improve their health and well-being than a decade ago, many still lack access to essential information and quality services – including sexual and reproductive health and reproductive rights. Despite **youth** policies, especially

<sup>20</sup> INE (2016)

<sup>21</sup> The mid-term evaluation of the EAC estimated the programme's cost per student at R\$17.28 (UNICEF, 2019). This cost should be analysed in view of the government's budgetary possibilities, the results achieved, the applicability of the model in other contexts, and also compared to other policy options to assess the programme's scalability. TUPPI has already emerged with the objective of being a cost-effective service option, but it must also undergo a scalability analysis.

<sup>22</sup> UNICEF ACO (2015) and UNICEF ACO (2016); key informants in the government and in the Education Programme.

the strengthening of life skills within the education scope being a national priority and an institutional priority at UNICEF, the theme was approached in a non-systematic way in the 2015-2019 cooperation cycle, through poorly integrated curriculum development and teacher training actions on the life skills theme, situational analysis on access, retention and the transition from primary to secondary schools and education for girls in the first year.

## ***Effectiveness***

68. Under this evaluation dimension, the evaluation team analysed whether the intervention achieved the expected results, and if it is possible to establish a causal relationship between the inputs, products and results achieved. If, in terms of relevance, it was found that the expected results showed adherence to the priorities and necessities of the country, under the effectiveness criterion one seeks to analyse to what extent the interventions were carried out, products reached and if the expected intermediate results were achieved.

## **Reconstructed Theory of Change**

69. Based on the cooperation planning instruments, the ToC detailed seven intermediate results associated to the pillars of the cooperation: **1.** National policies for early childhood development, inclusive education, and policies for teacher training which are implemented (with respective action plans), instituted or in an advanced stage of approval; **2.** Leaderships (national and local) and strengthened and more articulated families for the incidence through access and quality of education; **3.** Service standards and school curriculum, revised and improved; **4.** School conditions – infrastructure (water and sanitation) and meals – improved; **5.** Professionalized Educational Management; **6.** Inclusive Training Centers in operation; e **7.** Prepared plans for emergency situations.
70. Products or services (outputs) identified in the planning documents – whose analysis allows to check the alignment with the intermediate results<sup>23</sup> - were: **1.** Education Managers sensitized for the creation and/or qualification of policies and services; **2.** Production of studies, diagnoses, research and documents of public policies related to the access and quality of education, as well as to education in emergency situations; **3.** Creation of periodic spaces and moments for local and national articulation; **4.** Educational Managers, local leaders and families all sensitized for the importance of access to and quality of education since early childhood, as well as education in emergency contexts; **5.** School Managers, educational technicians and teachers of the network implement and multiply the acquired knowledge with training; **6.** Structural reforms, purchase of equipment and school meals made possible; **7.** Communication and awareness actions for the importance of education (e.g. campaigns, events, dissemination of studies and researches).
71. The main interventions (inputs) – aligned with the products – aimed at achieving the objectives of the program were: **1.** Advocacy actions and intersectoral articulation in favour of access expansion and improvement of education quality; **2.** Technical support for managers, educational technicians and trainers for: the development of guides, manuals and care standards on inclusion, skills for life, gender, early childhood, emergency and teacher training; collection, production and systematization of educational statistics; planning, monitoring and assessment; implementation of policies and programs; incorporation of experience exchange (regional and south-south); **3.** Training of school managers, teachers and school community; **4.** Availability of material resources for improvement of school infrastructure, as well as for communication actions; and **5.** Technical support for planning and acting in emergency situations resulting from natural disasters, epidemics and migratory crises.
72. The chain of activities over the years is logical, evolving from the formulation of diagnoses to the development of policies, national and subnational implementation plans, training, and development of means and resources for implementation and monitoring.
73. It should be highlighted that the exercise of horizontal and vertical analysis of the program's logical framework, and the reconstruction of the ToC, were diffculted by the inconsistency in the previously prepared matrices. The Action Plans of the Program have incomplete logical frameworks and with no

<sup>23</sup> For a more detailed analysis on the relations, please refer to Figure 1, which presents the ToC diagram



standardization that would allow to monitor the logic of the verified changes. According to the document review, the logical framework for the 2015-2016 period does not have information on goals, assessment means and periodicity / date of data collection. The logical framework for the 2016-2017 period does not have information on assessment means and periodicity / date of data collection but does have goals. The logical framework of the 2017-2018 period has no information on assessment means and periodicity / date of data collection, and it only has goals for 2019. The logical framework of the 2018-2019 period is the most complete, and it has information for the 2019 goals and means of assessment. The Action Plan developed to meet the emergency context in the Province of Luanda Norte also does not have information of assessment means and periodicity / date of data collection. Additionally, there is no standardization in the formulation of indicators. As it will be detailed later, this precariousness in monitoring the Programme will generate losses in effectiveness.

## Theory of Change in practice

74. Annex VII provides an overview of the results achieved following the structure of the RAM report. The results are presented below, following the structure of the theory of change, which organizes the initiatives under five major expected results: 1) advocacy and technical support for the formulation and implementation of public policies (including the result related to support for inclusion); 2) Strengthening leaders and families; 3) Professionalization of educational management; 4) Infrastructure and inclusion conditions; 5) Service standards and school curriculum. The result regarding emergency contexts will be analysed in detail in the corresponding evaluation dimensions.

### *1) Advocacy and technical support for the formation and implementation of public policies*

75. The analysis of the information collected in the field confirms what the document review already pointed out, and what the reconstructed theory of change suggested: technical support and advocacy (inputs 1 and 2) for the elaboration of studies and policy documents (output 2) contributed for the construction of national policies for special education, for early childhood and for teacher training (result 1). As they fall within the national education policy, in fundamental themes to promote access, quality and management, these results are considered central, with great potential for impacting the well-being of children in Angola.
76. The National Policy of Special Education was approved in 2017, representing an important milestone for the access of the most vulnerable children to education. Although early childhood and teacher education policies have not yet been officially approved, advances in the development and involvement of the parties are noteworthy. Regarding early childhood policy, a draft was widely discussed, and the text recognizes UNICEF's broad support of the initiative. However, the creation of the National Directorate of Pre-school Education (DNEPE, Direcção Nacional de Educação Pré-escolar, in Portuguese) in 2018 in the MED, modified the governance of the policy, previously led by the Ministry of Social Assistance and Reintegration (MINARS, Ministério de Assistência e Reinserção Social, in Portuguese), and thus interrupting the ongoing decision-making process. The initial design of the teacher training policy, developed within the scope of the cooperation, is a reference for public managers in the responsible area, but has not yet been approved by the Council of Ministers and it ceased to be followed up in the 2017 RAM reports. Thus, the program was effective in contributing to the promotion of the necessary conditions for the approval of one of the three policies it offered itself to support. Both in the case of early childhood policies and in the case of teacher training policy, institutional factors outside UNICEF governance are confirmed by interviewees as causes for the delays, and they also recognize the produced documents as a robust platform for the consolidation of the policy.
77. In addition to technical support and advocacy for the approval of the national policy for inclusive special education, the interviewed national and subnational authorities highlighted the role of UNICEF on the technical support for the implementation of the policy in partnership with the National Institute of Special Education (INEE, Instituto Nacional de Educação Especial, in Portuguese), in the promotion and consolidation of the Centre of Support to Inclusion (NAI, Núcleos de Apoio à Inclusão, in Portuguese), in the training of public officers, and in the publication of awareness and dissemination materials (result 6). The trainings, which included everything from the central government to schools, sought to transform the culture of segregation of children with special needs, under the common understanding that only 5% of them require attendance at educational schools. Together with INFQE and INEE, efforts were made to transform special

education schools in Special Education Reference Centers (result 6) for the preparation of trainers, under the guidelines of UNICEF and the World Health Organization (WHO). According to the RAM report, 13 provinces had these centers in December 2019<sup>24</sup>. In addition to supporting the preparation of trainers, UNICEF also supported the logistics of subnational training and financed teaching materials. Although there is no evaluation of the implementation of the inclusion policy, provincial public officers and UNICEF employees expressed in the interviews that despite initial resistance in schools, inclusive education was gradually incorporated and the collection of statistics on this theme began. UNICEF's work on the theme is exemplary for having gone through the complete trajectory of policy design – evolving from technical support to the elaboration of policy documents -, advocacy for its approval, and technical support for the design of implementation actions.

78. However, the analysis of interviews with implementers in the provinces allows us to conclude that there are still great challenges to be overcome. The interviewees at subnational levels estimate that institutional support of Centres of Support to Inclusion<sup>25</sup> (NAI, Núcleo de Apoio à Inclusão, in Portuguese) is not yet a reality; training materials and activities have not yet reached schools; and teachers and schools are not yet ready to promote inclusion in the school space. Even though 6 out of the 9 contacted schools informed that they had enrolled children either with disabilities or with reduced mobility, we found no evidence that schools were fully prepared to receive these students. This became evident in interviews with school employees, mainly those located in rural areas, where employees mention that school spaces did not have any conditions to receive children with disabilities. Some schools informed that they were building access ramps, but only a few more adaptations were done to assist children with physical disabilities. One of the interviewed employees pointed out that, even if the school were prepared, a student with a physical disability would not be able to attend given the distance he or she travels from the community to the school, for the barren land path presents great challenges for a person with reduced mobility to transit.
79. Regarding the national policy for early childhood, it is worth mentioning that UNICEF is recognized, in the proposal itself<sup>26</sup>, as its coordinator together with the National Council for Social Action. Interviewed partners recognize both the technical contribution, articulation actions and advocacy in support of the policy.
80. Partnerships with the MED and the Ministry of Family, Social Action and Women Promotion (MASFAMU, Ministério da Ação Social, Família e Promoção da Mulher, in Portuguese) for the elaboration of the National Early Childhood Policy emphasizes UNICEF's position for the effective change of public policies. Interviewees attribute the delay in approval to the governance divided among various ministries and to the political timing, marked by the government transition. Nevertheless, they stress out that the policy is at an advanced processing stage, with good chances of being approved. During the period under analysis, the former National Directorate for Children of the former MINARS held, with technical and financial support from UNICEF, the Training Seminar on Equipment Management for Early Childhood in the provinces of Huíla, Huambo and Lunda-Sul (105 provincial technicians of Social Assistance and Reintegration trained), the National Seminar on Training for Trainers of Managers of Early Childhood Care Institutions (50 national trainers from all provinces trained to develop the skills of managers and pedagogical coordinators of Early Childhood Care Institutions, respecting children's rights). UNICEF's long term experience in early childhood and its articulation capacity with actors is well recognized and valued among partners, who also highlight the following actions: the holding of the First National Forum on Early Childhood Education; conducting workshops for diagnosing the status and priorities of early childhood education; production of campaigns and studies about coverage and service costs.

<sup>24</sup> The interruption in the presential fieldwork prevented the research team from verifying the state and functioning of the centres in all three provinces that make up the subnational sample.

<sup>25</sup> The Centres of Support to Inclusion are spaces that aim to offer pedagogical support to the general education schools network through continuous training, in-service training, material production and teaching of means and modes of communication. They are composed of a multidisciplinary team, in addition to professionals who are part of the conventional administrative structure of an educational institution.

<sup>26</sup> Conselho Nacional de Ação Social (coord.). (2017)



*“Pre-school is not only for caring, but also for educating and developing potentialities through early stimulation”*

*(National Government officer)*

81. As in the case of special education, UNICEF also supported the implementation of projects for early childhood. In this case, from the cooperation of Cuba with the MED, and with UNICEF support, TUPPI is being tested in Huíla, Bié, Moxico, Namibe and Uíge provinces, which is an alternative, non-institutional model for early childhood care. Its strategy is to strengthen the skills and competences of families and the community about how to provide early stimulation, nutrition, water, and sanitation for children aged from 0 to 5. The project was an important component of the Education Programme, whose contribution was initially centred around the development of the service model, but in face of the lack of resources from de GoA, ended providing resources for its implementation in three provinces. In 2018, the programme benefitted 72 families and 115 children. In 2019, TUPPI grew from 4 to all 18 country provinces, benefiting 1.579 children and 676 families in the provinces of Huíla, Bié, Moxico e Uíge<sup>27</sup> alone. In terms of early childhood, UNICEF contributed to the training of 45 facilitators in 2016 and 120 in 2017<sup>28</sup>.
82. The policy, when approved, will be an important promoter of access to education, because although the legal framework in the country already presents a favourable environment for early childhood care<sup>29</sup>, the country still needs to further address the challenge of implementing actions to promote development of children in early childhood, currently limited by the low supply capacity in the country; the lack of qualified teachers; the lack of information among families about the importance of development at this stage of life; deficient social conditions; and educational spaces with precarious conditions; as well as the high costs that the existing service formats imply.

## *2) Strengthening of leadership and families*

83. The Education Programme also strengthened national and subnational leaderships (result 2), increasing the potential impact of the civil society, and of MED itself, by expanding its capacity to monitor public resources for education. Technical support for the preparation and publication of the study on the structure of the GSB, and the identification of resources allocated to education, developed in partnership with ADRA and Mosaiko, constitute an important result both in promoting expenditure transparency and in the strengthening of the negotiation strategy to increase budget allocation to the education sector, in face of its necessities. Both the civil society organizations and government actors that were interviewed said that they had improved technically, for the acquired knowledge qualified the dialogue with the government, especially with the Ministry of Finance (result 2). At the local level, interviewed actors were less familiar with the theme, although some of them mentioned that there was a higher involvement and questioning by the community on the priorities of expenditures. In terms of the potential impact on children's well-being, although it is possible to notice an increase in the percentage of resources destined to education in recent years compared to the period prior to this investigation, this increase is still insufficient. According to the 2018-2022 NDP, in 2019 the education sector was supposed to receive 15% of the GSB. Yet, the 2019 budget was equivalent to 11.26%, below the 12.12% observed in 2018<sup>30</sup>.
84. The training offered to school councils within the scope of TUPPI and EAC was praised by both school employees and by council members themselves. Interviewees in municipal offices and schools mentioned that they observed the effect of training in the form of greater involvement and improved participation of

<sup>27</sup> UNICEF ACO (2018) and UNICEF ACO (2019)

<sup>28</sup> Data from RAM

<sup>29</sup> The Constitution of the Republic of Angola places children as an absolute priority for the State and for families; the 11 Commitments to the Angolan Child endorse the Convention on the Rights of Children; Law No. 25 of 2012 establishes the bases for children's protection and integral development; and the new Basic Law on Education and Teaching (Law 17/16), determines equal rights to access, attendance and school success, confirms the gratuity of the Education and Teaching System, as well as the fundamental importance and the mandatory character of pre-school education, through Children's Centers for children from 3 months to 5 years of age.

<sup>30</sup> UNICEF and ADRA (2020)

parents and community leaders (sobas), in addition to recognizing UNICEF's advocacy for the regulation of the CPEEs, in the process of being approved.

*"Giving voice to the communities is to support them so they can exercise their citizenship, whether in terms of care, rights, education, health and other aspects".*

*(National Government officer)*

85. It is worth highlighting that, in this context, advocacy and articulation efforts have also strengthened leaderships and families to influence public policies by promoting the joint work of actors that, together, could achieve better results. Partners from the third sectors that were heard, however, assessed that UNICEF's articulation potential is still not sufficiently explored, for even though it has promoted partner organizations to reorient their strategies and started focusing their efforts for the strengthening of basic education, a participative and robust network could not be articulated in order to support education policies, and thus connecting partner organizations.

### *3) Professionalization of educational management*

86. The cooperation also contributed for the professionalization of educational management (result 5) in itself, through technical support and training for the development of acting models, development of the capacity of producing and using statistics, and the adoption of methodological tools for planning, bringing together international specialists and publicizing the state of the art in education public policies. The evaluation team did not get access to administrative data on the number of employees involved in trainings. However, the interviews confirmed that at the central level, UNICEF developed these activities in partnership with almost all departments of the MED: DNEPE, DNAA, DNEE, GEPE, INIDE, INEE, as the internal planning instruments detail. On the subnational level, the Education Programme developed capabilities in the provincial education offices, in the municipal education directorates, in schools and even in the communities of the partner provinces, as already mentioned.
87. It is worth noting that the development of capabilities at the national and subnational level demands continuity, due to the high turnover rates of public employees, especially of employees in the provinces, due to the lack of preparation of local staff for performing their tasks, for it is in the territories where actions are implemented that problems should be identified and managed. It is worth mentioning that among key informants of the central, provincial, and municipal governments, 32% had been in the position for less than two years. With the frequent changes of these employees, both the acquired institutional capacity and institutional memory are lost, as verified in the interviews.
88. UNICEF's contribution to teacher training went beyond the support for the formulation of the national teacher training policy (result 1). It contributes to the strengthening of leaderships to act in favour of the quality of education (result 2) and to a more professional management (result 5). UNICEF supported training at both the national and subnational levels, focusing on a strategy of strengthening the capacity of government actors, opting for the preparation of trainers (employees in central, provincial and municipal offices, supervisors, school managers and teachers) and the training of people from local communities. Training strategies varied between direct training, through national and international consultancies, and preparation of trainers. However, UNICEF's efforts are limited by its financial capacity, which does not allow it to reach national coverage. Some teachers, who received training in the scope of the EAC and were interviewed during the field work, mentioned the training as one of the most important elements of the initiative, with the greatest potential to help in the daily teaching activities. Some reported that the teaching methodology learned during the training was reflected in the students, improving their school performance. However, the lack of systemic learning assessments prevents this statement from being verified. Others point out that the training has brought benefits not only for the teacher-student relationship and the school environment, but for the whole community.
89. In terms of support of education management (result 5), it is worth noting the strengthened capacity for collecting, processing, analysing and using data, one of the main action fronts in the 2015-2019 cycle of the

cooperation. The main partnership at the central level was with GEPE, for the development of the Education Information and Management System (SIGE, Sistema de Informação e de Gestão da Educação, in Portuguese), and at the provincial level with ISCED and with the provincial government of Huíla (Huambo and Namibe being incorporated) for the development of the School Charter - a micro-planning tool using statistics for the development of provincial plans.

90. With SIGE, data were no longer collected on paper - which made it impossible to collect data by municipality, and with disaggregation for monitoring inequalities, for example - and started to be collected digitally. In the GEPE statistical yearbooks - which gives recognition to UNICEF and the World Bank for their support in structuring the SIGE, the data collection process and the training of technicians (600<sup>31</sup> statistics technicians at all levels, 343 at the provincial and municipal levels) - there is a good statistical picture of education in the country, including data on enrolment, performance, composition of the teaching staff and students, and infrastructure. All statistics are by province. It is noteworthy that the technical support on this front guided the collection of disaggregated data that supported the monitoring of the SDGs. Thus, the yearbook data presents data by gender, special educational needs, and school conditions, from initiation to secondary education. A large part of the interviewees who discussed this topic see advances in data availability, although data collection is not yet regular, and the editions to which the evaluation team had access (2015 and 2016 yearbooks only) show internal inconsistencies in disaggregated data totalization. In addition to the need of improving the aforementioned data collection and analysis techniques, the difficulties faced in accessing educational statistics, which should already be part of a systematic collection dynamic, point to a challenge in the frequency of publicizing educational statistics and the governance required to make data available for use, not only in planning by subnational governments, but also by society in a more broad way, aiming at strengthening the demand for an education of quality in the country.
91. In this sense, it is worth noting that the World Bank will continue investing in SIGE as an essential element for planning, implementing and monitoring the investments of the organization, and UNICEF is considered an important technical partner. However, adjustments in scope and time for execution are considered necessary to make the objectives of the two organizations compatible.
92. Within the 2018-2019 revision, a support activity is included not only for the collection, but also for the analysis and treatment of data and in the preparation of national yearbooks in partnership with GEPE. Additionally, the planning for 2019 presents the Data Must Speak<sup>32</sup> initiative - launched in 2014 with the aim of strengthening countries' capacity for more effective and transparent use of educational data for decision making, at the management and school levels - with the aim of developing simple analysis tools to improve the education sector planning. At the subnational level, in the province of Huíla, the School Charter also presented a move towards consolidating itself as a planning tool. Despite these advancements, some interviewees believe that the transparency in the data produced still needs to be improved, besides a necessity of greater investment in infrastructure - including equipment and tools for connectivity that enables the monitoring and sharing of important information - and training in the use of information.

#### *4) Infrastructure conditions and inclusion*

93. In the theme of expanding access, although resources to improve the conditions of schools are considered among the inputs identified in the ToC, (result 4), the direct role of the cooperation in this area is restricted to the EACs, which received interventions for the provision of water and basic sanitation, training for the use and maintenance of the facilities, and hygiene awareness campaigns.
94. UNICEF does not have either a program aimed at building schools or any advantage compared with other cooperation agencies. However, advocacy interventions and technical support, such as the elaboration of national policies mentioned above, and other studies, may have an impact on Angolan children access to education.
95. UNICEF has technically supported DNEG in the elaboration of the situational analysis of school access and the determinants of dropout, bringing important subsidies for the removal of barriers. UNICEF facilitated a

<sup>31</sup> Gesaworld S.A. (2018)

<sup>32</sup> Jarousse, J., Prouty, R., e Rooke, B. (2019)

study on school dropout in the province of Huíla, managed by the provincial government, coordinated by ISCED, with a technical team from the province. The study recommendations provided subsidies for the provincial government to formulate an action plan and budget for 170,300 children aged 5 to 11, and 152,090 children aged 12 to 14 who are out of school, and strategies to address barriers in accessing primary and secondary education. The diagnosis identifies as the main causes for the lack of attendance and the risk of dropping out: the economic, sociocultural, and educational supply barriers. In terms of socio-cultural barriers, the following elements were identified as the main barriers faced by children and teenagers from rural areas: school failure, child labour, early age pregnancy and marriage, the rites of passage into adulthood and the lack of social appreciation of education. The barriers in the provision of education refer to infrastructure (precarious rooms and lack of conditions to receive children with special needs), and lack of school meals.

96. Together with DNASE, on the other hand, UNICEF has worked on the theme of sexuality and reproduction in teacher training, and supported the development of learning material for students, to be used in extracurricular activities. These two themes play an important role in the high drop-out rates among young girls in Cycle II of secondary education. In this line of action, 494 teachers were trained, and 3,000 copies of the produced material were distributed, focusing on the provinces of Luanda and Huíla, as there were no resources to expand coverage<sup>33</sup>. There is no information available regarding the government's efforts to escalate this action.
97. UNICEF's investment in the thirteen EACs distributed in the provinces of Bié, Huíla and Moxico, and more recently in the province of Cunene, through the Porto Seguro project - which offers a service package for 10 schools in the municipality of Ombadja, including the installation of latrines and boreholes for water collection - sought to create a quality service model that could be scaled. No data is available on the number of trained teachers, managers or parents. The actors involved in the EAC at the local level express their desire for the program to be scaled, for the structure of the EAC as a pilot program creates a situation of inequality among the surrounding schools that causes discomfort amongst the interviewed participating schools. The materials and training that EACs receive are not available to nearby schools and there is also no imminent plan to match conditions in the short term.
98. In the EACs, actions were carried out to improve hygiene conditions (separate bathrooms for boys and girls), access to water (mainly through a reservoir). Actions also were taken in schools located in municipalities assisted in emergency contexts. In addition to infrastructure, UNICEF brought hygiene methodologies to schools, focusing on the efficient use of water, and raised awareness on the importance of using latrines for health promotion, through activities that included training and cultural interventions. The provision of tents (provided for emergency situations, but became part of the permanent structure), and school materials by UNICEF were valued in the interviews, especially at the subnational level.
99. School meals were part of UNICEF's aid package, but they do not constitute a permanent support line, despite the fact that it is valued and that some actors signal that the situation of children in Angola still requires this type of support. The Education Programme could start a joint action with the UNICEF nutrition sector to address this demand, considering that food is a factor associated with learning. Finally, although the creation of green areas in schools was part of the planning, interviews with employees and questionnaires applied to school principals showed that this action was not effective mainly due to maintenance difficulties imposed by drought, among other external factors.
100. The teacher shortage, although not in the focus of the cooperation, is a topic of relevance both for expanding access and for guaranteeing the quality of education. It is a key element in the consolidation of favourable conditions in schools for learning. To put in context, it is worth noting that the process to become a teacher in the country, through a national public competition, leads to the recruitment of candidates from provincial capitals, as they are usually the most well prepared. As a result, a large contingent of teachers travel long distances to work, leading to recurrent absences and delays, as moving to a place close to work is not a real possibility due to the precarious conditions of the most vulnerable municipalities. In an action outside the initial planning, UNICEF, in partnership with the government and the community, built a teacher's residence

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<sup>33</sup> Source: government informant

in the municipality of Ombadja, in Cunene. The identified problem and the developed solution can be used as something to reflect on, to develop scalable strategies that can change the situation at the national level.

#### 5) Service standards and school curriculum

101. Little progress has been observed regarding school curriculum (result 3), although the training has brought managers, teachers and parents closer to new concepts that may be integrated in curriculum proposals, such as sex education, life skills - aimed at young people - and student-centred teaching. In 2015, UNICEF supported INIDE in carrying out a study on the knowledge of students and teachers about Life Skills, analysing the teaching strategies used by teachers. The results of this research were used as a basis for the curriculum revision and the preparation of a manual for teacher training. In addition, a sex education guide and a handbook developed in 2014 with assistance from UNICEF were used in the following years to train 60 facilitators and approximately 420 teachers in four provinces on life skills instructional methods<sup>34</sup>.
102. There is no evidence on the integration of the themes in the national curricular proposals, nor that these contents were adopted in a comprehensive way in classrooms. In the fieldwork, some explanations were raised for these obstacles: lack of investments from the central government, specifically from INIDE, contrary to what the cooperation foresaw; the lack of human resources at UNICEF that would allow greater involvement in the theme; the global redirection of UNICEF in the areas of transversal and life competences that required adaptations; the excess of priorities and urgent matters attended to in detriment of long-term efforts such as the construction of a curriculum proposal. UNICEF's most direct contribution to the theme was the technical support for the development of the curriculum for alternative education, and indirectly through consultancy to structure the national teacher training policy. At the school level, it was observed in the interviews with school employees that UNICEF training and support for the elaboration of School Educational Projects had an effect that was valued by the interviewees: *"Before, they worked in an outdated way. Now, they are very innovative educational plans"*. The lack of face-to-face fieldwork due to the restrictions imposed by the pandemic prevented the assessment team from having access to these documents to corroborate this statement.
103. Although the documentation of the cooperation (and interviews with UNICEF employees) show the importance of setting learning standards and the assessment of school management (result 5), the interviewed government actors did not place the topic amongst the priority issues. The lack of progress in the matter can be attributed, at least partially, to the institutional change that removed INIDE's responsibility for the assessment of learning, transferring it to the newly created Directorate for Assessment and Accreditation. Among the positive results, there are the assessment efforts undertaken mainly at the beginning of the cooperation, covering language and mathematics in the early years of primary education, and the perspective of Angola participating in the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ), with UNICEF promoting the articulation between the country and the consortium for the assessment, which will require future monitoring. The results are considered only modest, as technical support for curriculum evolution and the development of national learning assessments have not yet evolved towards a curricular reformulation or towards the consolidation of an assessment system at the national level.
104. Although advances in the expected results of the cooperation can be observed, the country **scenario** is still worrying: it is estimated that, in 2018, 29% of children aged 5 to 11 did not attend primary school<sup>35</sup>; coverage of pre-school education is still very low (only 31.5%, including initiation, within compulsory primary education); the rate of transition from primary to secondary education is 71,9%, while the rate from the first to the second cycle of secondary education is 66,4%. For girls in particular, the rate is even lower, 69% and 64% respectively<sup>36</sup>; although education has a greater weight in the GSB, investments are still low, especially for pre-school education, even though the amount dedicated to this subsystem has been increased in the

<sup>34</sup> UNICEF ACO (2015) and UNICEF (2015). Competências para a vida: Pesquisa sobre conhecimentos e habilidades de professores e alunos e recomendações estratégicas.

<sup>35</sup> UNICEF and ADRA (2020)

<sup>36</sup> WGEPE 2015 and 2016.



2020 SGB proposal when compared to 2019 SGB<sup>37</sup>. Although the initiatives analysed do not directly affect this framework, it is part of the framework that cooperation seeks to impact.

### **Gender, equity, and children rights**

105. As explained in the Relevance section, equity, especially gender equity, is a transversal factor in the successive NDP, and the GoA has approved several legal instruments aimed at promoting Gender Equality and Equity, in order to respond in a sustainable and multisectoral manner. The transversal priorities proposed by the UNICEF program (early childhood development, teenagers, gender and humanitarian action), acted as catalysts for equity policies.
106. The effectiveness of the response in the complexity of the humanitarian context is less evident, especially in cases related to the defence of the girls and women rights, which require informed planning about risks, and prevention systems. The response to multiple emergency situations (the analysis will be expanded in the Emergency Context section) required integrative approaches, focusing first on immediate response to affected populations, then on prevention and community development. However, there is no disaggregated data to certify the results achieved. There are data in the reports that show that sanitation systems have been strengthened, both for refugees and host communities – in the case of Lunda Norte –, as well as for regions affected by drought. However, the assessment found no evidence of the achievement of any results, nor did it find any disaggregated data.
107. Even though at the national level UNICEF plays a leading role as an advocate for gender equity, national information systems need to be strengthened to collect, analyse and use data disaggregated by gender, to ensure the integration of this perspective into the Programme's actions.
108. The use of methods of communication with a gender perspective was reinforced in the programme's action plans to ensure the active participation of children, young people, and communities, as well as a sustainable behaviour change. However, there is no robust gender analysis or even priority strategies for change, which are effective and evidence-based, in line with a gender action plan.
109. It is in the health sector that the theme of gender is most effective and emphasized, especially in the area of maternal and child health, affecting early childhood development. UNICEF supported a baseline assessment of integrated care for mother and newborn babies in four municipalities in the Huíla province, which helped community participation in maternal and neonatal health, reducing the first childbearing delays in target municipalities. For example, the community-based follow-up strategy of mothers and their new-borns in the first week of life in two municipalities in Huíla (Caconda and Lubango), resulted from a participatory model in which community development agents are used for communicating behaviour change, and community participation was strengthened to improve maternal and newborn health. The design and implementation of the programme supported women by addressing issues of power and authority (decision making), social norms (who is valued and why), division of labour, as well as access to and control over resources. The mothers who participated in the programme influenced others in their community to adopt healthy behaviours and practices. The programme's activities focused on single pregnant women, who do not seek health services, due to societal stigma.
110. UNICEF Angola conducted its first programmatic gender review in early 2018<sup>38</sup>. Through training studies, the program assessed that in Angola, less than 25% of children are registered before the 5th grade, and one of the main barriers is unfulfilled parenthood. In response, advocacy campaigns were designed to highlight responsible parenthood (positive masculinity) in promoting gender equality in Angola.
111. Moreover, the Programme did not explicitly describe the objectives of gender equality and empowerment, including approaches that addressed cultural, social and political barriers to gender equality, in the context of activity implementation.

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<sup>37</sup> UNICEF and ADRA (2020)

<sup>38</sup> UNICEF ACO (2018)



## External factors that influenced the achievement of the desired results

112. The main external factors that limited the reach of the results, according to the information collected in the field, and documents review, were:

- Changes in government structure, particularly in the policies of early childhood, teacher training and assessment;
- The low number and technical capacity of the employees responsible for implementing the initiatives - although this capacity has been developed, and at the end of the cooperation a different scenario can be observed;
- The high turnover of government officials, whether at the executive, decision-making level, or in the positions responsible for implementation, and even in schools, with the consequence of needing constant time investments in the reconstruction of alliances at the strategic and operational level;
- The reduction in UNICEF's fundraising capacity, but mostly from the government due to the dependence on the oil economy (the projects were developed under a co-participation regime);
- The reduced size of the Education team, having even remained without a section head for about a year, causing operational overload.
- The asynchrony between the GoA budget cycle and UNICEF's planning process, generating a mismatch impacting the priorities defined in the cooperation and their inclusion in the public budget.
- Infrastructure problems (school, sanitation and road) in the country;
- Insufficient number of teachers;
- Factors that are exogenous to the project, such as structural barriers and discriminatory social norms, continue to impact gender equity, especially the improved access of girls and young women to education. These norms continue to be reflected in practices such as early marriage, gender-based violence, traditional seclusion practices that restrict school retention, continue to favour boys in family investment in education, and the unequal gender division of domestic work.

## More effective strategies for achieving these results, and other lessons learned

113. The analysis of the effectiveness section shows that the results with the greatest impact potential on the situation of Angolan children were achieved through technical support and advocacy actions. In the case of national policies for early childhood special education and teacher training, UNICEF provided technical support for the formulation of documents, and used its ability to articulate with different departments involved within the government, with international associations and with the civil society to negotiate the regulation terms and its officialization. In the first two cases, the cooperation also invested in technical support for the implementation of policies, in the Special Education Reference Centres, and in the TUPPI project. Regarding the TUPPI project, a cost-efficient model was achieved, with prospects for adoption by the federal government.

114. UNICEF could adopt its articulation capacity as a strategy in a more consistent way, also using it to promote the design of intersectoral interventions, a view shared by several interviewed key actors. For this, there is a need to first bolster the intersectoral work within the organism. Although the intention to reinforce integrated approaches is present in the planning documents, and there are evidences of this trend in the EAC and in the recent response to the emergence of COVID-19, the Education Programme needs to work internally with other sectors as a premise, in a more systematic way. Internal planning and the formulation of cooperation documents could, for example, integrate the results of the protection, WASH (Water, Sanitation and Hygiene) and nutrition sections.

115. As previously mentioned, training actions and the investment of resources in direct interventions to improve school conditions, have a limited scope considering the volume of resources available for cooperation, but they are justified for creating service models. However, it is necessary that the innovative models which are developed have as a premise their replicability and, ideally, are associated to a wide dissemination plan by the government or other funding agencies. In order to gain continuity, both the training of technicians and

teachers, and the improvement of school conditions need to incorporate advocacy strategies to add continuous training into the planning and in the public budget, while also keeping at hand the continuous improvement of school conditions, including policies to reduce the teacher deficit.

116. Among the technical support actions, we highlight the investment in the development of the **Education Information and Management System (SIGE)** and the **School Charter** as central strategies, an important expected result in strengthening the pillar of education management at the central, subnational and school levels. This result also has important consequences for the effectiveness of the outcomes related to quality and access, since the success of any intervention depends largely on the organization of data for diagnosis, planning and monitoring. However, as already mentioned, initiatives to promote the timely use and dissemination of information must continue.
117. The scarcity of resources is a factor that must be considered when prioritizing the action strategies and the results that are intended to be achieved. On the one hand, the cooperation could focus its efforts on the fronts that will influence national educational policies, impacting the well-being of more children. Even so, the cooperation planning could provide for specific public resources, as well as building partnerships with other actors such as funding agencies, which provide the required investment capacity for pilot projects to scale once they are tested.

### **Efficiency**

118. The efficiency criterion analyses whether the results were achieved with the least possible expenditure of resources (cost-efficient) and checks whether there are alternative - and less costly - ways to achieve the results. Under this criterion, the tendency to efficiency or inefficiency of the Program will be verified from the analysis of the interviewees' discourse. The possibilities of triangulation with quantitative data were limited because there was neither access to actual costs, nor direct and indirect beneficiaries of each activity and its alternatives.
119. The fieldwork confirms what was observed in the document review: consistent data and practices for monitoring, evaluation, and adjusting the planning to improve the operation are lacking. The 2017 formative evaluation had already pointed to the territorial and thematic dispersion of the Education Programme and, nevertheless, the expected results were not adjusted. Some interviewees express the need to resize the expected results, ambitious in the face of the available human and financial resources, and explain the impossibility of making this type of adjustment within the organization's practices, as many resources have *specific expenditure allocation*.
120. Within UNICEF, as presented in the COAR, the ACO sought greater efficiency and cost reduction in its facilities by sharing common services among the different sections and updating equipments of the Information and Communication Technologies (ICT) office. On the other hand, turnover and long periods without leadership in the education section (between November 2016 and April 2018), compromised the efficiency of the Education Programme.
121. As found in the interviews and reported in the Annual Reviews, UNICEF is perceived as a very flexible partner and willing to meet unforeseen demands, adjusting the design of the projects and absorbing the financing of actions. In some cases, this flexibility allowed achieving the results in the programs, especially in emergency contexts<sup>39</sup>. According to employees and former employees of the UNICEF education section, the Education Programme was sometimes consumed by urgent short-term demands and was unable to keep up with long-term projects. The lack of a stable human resources structure in the Program was an additional factor that corroborates this perception.
122. In addition to being effective, the public policy advocacy strategy is efficient, as it makes intensive use of two of UNICEF's main strengths - its ability to articulate and provide qualified technical support - and holds a potential for national impact. While the interviewees corroborate this assessment, some make pertinent reservations: law approval or other regulations, or the greater allocation of public resources for education, are not a guarantee of implementation in the territory, and it is necessary to follow up and design support mechanisms for the implementation. Contrary to this view that focuses on public policies, there is another

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<sup>39</sup> UNICEF ACO (2015)

group of interviewees for whom action should take place as close as possible to schools, and in coordination with other sectors. However, for this strategy to be efficient, it will be necessary to focus on interventions aimed at the development of service models, such as TUPPI and EAC, and guarantee the conditions for replicability, as previously analysed.

123. Intersectoral action is also presented as a strategy with the potential to increase the efficiency and impact of UNICEF's actions. The COARs of the evaluation period show that UNICEF sought to implement its activities in an integrated manner amongst its different sections. This integration is particularly visible when responding to emergency situations, such as the El Niño phenomenon in 2016, when integrated interventions were implemented in the education, health, nutrition and WASH sections. The Porto Seguro initiative, implemented in 2019, is also an example of intersectoral action aimed at facilitating the transition between development and emergency contexts. In the development context, TUPPI and EAC stand out as the main integration initiatives at the different sections of UNICEF. However, it is necessary to pay attention to the evaluation of some internal actors who manifest that this articulation requires a time of joint planning, and also articulation for the harmonization of work plans that are not initially built together.
124. The strategy of trainer preparation, responsible for the expansion to the provinces - both in training for national and subnational managers, as well as for teachers - met the efficiency criterion by building competence in the system itself and incorporating the figure of the inspector into the framework, enabling the replication of training in schools. The training of the members of the Commission of Parents and Education Officers resulted in greater community involvement, according to the interviewed actors in schools, which in turn led to greater prioritization of education by families, as well as improvements in the conditions of schools thanks to the participation of parents, for example, in the construction of latrines, and even improving housing and hygiene conditions in the school vicinities<sup>40</sup>, some of the premises of the projects.
125. It should be noted that the initiatives that seek to consolidate service models such as EAC, TUPPI and Porto Seguro, were designed and implemented following a model of integrated approaches, articulating the different sections of UNICEF, the school community and local partners, as it is the case of World Vision. As already explained, UNICEF is considered to occupy a strategic position for mobilizing actors: *"UNICEF is a link between governmental and non-governmental actors"*, and the promotion of increasingly integrated approaches may be a fundamental factor for the better usage of financial and human resources, and achieving better results.
126. In terms of efficiency within the scope of the EAC, in the interviews it is recognized as a program that requires a great deal of administrative time to guarantee the necessary conditions to operate the project in the 13 participating schools, which, in the opinion of some UNICEF employees, compromises the time that could be spent on actions of greater impact on the system.
127. The change in the structure of the cooperation, prioritizing the theme of early childhood, is an important adjustment because it focuses on an investment area with a greater social return. According to the academic literature, investments made in the first years of life will have positive consequences for the rest of it, improving not only future school performance, but also generating better health conditions, increasing income levels and reducing involvement in risky activities. Moreover, these investments are able to promote efficiency and equity simultaneously<sup>41</sup>. Additionally, the TUPPI project is considered a reference in efficiency due to the low cost of the model developed for community service to the population in this age group, justifying the prospect of expanding the model to all 18 provinces. In the emergency context, the efficiency of the actions was a point of criticism of the interviewees, especially due to the delay in response, whose causes will be discussed in the analysis of the coordination.
128. There are external sources of inefficiency that the Education Program must deal with. In partnership with the central government, the main challenges to efficiency were the high turnover of public employees and the lack of intragovernmental coordination. The lack of communication and articulation of efforts in the different departments of the MED generated delays and loss of efficiency in the operation. At the subnational

<sup>40</sup> The change in culture from outdoor defecation to the use of latrines was reported as a result of the school-community interaction promoted by the programme.

<sup>41</sup> UNICEF (2017); Denboba, A. D., et al. (2014).

level, three factors of inefficiency with government partners that stood out were: high turnover; two offices dealing with various positions – for example, office subordinate administratively to the provincial government and technically to the corresponding national directorates and institutes; and limited local technical capacity. Finding non-governmental implementing partners capable of carrying out local actions is both a recommendation to increase efficiency and also a challenge because a local support network has not yet been consolidated. Some partners also mentioned the need for UNICEF to increase its presence at the subnational level to better understand its needs. Although this is desirable to achieve a broader and deeper understanding of the Angolan context, opening the geographical focus of action is not recommended, as previously observed. Consequently, other alternatives must be put in place.

129. The fieldwork confirms the conclusion of the document analysis: there is a possibility of increasing efficiency in three areas: 1) adjustments in the implementation of activities (reduction of thematic and territorial dispersion, monitoring and evaluation routines); 2) promoting efficiency in the design of public policies (promoting greater coordination, application of the convergence model, monitoring of the GSB); and 3) institutional adjustments (institutional reforms and the articulation between the Agency's Programmes and other United Nations office - UN).

### **Conclusions and lessons learned on the efficient use of resources.**

130. The Education Program must take advantage of its recognized and consolidated quality over the years as a competent articulator, and seek to work more with partners, both internal and external, taking advantage of the comparative advantages of each one.
131. The strengthening of the SIGE for the systematic collection and organization of national statistics on a single platform, and the School Charter to support subnational governments in planning the implementation of policies, are fundamental in promoting the adoption of a culture of using data and evidence for decision-making in the design and implementation of projects for greater efficiency. This effort must be accompanied by permanent training dynamics for the use of statistics in planning and its impact on public policies, be it by local managers, school managers, or even families. Likewise, a predictable dynamic of periodic dissemination of the collected data should be instituted, allowing its use for the diagnosis, planning and monitoring of the education situation in the country, and also for the implementation of public policies. This will also help to build a scenario of efforts convergence of actors at all levels, with the potential to achieve better results more efficiently. Training for the use of data must be complemented with training for project management, as mentioned by interviewed actors at the governmental and non-governmental levels.
132. It is also necessary to document decisions and improve monitoring of the cooperation implementation. Although it is possible to verify in the ACO administrative documentation that periodic meetings were held to monitor the implementation of the cooperation in meetings held between UNICEF and the Government of Angola, the records of the decisions are not very objective. As mentioned earlier, the programme's logical frameworks changed over the course of the cooperation and a cohesive monitoring system was not established. The establishment of a monitoring system for the Education Programme may also reduce the impact on efficiency imposed by high turnover in national and subnational governments by recording the status of the implementation more clearly.
133. The impact on public policies (as in the case of policies for early childhood), and technical support that incorporates the objective of developing capabilities at the national and sub-national level (as in the case of the School Charter), also stand out as implementation strategies that promote efficiency because they have the potential to multiply results. At this point, it is necessary to balance the hiring of external consultants, capable of bringing new expertise and promoting innovation, with the hiring of national experts, who are more accessible and with greater mastery of the local reality.
134. Faced with criticism from some partners about the lack of UNICEF presence at the subnational level, the organization could bring the accumulated knowledge of these partners with local presence to the design process of interventions, as well as improving the situation monitoring in Angola at the subnational level.

## ***Sustainability***

135. Under the sustainability criterion, one analyses to what extent the expected results will persist over time, after the intervention ends. The programme's sustainability will depend, among other factors, on the guaranteed financial conditions, on the existence of regulations to ensure continuity (interventions as part of national plans), on the capacity created within the government and other sectors involved, and on the implementation conditions in the territories. Two factors in the Angolan context made the concern with the sustainability of actions particularly relevant. First, during the period under review, Angola experienced elections that led to a change of government. Although the new government maintained the social agenda at the centre of its priorities, as detailed in the relevance section, the change was accompanied by a high turnover of employees in key positions, generating the need to relocate cooperation activities among government priorities, and to re-establish working links in different departments. Additionally, the country faced a substantial drop in oil revenues, an important source of public resources, thus reducing the available budget, including for the education sector.
136. Advocacy work for developing national plans and technical support activities for capability development at national and subnational levels (and also in schools) represent important strategies for sustainability. In advocacy, the publication of the national special education policy and advances in policies for early childhood and teacher training, lead to the incorporation of priority themes of the cooperation in the national public policy agenda through the normative. In the case of technical support for capability building in governments, despite staff turnover, it incorporates knowledge into government structures. The articulation of actions within UNICEF itself, with national and subnational governments, with other United Nations agencies and other cooperation agencies, with civil society organizations (CSOs), with the academy, and with local communities, in addition to increasing effectiveness and efficiency, promoted the sustainability of investments by developing capabilities beyond the scope of direct action and specific contexts. The more emphatic involvement of provinces and school communities throughout the cooperation, together with the integration of new partners, are proof of this trend of greater articulation. The integrated design that is already being practiced in the 2015-2019 cooperation - like the integration with WASH in the EACs - and is structurally adopted in the 2020-2022 cooperation cycle, is also an important vector for sustainability.
137. Next to the concept of articulation, communication stands out as an important strategy for sustainability. The awareness campaigns of managers and the population in general undertaken by UNICEF on the different topics of interest are considered fundamental for the consolidation of changes. As an articulation and awareness strategy, UNICEF Angola strengthened its digital communication with periodical publications aligned with regional and global campaigns and programmatic priorities in the country. To increase its reach, accounts on social networks were created to reinforce existing ones, such as the ACO's Facebook page. Specific thematic campaigns were developed on social networks<sup>42</sup>.
138. The strengthening of the SIGE for management, and especially the development of the monitoring capacity of the SDGs, supports sustainability by promoting the adoption of the transversal approach in the development of the design and implementation of public policies. UNICEF has contributed to the development of GEPE's capacity for the collection, processing, analysis, systematization and use of information (Data Must Speak initiative). Nevertheless, it is still necessary to consistently incorporate these systems at the subnational level in all provinces.
139. The studies on the public budget promoted within the cooperation and carried out by the ADRA organization also have an important role for the sustainability of the actions on several fronts: it gave decision makers a negotiation basis to expand the resources dedicated to the sector; it gave civil society organizations a methodology as an advocacy platform for strengthening education policies; it sought to give transparency to public spending and to provide conditions for society to take ownership of the debate. However, this action took place only at the central level. Among the provinces that were part of the fieldwork, there is little familiarity and perceived capability to influence resource allocation.
140. The strategy of training managers, teachers and community leaders, the preparation of trainers and the involvement of training centres in planned activities, was an important promoter of sustainability in

<sup>42</sup> UNICEF ACO (2017) and UNICEF ACO (2018)



strengthening the capabilities of decision makers, school systems and local communities. However, the high turnover of technical staff and teachers is a risk to the sustainability of actions, and a threat to institutional memory. There is a need to create conditions for those involved to take ownership of the acquired capabilities and be able to replicate them. Some possibilities are the creation of training materials, such as publications and videos, and their wide dissemination in electronic media (on a digital platform), with extensive access capacity.

141. The search for low-cost models that can be replicated and supported by the government right from the pilot implementation stage, the best example being the work carried out for early childhood care, is a strategy that promotes sustainability, for the low level of investment required increases the likelihood of its adoption as a public policy. It is desirable to adopt these premises (replicability and low cost) in the initiatives developed in addition to, as pointed out by some interviewees, carrying out pilot projects anticipating an expansion plan, and making room for adjustments in the model as it gains scale.
142. The participation of the school community and its integration into school activities are important factors for sustainability, as observed in the training carried out within the scope of the EAC and TUPPI project, which resulted in the incorporation of the community in carrying out activities such as the care for children in early childhood, greater parental involvement in school activities (in the case of primary education), and work to improve school conditions with the help of the local community.
143. Although the perception that investments in infrastructure, especially in the case of EAC, will continue over time, prevails among the interviewees, it should be noted that these gains were occasional, that they did not transform the school infrastructure of the country as a whole, and that no evidence has been found that its maintenance has been guaranteed.

### **Challenges and risks to sustainability**

144. The fieldwork confirms the relevance of some risks identified in the IR, ponders others and highlights new challenges, which are: **1)** finding alternatives to the lack of financial resources, both from UNICEF and from governments; **2)** continue to promote the strengthening of provinces and municipalities, supporting operational and budgetary decentralization; **3)** involve stakeholders in planning and defining resource allocation; **4)** improve the strategies for the multiplication of training courses to guarantee their reflection in the classroom; **5)** take advantage of UNICEF's comparative advantage for articulating actors and expanding the effective performance of the civil society, one of the guarantors of sustainability; **6)** promote the systematization of experiences to ensure continuity in the face of high turnover of actors, maintain memory, and support replication and scale gains.
145. There are still other factors that threaten sustainability and are outside the programme's governance, such as family, social and economic conditions; the precariousness of the school infrastructure. As long as these issues are a concern for the school community, the quality of teaching is unlikely to reach a crucial place of importance.
146. It is worth mentioning that the approval of national policies for special education – as well as for early childhood and teacher training, as foreseen - does not guarantee the implementation of public policies. Although the legislation generates a certain degree of sustainability and continuity to policies, there is a need to guarantee the material conditions for its execution. This is the case of the inclusive education policy, guaranteed by law, but with major implementation challenges to effectively benefit Angolan children. Technical support for implementation and advocacy for policy regulation are a basis for the continuity of UNICEF's strategic performance and essential for the sustainability of its efforts.
147. Some interviewees mention the fight against inequality, especially gender inequality, as an essential factor even for the country's economic development. The issues of gender, equity and children rights are a constant in the design of UNICEF interventions, which work with a focus on the most vulnerable populations in the country, and whose actions benefit minority populations, as in the case of the TUPPI project, which mobilized the sobas.



## Conclusions and lessons learned about the sustainability of results

148. The governments' priorities are materialized in the public budget. In this sense, a fundamental lesson for the sustainability of the actions developed is the need to create mechanisms that guarantee public financing of the priorities defined within the cooperation between UNICEF and the GoA, during its implementation and in the future. This assessment is corroborated by UNICEF and government interviewees who expressed that the prioritized activities indeed received public funding and have positive continuity prospects. Such examples are SIGE and TUPPI.
149. The government's appropriation of cooperation projects - through implemented public policies – as well as the organized civil society's appropriation of these projects - through action fronts within the planning of organizations - is also a foundation for the sustainability of the cooperation results. The projects that have attracted more partners and that have gained strength and their own identity, ceasing to be "cooperation projects with UNICEF", are projects that will be kept alive, in the opinion of some interviewees. There is an understanding, therefore, that the consolidation of a network of governmental and non-governmental partners, working for education in Angola, is an important task to be consolidated for the benefit of the results sustainability. During the period under review, partnerships were consolidated with ADRA, Mosaiko, ISCED in Huíla and the World Bank, examples from which a broader support network could be consolidated.
150. A third lesson in the field of sustainability are the gains that can be made from an integrated planning. The experiences of integrating actions with the protection, WASH and nutrition sectors can be analysed and incorporated in a systemic way, in line with the proposal of the 2030 Agenda - main reference of the 2020-2022 cooperation - which highlights the importance of intersectoral connections for development. The sustainability of advances in the cooperation requires overcoming not only sectoral barriers but also those among the MED offices themselves, as a premise to gain effectiveness, efficiency, and sustainability.
151. While ensuring the sustainability of the cooperation results largely falls on the GoA, UNICEF must seek to build a favourable environment through advocacy and technical support actions that strengthen the government's legal framework, structure, and technical capacity.

## 2.2. Emergency Contexts

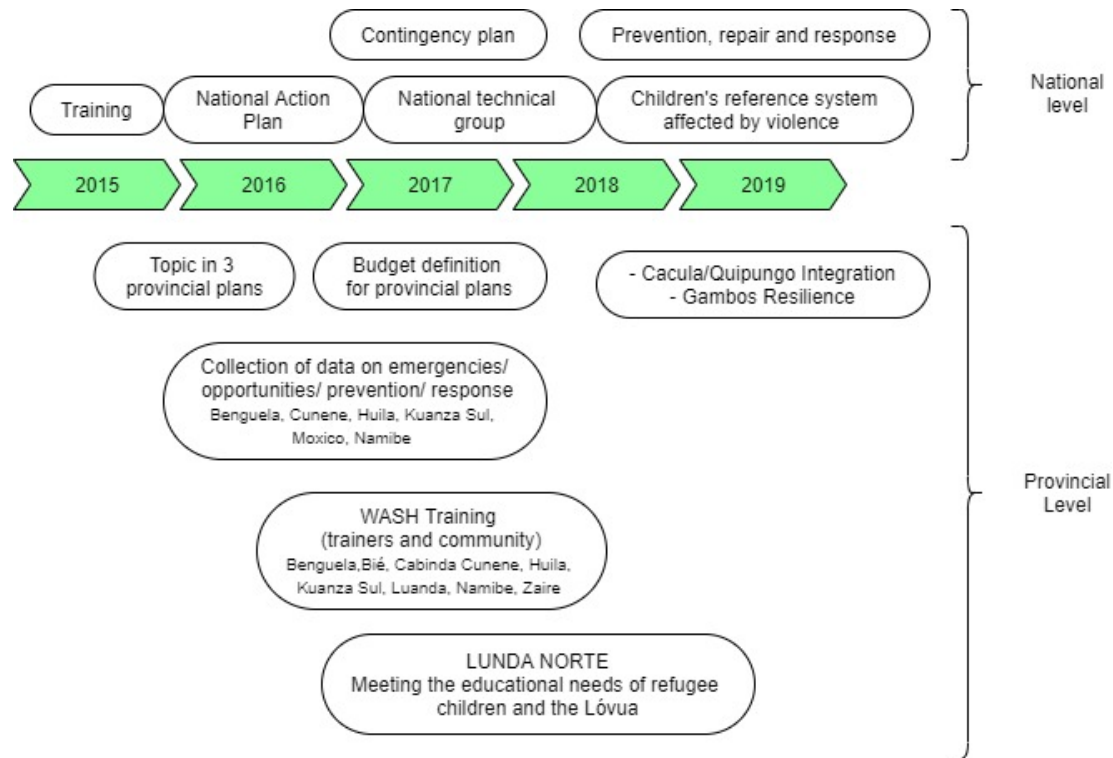
### *Coherence*

152. Under the coherence criterion, we verified if there was alignment between the interventions implemented in the contexts of humanitarian aid, and the interventions for development (internal coherence), as well as with other interventions of the government(s) or other organizations (external coherence). Additionally, under this criterion, we verified the Programme's contribution to improving the performance of the MED in these contexts.
153. Firstly, it should be noted that the logic of emergency interventions has undergone changes throughout the program. Although the Education Programme planned ever since the first work plan for the 2015-2016 biennium, under result 1 (Output 1 on access), to develop activities in emergency contexts in partnership with the central government (MED / DNEG and DNASE), it was only in 2017 that the theme gained prominence as a singular expected result (separated from output 1).
154. During the 2015-2016 biennium, the Programme proposed to support training activities and the elaboration of a national policy on the topic. In the revision of the work plan for the 2016-2017 biennium, the activities focus on data collection, identifying opportunities for prevention and response and the inclusion of the topic in at least three provincial plans, associating public resources for its execution. In 2017, the review proposes the creation of a National Technical Group, the elaboration of a National Contingency Plan and the preparation of trainers for WASH, focusing on the provinces of Benguela, Bié, Cabinda, Cunene, Huíla, Kuanza Sul, Moxico, Namibe, Zaire and Luanda. Guidelines with minimum requirements on emergency education have been created. This year, a specific front was also created for the 2017-2018 biennium in the province of Lunda Norte, with the objective of purchasing materials and training teachers in the municipality of Lóvua. In the review for the 2018-2019 biennium, actions in emergency contexts, in addition to the support of the MED, incorporated the strengthening of the communities and their resilience in the municipalities of Cacula,

Quipungo and Gambos (Huíla), as well as the strengthening of reference systems for children affected by violence.

155. Figure 2 below shows interventions in emergency contexts over time:

Figure 2 – Interventions in an emergency context



156. Within these strategies, the Program developed actions to face the main emergency situations that the country faced in the last decade, among which we highlight the drought that started in 2011/2012 and devastated the south of the country and led to the migratory crisis of Lunda Norte.

157. Regarding the drought, the Diagnostic data on the impact of emergencies and opportunities for readiness, response and recovery in the education sector<sup>43</sup> show that since 2011/2012, the southern region has been experiencing a drought situation, having received sporadic rains during this period, but which were not enough for the recovery of the provinces, which suffered the most severe drought in 35 years in 2015. The report data shows that in 2016 there were 1,139,064 people affected by the drought, and in three southern provinces the registered numbers were: 755,930 (Cunene), 205,507 (Huíla) and 177,627 (Namibe).

158. The migratory crisis, in turn, has affected the country since 1997, with an exponential increase in the number of refugees in Angola, especially in the northern and north-eastern parts of the country. These refugees come from the civil war in the Democratic Republic of Congo (1996-1998), mainly from the Kasai and Katanga provinces, which border the Lunda Norte province. In recent years, increased violence in the Kasai region of the Democratic Republic of Congo (DRC) has triggered many people to flee to Angola. 2017 data shows that there were 80,698 refugees and asylum seekers in the country, including 35,000 registered in the Kasai region of the DRC, of which 75% are women and children<sup>44</sup>.

159. In this context, the 2018-2022 National Development Plan, under which the Programme was aligned, aims to guarantee the Angolan territorial integrity through a migration policy that safeguards national interests. It aims to fight illegal immigration (namely from the Northern and North-eastern borders).

<sup>43</sup> DNEG, UNICEF Angola (2016)

<sup>44</sup> UNHCR (2017)

160. Considering these contexts, the evaluation sought to identify what was done by the Programme to mitigate the effects of these crises on children, especially considering their equal access to an education of quality (Annex VI). At this point, it is important to highlight that, as it was already observed in the IR, there is little documentation on actions in emergency contexts. Interviewees attribute the fact to the reactive action in the face of cyclical natural disasters and migratory phenomena. Considering the timing, the implementation and decision-making processes of interventions in emergency contexts, this view seems consistent with the reality and as will be detailed later, there are several factors that point to the lack of planning for emergency actions.
161. Still, the UNICEF Angola Office Annual Reports provide a breakdown of what was done by the Programme in the context of emergency actions. This information shows an alignment with the demands, contexts, and priorities of the government. It also helps dimensioning the efforts undertaken.
162. The available documents show that support was provided mostly to improve access conditions by offering classrooms (tents) and kits with training materials.
163. Concerning the strengthening of local capabilities, educators were trained at the national and provincial levels, in response to MED requests, ensuring the alignment of interventions with specific demands. Data on these training sessions are scarce, and the available consolidated records in the COAR show that in 2016 training on Disaster Recovery and Risk Reduction was held with 18 participating professionals, who trained 634 school teachers on the topic (COAR 2016). In 2018, training was given to school communities on Ebola prevention in the provinces of Moxico and Uíge, reaching around 400 people (COAR 2018). There is no data, however, on other training sessions, number of participants or information to help qualify these actions and the results generated. However, in the interviewees' assessment, the training of some teachers on resilience in emergency situations (between 2016 and 2017), for example, had good results and was well received by local partners.
164. Furthermore, through document analysis, it is possible to conclude that the activities sought internal coherence in relation to the agenda of other sectors (with special articulation with the UNICEF nutrition section, whose actions are extremely relevant for facing the emergency situations faced), and in relation to the development agenda. This emergency - development integration took place especially through advocacy at the national level for national policies and plans, financing, training of professionals and school communities. In terms of internal organization, the agency authorized the use of emergency response funds to strengthen local capabilities. There is no information on who decided or how this decision was made, but these issues are less relevant, in comparison with the result of this decision, which was necessary and consistent with the guideline for strengthening local resilience.
165. On the other hand, there are different informants who share the view that greater efforts still need to be made to promote effective integration between development and humanitarian interventions. According to some key UNICEF informants, despite the agency having a strong command in emergency actions, efforts still need to be made to value these actions which, due to the low volume of available resources, are marginal in character, despite the fact that the country is in a permanent state of emergency due to poverty, migration, prevalent nomadic culture, cyclical periods of droughts and floods. In this regard, the information available from budgets shared with the evaluation team does not allow to distinguish the volume of resources that were allocated for emergency actions in relation to the total budget of the Programme, and it is not possible to ascertain to what extent this perception corresponds to reality.
166. There is, however, in an extensive group, which includes informants from different levels of government, the expectation that a major event, such as the COVID-19 pandemic, may lead to the design of a cross-sectional approach. Then, in this regard, there is a broad agreement amongst the different informants, who report a change in attitude towards the pandemic, which highlights the need for consistent plans to deal with humanitarian situations. During the pandemic, the need for coordinated action was made explicit and, according to the interviewed informants, a government emergency committee was created that prepared a contingency plan. UNICEF, as well as the World Bank, participated in the committee. The intention is that this plan can become the basis for acting in emergencies and that it may be adjusted annually.
167. About valuing emergency actions, different interviewees emphasize the importance of coming into line with the developmental actions, planning the transition from emergency to development, without leaving the

territories and the population fully exposed once the emergency is overcome. Even though interventions such as the one carried out in Lunda Norte are deemed successful, the need to change the acting paradigm for a methodology based on planning is also recognized. The COVID pandemic crisis in 2020 is mentioned as an important event to transform the response around education, by imposing the real challenge of teaching in an emergency situation and requiring articulated and planned action.

168. The recent implementation of Porto Seguro, in the province of Cunene, represents a positive initiative in order to provide conditions for a gradual transition from the emergency to the development context, reducing the vulnerability of the community and promoting resilience so that there are better conditions to deal with the crisis. Although it was designed to respond to the severe drought situation in Cunene, helping ten schools in the municipality of Ombadja, Porto Seguro, due to its integrated approach, in which different sections of UNICEF, school community and local partners are articulated, indicates that this is a model to be expanded.
169. With respect to Porto Seguro (which means “safe haven”, in English), internal documents of the Project highlight that its main long-term objective is to reduce the vulnerabilities of the Ombadja populations, including children and adolescents, as well as to strengthen their resilience and adaptation to climate change. The project also aims to strengthen the capacity of local state actors and offers operational models for the functioning of social services during emergencies and extreme natural events, using schools in remote areas as “safe havens”. The focus is on strengthening the capacity of local WASH and education systems in order to prevent water scarcity, severe acute malnutrition, child mortality and morbidity at the local level, making sure that the population has access to clean water and basic sanitation, so access to education and nutrition may be strengthened and that children are protected from all forms of exploitation and separation from their families. The project then combines integrated interventions in WASH, Nutrition, Health, Education, Child Protection and Communication for Development (C4D), all designed to prioritize the needs of 12,000 children from 2,400 families in Ombadja. According to Project documents, the interventions were planned to be coordinated with the government at the provincial, municipal, and collective levels and guided through a system of systematic monitoring of the situation.
170. Thinking exclusively about the proposal and model adopted, the Project appears to be an alternative to serve other municipalities that also suffer from drought, and can be replicated in other provinces. The ability to replicate the experience is observed both by the characteristics of the Programme, which favour its adaptation to the needs and possibilities of the context and start from a dialogue with the local structures to define the services. In addition, there are other provinces that have similar social, economic and climatic conditions where emergency situations occur cyclically. In those provinces, the Project will contribute to the development of plans and help build responsiveness at the local level. A quote from one of the interviewees at the provincial level is very representative of the common understanding about the scenario and the type of intervention, so far: *“(the crisis) being cyclical requires and allows for the preparation of timely assistance. We must not wait for the crisis to happen, but instead prevent it from happening”*.
171. In effect, the need to develop preventive actions and especially emergency planning is at the centre of the discourse of the most critical people, who reinforce the importance of abandoning reactive interventions, mainly because every year there are situations of climatic, sanitary and nutritional calamity in Angola. The absence of planning, which was already mentioned, is evident not only by the large number of statements made on this point, but also by the absence of documents that demonstrate that, in fact, these actions were previously planned. A planned response would open up the possibility of reconciling the concrete needs with the help offered. In the absence of this planning, what played out was an *“emergency response and a report on the number of beneficiaries of the emergency response, but not a contribution to the response strategy, as it is the case with other programs”*. Government informants say, however, that there were plans to conduct a document review to develop an emergency education policy, but that this process was suspended due to the departure of the UNICEF chief of education and the pandemic.
172. Still considering all limitations, the external coherence of the Programme was guaranteed by communication with external actors, especially with provincial governments, particularly for the identification of needs and the definition of measures to be taken. In addition, the actions were designed based on demands coming from the government, which guaranteed this alignment. Different interviewees share this understanding when they affirm that an open dialogue guided the relationship between UNICEF and the MED, whose

“demands reflect those demands from the provinces and municipalities, considering that they are established based on what the municipalities report” (Representative of the National Government).

173. In this regard, the 2014 country Census was essential in obtaining a better diagnosis of the territory knowledge, and for the definition of emergency policies in the country. The 2013-2017 National Development Plan also included in its Social Program the assistance of families in vulnerable situations, vulnerable groups and these groups in an emergency situation, with a basic food basket, with the allocation of technical aids and means of transportation. According to the 2016 COAR, UNICEF also assisted the MED in conducting a study on the impact of emergency situations on enrolment and attendance, and in formulating strategies on how to continue education services in these circumstances. This study has also guided the definition of the strategies to be adopted by the Programme.

174. Concerning the gender approach in emergency actions (as already mentioned), it is only possible to draw comments based on what is seen in UNICEF guidelines and in the interviewees' discourse. The statement below is very representative of the type of information offered by key informants during the interviews:

*“Equity, gender equality and children rights are an essential part of UNICEF, so it would not be possible to intervene without taking these aspects into account. There is a specific pre-established criterion, and these are parameters that need to be followed.”*

*(Representative of UNICEF Angola)*

175. On this matter, and according to government interviewees at the national and subnational levels, gender and equity issues have always been taken into account in humanitarian actions as well. UNICEF representatives say that prior to acting, an effort was made to identify the number of boys and the number of girls in communities and schools. Additionally, it can be noted from the analysis of the documents made available that it was not always possible to rely on previous studies, given the urgency of the situations. However, the study carried out in 2016 on the impacts of emergency situations on the number of enrolments and school attendance was carried out using a gender filter, and describes for each situation and in each region the percentage of girls and boys affected. In this sense, the interviewees affirm that, based on this information and on information offered by the government, it was planned the acquisition of materials and identification of situations in which girls were out of school, followed by the development of compensatory actions.

176. Yet, it was not possible to ascertain to what extent the gender perspective was, in fact, adopted in the development of emergency actions or if what was foreseen was adequate and sufficient to meet the needs of the girls. This gap in the Programme data, which does not explain the differences among the groups served, makes it difficult to estimate these actions and, consequently, to make adjustments in the approach aiming at promoting equity.

177. Finally, in addition to the study carried out in 2016 and the training offered, the evaluation team did not have access to any other information that could demonstrate that the emergency actions aimed at increasing the performance of the Ministry of Education and in providing services at the national and subnational levels in humanitarian contexts. The key informants were also unable to offer common and / or qualified points of view in this regard. However, in analysing only through the bias of what was actually done, the immediate conclusion is that a large part of the actions (kits distribution, tents, etc.) were not intended to promote a better performance of the MED in the provision of its services, but rather to fill a gap left by the State in emergency contexts in which the essentials are lacking so boys and girls may have minimum conditions to attend school.

### **Coverage**

178. Under this criterion, the activities carried out by UNICEF in emergency contexts will be presented, analysing whether the most vulnerable people received the necessary attention, seeking to answer the following evaluative questions, which were partially addressed under the coherence criterion, especially about genre.

179. Also, under the coverage criterion, it is not possible to make strong statements since the Programme monitoring data is scarce. There is no systematic, standardized, and accessible information that allows



checking how many and which people were served by the Programme. According to the information available in all the different internal reports, the coverage data for emergency actions contains few numbers and without any distinction of the beneficiary's profile, besides presenting many gaps:

Table 7. Coverage of emergency actions

Year	Province	Product/Service	Quantity	Number of beneficiaries
2015	Lobito and Benguela	School Material Kits	No information	200 families
	Lobito and Benguela	Temporary Schools	3	360 students
	Lobito and Benguela	Early Childhood Development Kits	No information	No information
2016	Huíla, Benguela, Moxico and Kwanza Sul	Tents and Educational Kits	No information	1.720 students
2017	Lunda Norte	Tents	No information	2.505 refugee children
2018	Lunda Norte	Tents	17	No information
	Lunda Norte	Early Childhood Development Kits	26	No information
	Lunda Norte	School Material Kits	57	No information
	Cunene, Bié and Huíla	Tents, recreational kits, and school material kits	No information	No information
2019	Cunene, Huíla, Namibe and Bié	Education in Emergency Interventions	No information	4.580 children

Source: UNICEF ACO (2015), UNICEF ACO (2016), UNICEF ACO (2017), UNICEF ACO (2019) and UNICEF ACO (2019a)

180. That said, the coverage analysis is limited to the analysis of the local needs in the different Angolan territories, in view of the geographical location and type of intervention carried out.
181. From the analysis of the actions carried out, it is noted that if on one hand some of the locations with the greatest deprivation in the country were included, on the other the provinces of Kwando Kubango, Kwanza Sul and Uíge – among the most vulnerable provinces in Angola<sup>45</sup> - did not receive support.
182. In contrast, some interviewees referred to migratory and refugee movements from the Republic of Congo, and the drought in the south of the country, as the most relevant calamities, a perception that is consistent with the facts, as described in the context. In this case, all UNICEF sections were mobilized to articulate the

<sup>45</sup> UNICEF (2015)



response, including the Education section, which implemented the activities described above to provide affected children with conditions for learning, albeit through informal education.

183. Concerning the type of intervention carried out in the selected provinces as the focus of this assessment, humanitarian intervention in Bié focused on the distribution of tents that served as classrooms for vulnerable communities, victims of climatic disasters such as the torrential rains that destroyed the adobe schools. In this regard, it should be noted that Bié is the Angolan province with the highest rate of severe chronic malnutrition, with 54% of children chronically malnourished. To fight this situation, there was a set of interventions including: 1) training of health technicians, of community agents and of mothers to identify malnutrition among family members and, 2) distribution of therapeutic and nutritional products in large quantities<sup>46</sup>.
184. In addition, as already mentioned, due to the drought in the southern region of the country, UNICEF responded to emergency situations in the provinces of Huíla and Cunene. At Cunene, the focus was on carrying out studies to identify potability and access to water, followed by the installation of tanks and wells, and water treatment. Also related to the drought problem, malnutrition situations have received UNICEF's attention. In the Cunene province, the Porto Seguro Project is widely recognized by interviewees, whether they are from UNICEF or the government, as mentioned earlier. In the province of Huíla, also affected by drought, UNICEF's interventions essentially focused on providing water on a regular basis to communities and schools. In the area of health and nutrition, the training of technicians, active nutritional screening and intensification of vaccines were promoted. During the emergency response, development activities continued to be implemented.
185. Thus, by analysing the type of intervention carried out (such as the responses to migratory and drought crises, as previously described), as well as considering the interviewees' discourse and this evaluation's reference documents, it is possible to state that UNICEF's actions, considering their possibilities and limitations, tried to prioritize the most grave situations. There is evidence of the concern and actions to assist the most vulnerable, both in actions for the development and in emergency contexts, be it in the selection of geographic coverage or in the definition of the assisted population.
186. Nevertheless, it is notorious that "*some people were left out and had no assistance*". One way to expand this coverage is to promote the strengthening of articulations and joint actions, either with the MED or with other actors, even taking advantage of local resources to minimize implementation costs. Besides that, the strategy currently underway, to perform a better planning of these actions, may even favour the dialogue with decision makers, as it allows to be explained what is possible to be done within the temporal, geographical and resource limits, even highlighting the populations that eventually remain without assistance and coverage.
187. In the next section, which deals with coordination, the question about how the Education Programme involved the MED, provincial and municipal governments in implementing activities for the most vulnerable populations will be answered.

## **Coordination**

188. Under this dimension, one analyses how the Program was coordinated with other actors in the same locations, what mechanisms and instruments exist to promote this coordination and which internal and external factors influenced these relationships.
189. Through the document analysis and the interviewees' discourse, it appears that there were several mechanisms for UNICEF to coordinate its interventions with other actors, mechanisms that also aimed to promote the improvement of the MED performance, however, neither from the analysis of the interviewees' discourse nor from the document analysis it is possible to identify a standard coordination mechanism, pre-established communication flows, systems for identifying partners or interlocutors within the institutions, or pre-defined frequencies and formats for exchanging with partners. Apparently, this weakness comes from

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46 UNICEF ACO (2016)

other weaknesses in the emergency response, such as the lack of planning and even the characteristics of local structures, as one interviewee pointed out.:

*“The intersectoral coordination structures are not yet strong enough. The lack of a 'network' makes it difficult to respond quickly, because you have to start all conversations and find the key actors for each answer.”*

*(UNICEF representative)*

190. Although the planning documents point to the promotion of training, at the national level, of a national technical group prepared to act in emergency situations, and show that the Programme technically supported the efforts of the MED in the elaboration of a prevention plan (reduction of risks), readiness and response to emergency situations, in conjunction with the affected provinces and municipalities, emerges as a feasible perspective from the pandemic crisis of COVID-19 in the interviews, as a consequence of how it was planned and developed at a national level.
191. As already mentioned, the Programme adopted a multisectoral approach to provide integrated access to public services and to strengthen the resilience of communities affected by the various droughts and the situation of social exclusion. Using funds from the Central Emergency Response Fund (CERF) of the United Nations, in partnership with the United Nations Food and Agriculture Organization (FAO), World Health Organization (WHO) and United Nations Population Fund (UNFPA) and the NGOs World Vision, ADRA and People in Need, UNICEF responded to the drought that hit the country's south provinces of Cunene, Huíla, Bié and Namibe. Another classic example of coordination was the signing of the agency's cooperation agreement with the GoA, focusing the action in the Lunda Norte province as a result of the settlement of refugees from the Republic of Congo (2017), integrating health and nutrition sectors, water and sanitation, child protection, education and communication for development.
192. Besides that, UNICEF undertook important coordination efforts by promoting the collection of educational statistics and the development of diagnoses for planning in emergency contexts. In the case of Lunda Norte, UNICEF sent a plan and budget proposal to the MED, requesting access to formal education. UNICEF supported public budget analysis efforts in partnership with the government, civil society organizations and the academy, and advocated to increase the resources available for education in both development and emergency contexts.
193. These actions point to an effort to promote coordinated actions, and UNICEF representatives reinforce that the response to emergencies, given their nature, “have always been in coordination with other entities, such as FAO, UNDP, WHO, because CERF funds were not exclusively for UNICEF”. This statement corresponds to the COAR data, which indicate the partners involved in the response and action for each year. Thus, it is a premise of humanitarian actions to carry out coordinated actions, with different institutions being articulated and following different protocols depending on the possibilities and needs of each context. In addition to United Nations organizations, UNICEF's work in these locations was coordinated with provincial governments, municipal and communal administrations, local and international NGOs, with local actors acting on identifying areas, targeting audiences, screening, mapping the target audience, and UNICEF acts to provide support and monitor the processes.
194. With what was exposed in mind, it is possible to state that there was integration to some level in the response to the selected emergency situations, with interviewees from UNICEF, the Central Government and the provincial governments stating that this coordination existed and facilitated the work, with a common perception that this joint action was essential, as shown in the statement below:

*“Governments will never have enough capabilities to deal with public calamities, as there are numerous needs. Regardless of whether they are strengthened, government capabilities are insufficient. You always need support from other forces”.*

*(Government representative)*

195. A pattern identified in the form of coordination relates to the way in which local needs were identified. The information gathered during the fieldwork, coming especially from interviewees of different profiles, allows us to affirm that UNICEF interventions were determined according to the demands of the MED, with whom UNICEF maintains a constant dialogue. The informants point out that this dialogue was expanded in the last biennium, a period in which UNICEF was more open to dialogue on the allocation of resources, the result of a change in the intervention strategy, reversing a posture that made the reallocation of resources overly difficult.

The constant dialogue also served as a coordination mechanism with other actors during the implementation, as stated by one of the UNICEF interviewees:

*“UNICEF and other United Nations agencies held coordination meetings to find out where they stand [the intervention], what each one does, so that there is no overlap between activities and initiatives, and to maintain everyone aligned”. (UNICEF representative)*

196. In addition to the national office in Luanda, there are UNICEF focal points in three field offices in the provinces of Bié, Huíla and Uíge, where Planning and Monitoring Officers (PMOs) work, in addition to an Operations Associate working in the province of Cunene. Despite this, a factor highlighted by some respondents as a cause of delay in responses is the need to strengthen local structures in the education section, so that they are able to diagnose the situation and promote greater engagement of local actors. However, it is not possible to know how this articulation worked in practice. What is known is that constant meetings and exchanges between partners were the predominant way of articulating efforts. UNICEF and other United Nations agencies held monthly coordination meetings to find out the status of the intervention, what each partner carried out, so to make sure that there was no overlap between activities and initiatives and for all agencies to be aligned.

197. It should be emphasized that the absence of directors in the MED that are primarily responsible for responding to emergencies poses challenges for work in the territories, in addition to being an evidence of how these events tend to be naturally accepted and their consequences to be neglected. Given these circumstances, there are those who believe that *“UNICEF’s most important job is to strengthen the system, not only the capabilities, but the way the system works, including improving coordination among the national, provinces and municipalities levels. The work needs to be linked to local needs and articulated with provincial governments”*.

198. Also for this reason, the perception of UNICEF respondents is that the articulation with other actors still needs to be improved, as the structures of mitigation and harm reduction are not very developed yet, either at the central level or in the provinces, there being no nor a structure to coordinate emergency planning, as mentioned previously. The lack of a consolidated network creates a challenge in terms of starting the articulation with each intervention, resulting in longer response times.

199. From UNICEF’s side, a need was expressed to define focal points prepared specifically to act in emergencies, as a mechanism to improve the effectiveness of action. Considering the context, the mechanisms adopted, the limitations identified in the response time and finally the articulation of the actions, this proposal seems correct, especially because it would require few additional investments.

*“Each board of directors should have a professional with experience in emergency education. People are appointed when the emergency happens, when in fact they should be leaving for the execution”.*

*(UNICEF Representative)*

## 200. Conclusions and lessons learned about the emergency context

- In terms of effectiveness, efficiency, coverage and gender approaches, and the promotion of equity, it appears that the absence of consistent monitoring data on the emergency context seriously undermines the qualification of the work conducted. This information gap leads to judgments based on the impressions of the actors involved, who, despite being qualified and relevant, are not able to

provide details on the number of people affected, their profile, location etc. In this regard, if the proposal to plan these actions is successful, monitoring indicators should be included, as well as a structure, deadlines and means of measuring and obtaining information.

- Furthermore, in addition to the annual reports, where the achievements of the Programme are recorded, it may be interesting to record and systematize the learnings for each cycle. The absence of these records, coupled with staff turnover, leads to loss of institutional memory. In the case of the emergency context, in which responses were designed and implemented to respond to critical situations, it is normal that there is no space for that. However, the need for greater planning, reported by all interviewees indicates a need for longer reflection times, which can be an opportunity to create such moments of reflection and learning.
- About the activities themselves, the main lessons learned about operating in emergency contexts refer to the importance of coordinated work, of coordination mechanisms at different levels (interinstitutional, interagency) as an element that contributes to dialogue and joint decision making, better planning, greater sustainability, greater optimization of resources, etc. These mechanisms should take into consideration the government and civil society, as well as cooperation agencies, and should also be promoted at national, provincial and municipal levels.
- The need for prior planning; and the importance of building resilience in schools and local communities to increase efficiency and ensure service provision during the emergency period, can also be considered as a lessons.
- Considering the cyclical nature of many calamities faced by Angolans, advanced planning is feasible and can increase the effectiveness and efficiency of the response. For that, it is necessary to work with a medium and long-term perspective, designing actions to build the bridge between emergency interventions and development projects. In this respect, the experience with the Porto Seguro project in the province of Cunene proved to be very successful and can serve as an example of good practice for the transition between an emergency intervention to be incorporated into development initiatives.
- Based on what was exposed throughout the segment on the emergency context, whether due to the challenges or the achievements of the education section, the lesson learned is that integrated approaches tend to be more effective. It is worth highlighting the assessment of some informants who believe that for integration to be successful, it will be necessary for partners to also be aware of the benefits of multisectoral implementation and be willing to work under this new paradigm.
- As already explained in the case of development contexts, the consolidation of local partner networks for emergency responses can generate important benefits, as agility is essential for an integrated intervention to be successful. In the absence of such a network, there is a need for an articulation time that precedes the action and which may compromise the results.

### 3. Conclusions and recommendations

201. The 2015-2016 UNICEF Education Programme was effectively guided by the national priorities defined in the national regulations, by UNICEF's global planning and by the Sustainable Development Goals, and sought to act within the scope of the main difficulties evidenced by the national statistics. The cooperation activities were adjusted when necessary to meet national and subnational emergencies and needs, without compromising the logic of action reflected in the ToC, and were implemented in coordination with the government, seeking complementarity in actions. The institutional performance of the MED was strengthened, particularly from the activities of the management pillar, characterized by training and support for the professionalization of national and local managers. On the other hand, the high employee turnover rate, the low training of technicians and the insufficient resources for the continuity of interventions are factors external to the project that significantly influence and limit the achievement of results. However, some these aspects are beyond the control of the Programme and the Education Section and therefore are not listed in the table of recommendations. Nonetheless, these externalities must be

accompanied by the Programme, which can make efforts to encourage political leaders to invest resources to minimize these weaknesses.

202. The relevance and effectiveness analysis shows that the most comprehensive results with the greatest potential for impact on the situation of Angolan children were achieved through technical support strategies and advocacy actions. These strategies have been applied notably for the approval of national policies for inclusive education, for early childhood and for teacher training (in the first case, the regulation has already been approved and is being implemented, while in other cases the UNICEF contribution is recognized as an important basis for future advances); to contribute mainly to the implementation of inclusive education policies; for the development of service models (TUPPI and EAC), and for the consolidation of school management systems (SIGE and the School Charter).
203. It should be noted that, although investments at the subnational level and in schools are justified by the potential to create replicable service models at the national level, they generate expectations of expansion in the areas, creating the need for alignment and better communication with local stakeholders. Additionally, although there are indications of the TUPPI and EAC models replicability, it is necessary to design expansion plans with expected resources in the GSB.
204. The Programme's efficiency analysis was limited by a lack of access to budget and expenditure information that would have enabled the assessment of the Programme's efficiency in terms of the use of resources. The lack of consistency across time in the monitoring structure of the planned activities was as well an obstacle that not only limited the evaluation team activities, but also limited the Programme's capacity to reach higher levels of efficiency.
205. An important component of sustainability refers to guaranteeing financial resources. The limited level of resources for the cooperation suggests the need to: 1) outline an action strategy more focused on the results with the greatest potential for impact; 2) create a governance system that guarantees government co-financing; 3) act in an articulated way with other actors, which have financing capabilities and need technical support. It must be assessed the necessity of synchronizing time dedicated to the planning of public policies with time dedicated to UNICEF's institutional planning.
206. In the case of interventions in emergency contexts, it can be concluded that, although the performance of the Education Programme is recognized for its coordinated approach with other actors, and seeks to reach those who need it most, the lack of response protocols and shared contingency plans compromises the actions' consistency, effectiveness and efficiency. The cyclical nature of calamities in the country makes planning for emergency interventions absolutely feasible. The Programme lacks consistent records of planning and monitoring actions in emergency contexts. The absence of consistent data prevents drawing robust conclusions and undermines the qualification of the work performed. The analysis also shows the importance of a coordinated and multisectoral action for greater effectiveness, as well as the need to articulate a local network that can be activated.
207. The following are recommendations, organized into four topics: 1) results focused on national priorities; 2) Efficient and sustainable implementation; 3) emergency contexts; 4) integrated approaches. Table 8 presents an overview of the different recommendations.

## 208. Recommendations for action and results focusing on national priorities

- It is unanimously recognized that UNICEF acts in accordance with national priorities, seeking to respond to the needs of the most vulnerable. However, the analysis of internal planning and monitoring (RAM, COAR reports, CPC records, annual reviews and mid-term evaluations), as well as the interviews with actors of all profiles lead to the conclusion that the Education Programme needs to review its planning and adjust the expected results to the volume of human and financial resources available. It is also necessary to measure the size of the Education Programme team, including the support team in the provinces.



- The previous recommendation is not without conflict. While key UNICEF informants and some non-governmental partners recommend reducing the scope for better results and achieving greater impact, among government partners, especially at the subnational level, prevails the desire to expand funding capacity and the scope of UNICEF's performance. Therefore, it is recommended that the Education Programme develops a communication plan to inform interested parties about the objectives defined in the cooperation with the Angolan government, and the resources available for the execution of the plan.
- It is recommended to reinforce the commitment among the parties by strengthening the planning of the cooperation activities in partnership with the government – as is already being practiced - and, when doing so, also do the exercise of prioritizing the projects, making decisions on resources allocation, and validating the underlying assumptions (such as government co-financing and investments in areas outside the cooperation, without which results are at risk), as well as permanently monitoring the implementation. In this regard, it is worth highlighting the relevance of UNICEF's role not only in the design of the intervention plan, but in advocacy and social mobilization that influences the government to implement it.
- The analysis shows that issues outside the focus of the cooperation - for example, improving school infrastructure at the national level; providing road conditions to facilitate access for teachers and students (especially those with mobility problems); ensuring sanitation conditions at the national level; providing school meals; and improving the system of access to the teaching career - are relevant factors to achieve the expected results to a certain extent. If, on one hand, in line with the previous recommendation, UNICEF should better align expectations with its stakeholders and communicate clearly that these are external factors that will not be modified within the cooperation, on the other hand, UNICEF could contribute technically to the solution of these problems, by monitoring the situation at the national and subnational levels, supporting the design of action plans to face these difficulties in partnership with other internal sectors such as nutrition and WASH, and by providing state-of-the-art knowledge to decision-making authorities on these themes, all within the scope of the cooperation.
- In relation to national policies for early childhood and teacher education (both results partially achieved) it is recommended to draw up an advocacy plan for approval. To expand the coverage of children's centres, for example, strategies need to be identified and the feasibility of the different options need to be validated among the programme partners. To this end, a suggestion pointed out by the UNICEF team is to assess the feasibility of implementing orientation programmes for neighbouring families, home visits, family groups and teachers who meet periodically and other practices that allow placing these spaces at the centre of local interactions, in order to raise the importance of these centres as reference points for families and communities.
- It is recommended that UNICEF develops advocacy strategies that lead to the periodic and timely publication of national statistics - especially those systematized in the SIGE - for the monitoring and evaluation of the Angolan education situation and, when necessary, UNICEF itself may carry out surveys and studies that inform about the subject
- The operationalization of the data is also fundamental for the success of the Programme monitoring. Training reinforcements are also of great importance, at central and provincial level, while also focusing on the technical support for the maintenance and use of the databases in an effective way.
- There are two priority themes that are among national needs and are documented in UNICEF's planning documents, but have not received the necessary attention. It is about the curriculum revision at the national level, and the consolidation of a national evaluation system, both initiatives requiring a high demand for articulation and technical density. In spite of the importance of the themes and the technical contribution that the Education Programme is capable of, considering the knowledge built - particularly in the EAC initiative - and the efforts of advising and implementing learning assessments, it is recommended to analyse the pertinence and scope of UNICEF's participation in the theme, as well as to define the best participation strategies. For the education sector, curriculum and assessment are structural and, therefore, strategic themes. It is recommended



to continue acting on the theme, designing an action strategy that relies on other partners, focusing on modes or levels of education that are priorities, setting clear goals.

- Despite youth policies, especially the strengthening of life skills, being a national priority and figuring on the UNICEF agenda, the theme was little explored during the 2015-2019 cooperation cycle. As in the previous case, it is recommended to analyse the relevance and scope of UNICEF's participation in the theme, as well as the definition of the best participation strategies, considering the possibility of a more integrated action among UNICEF sectors.
- UNICEF must continue to reinforce its gender agenda, through strategies to accelerate results for girls, teenager girls and women, while also reinforcing a robust investment to expand ongoing gender action plans, renewing the focus on areas not addressed, such as Gender-Based Violence - GBV. The new cycle program should focus on capacity building in the gender thematic area with national partners and expanding multisectoral approaches. This option may allow UNICEF to continue as a leading agency in partner capacity building to support awareness to reinforce gender equity.

## 209. Recommendations for a more efficient and sustainable implementation

- The issues related to the focus of efforts, described previously, are crucial in achieving greater efficiency and sustainability. Concretely, the work of articulation and advocacy, and technical support on selected topics, are lines of action that have had high impact results, with potential for national transformation. It is recommended to adopt these two strategic lines as a priority.
- It is recommended to improve the documentation on planning, advancements and agreements in the cooperation as an important mechanism for continuity in a scenario of high turnover, both in the government and in the Education Programme itself.
- We also recommend undertaking systematic efforts to collect data and evaluate the various initiatives within the cooperation in order to verify whether the objectives of improving access and quality of education are being achieved based on the outlined strategies - particularly in terms of the efforts made for the training of teachers, technicians and managers - as well as their repercussions on learning and guaranteeing other rights, as was done with the EAC project.
- While acting at the local level is paramount, for it is the place where the implementation of public policies and testing of innovative solutions happen, UNICEF's engagement in local initiatives - like the EAC and TUPPI projects - requires financial and human resources for its management that are not consistent with the reality of the organization. Additionally, these projects create among the stakeholders the impression of incompleteness and, in the most extreme views, the impression of exclusion, because they do not cover all schools and, therefore, create unequal conditions in the provision of services in the same location, generating concern about their sustainability. No evidence was presented to prove the government's commitment to the provision of resources for continuity. In this regard, a few recommendations are presented:
  - 1) reassess the limits and possibilities of direct action in the territories through a cost-effective analysis of ongoing interventions that considers the non-monetary costs and the opportunity cost of these resources;
  - 2) seek solutions with clear perspectives of scalability, building technologies that can be tested and adapted to other contexts (which are sensitive to local characteristics, social practices, economic needs, climatic and geographical conditions, contextualization of materials, etc.) and that are cost-effective (as in the case of TUPPI);
  - 3) build local partnerships, like the partnership with ISCED and ADRA in Huíla, together with subnational governments;

- 4) design an implementation plan, and come to an agreement about it with the government in advance, that may be scaled up after testing, when the interventions show positive results;
  - 5) the implementation plan may include support to seek funding partners who can provide financial sustainability and scalability to the initiative;
  - 6) in addition to the technical support for developing the initiatives themselves, build local capabilities for project management through specific training;
  - 7) flexibly strengthen local partnerships, incorporating their interests and supporting them in overcoming local limitations.
- The strategy used to train managers, teachers and community leaders, as well as the strategy used by training centres, should include the use of digital platforms with broad access to training material, as a way of guaranteeing institutional memory, in the context of the high turnover of public employees, technicians and teachers, and as a way to guarantee the sustainability of the actions, providing conditions to replicate the actions.

210. Further on, some recommendations are presented to consolidate integrated approaches, considered another important factor for the efficiency and sustainability of the Program.

#### 211. Recommendations for acting in emergency contexts

- As reported, acting in emergency contexts requires, first of all, the organization of interventions in a contingency and response plan. Considering the cyclical nature of the main calamities in the country today, this pre-emptive articulation is feasible, in addition to being desirable, and was notably driven by the pandemic of COVID-19, which brought a sense of urgency yet to be felt, because of schools closing indefinitely. It is recommended to systematize the plan prepared to respond to the pandemic by COVID-19 and making it a go-to response platform in response to climatic and biological disasters.
- For the contingency plan to be activated, there is also a need to invest in developing the capabilities of governments to diagnose, plan, prevent and respond to emergency situations.
- A more practical recommendation, which mirrors the one made for a more efficient implementation at the local level: UNICEF needs to identify local partners and materials to increase the speed of response to emergencies and reduce costs. In addition, in order to bring efficiency and sustainability to the interventions, there is a need to establish clear coordination mechanisms, to validate them, to register them and to communicate them to all partners at national and local levels, as well as among international agencies.
- It is recommended to strengthen activities with the aim of increasing resilience in the territories, as currently any climatic disaster leads to the interruption of educational activities. The interventions in Cunene and the Porto Seguro (Safe Heavens) program, that transforms the school into a reference space during emergencies, offer recognized experiences that may serve as a reference.
- It is recommended to design plans for the transition from the emergency context to development contexts, in such a way that communities are not left unattended after the calamity situation.

212. The multisectoral approach, or integrated approach, for which recommendations are presented below, is also cited when it comes to improving actions in emergency contexts.

#### Recommendations for more integrated approaches

213. The design of more integrated approaches is one of the guidelines adopted in the cooperation cycle between UNICEF and the GoA for 2020-2022. The adoption of integrated approaches may positively impact all the evaluation dimensions contemplated in this report. In development contexts, the integration of sectors in the social area might increase the likelihood of achieving the expected results, with less resources

expenditure and in a sustainable manner. By adopting the integrated approach in emergency contexts, UNICEF will be working in a coordinated manner, increasing the coverage potential by pooling efforts. The document review and the conducted interviews lead to formulating recommendations in several integration dimensions:

- Consolidate systematic mechanisms for integrating the activities of UNICEF's internal sections along the lines of the practice adopted at the EAC and TUPPI, that incorporated content and actions related to sex education, nutrition, WASH, civil registration, and community strengthening into the Education Programme initiative. The integration of the internal sections needs to materialize itself in a more transversal way, using as reference these praiseworthy cases, thus developing strategies of integrated planning, periodic monitoring, and communication between the areas.
- The fieldwork for this evaluation revealed that one of UNICEF's main assets is its capacity for articulation, an essential component for the consolidation of integrating projects. Due to the strength of its relationships, UNICEF can articulate national and subnational governments, civil society, and experts. In the specific case of the Education Programme, it has also articulated the different departments of the MED during the implementation of the cooperation projects. In this context, it is recommended to explore this vocation in a more systematic and transversal way, consolidating institutional networks to support basic education - such as the coalition formed around the policies of inclusive education and early childhood education - that bring together governments, civil society, international organizations and the academy around the agenda of priority themes. This network could, for example, boost monitoring platforms and promote monitoring activities, political advocacy and the production of knowledge necessary for the fulfilment of the Convention on the Rights of the Child or National Development Plans, for example, including budget and effective expenditure on public education policies.
- Joint planning with the government, including sharing budget allocation decisions with partners, is a key factor for alignment. It is recommended to forecast this exchange in the planning process, in order to welcome the interests and points of view of internal or external partners, without deviating or expanding the organization's focus too much.
- It is recommended to strengthen the capabilities for documenting and monitoring work plans, and agreements with the government. Clear indicators should then be included in the joint planning tools to measure the progress of multisectoral interventions - the quantitative ones in terms of products, services and the beneficiary population - in addition to demonstrating the added value of these initiatives.
- In defining ways of working that incorporate more sectors and actors, attention is advised in defining governance with clear lines of command and accountability, so as not to compromise results.
- Integrated action, although it can bring positive results in all evaluation dimensions, requires an initial articulation effort that should not be underestimated. It is recommended to forecast this dedicated time in the initial planning of the initiatives.

Table 8. Recommendations & Specific actions, based on the evaluation findings

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
1	Performance and results focused on national priorities	Relevance	Although it is aligned with national needs and government priorities, the cooperation faces budget constraints on the side of the government to meet its counterparts; governments, subnational above all, have the expectation of greater investments by UNICEF	Plan in a realistic manner, considering available resources, or alternatively, re-dimension the size of the Education Program team, including the size of the support team in the provinces	Strategic / Planning	Education Section with the MED	Within the next Semester
				Develop a communication plan to inform interested parties about the objectives defined in cooperation with the Angolan government and the resources available for the execution of the plan	Operational - Communication	Education Section	Within the next Semester
				Improve the planning of cooperation activities in partnership with the government, establishing a dynamic of planning, monitoring and evaluation together with the government that includes: prioritization of projects, allocation of resources, validation of assumptions, evaluation of the need to synchronize public policy planning with UNICEF institutional planning.	Strategic / Planning	Education Section with the GoA/ MED	Within the next Semester
				Identify factors external to the cooperation that may affect results, define strategies to monitor the situation at the national and subnational levels, support the design of action plans to face these difficulties in partnership with the government and other internal sectors such as nutrition and WASH.	Strategic / Planning	Education Section	Within the Next Year

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
		Effectiveness and Efficiency	Teams turnover in the government (and at UNICEF) and changes in their structure lead to the discontinuity of actions and require continuous efforts to articulate and reach agreements	Draw up an advocacy plan to advance national policies for early childhood and teacher education.	Strategic / Planning	Education Section	Within the next Semester
				The plan should define and analyze the feasibility of strategies that allow centralizing early childhood education centers, bringing them closer to the community and families (f.ex. family orientation programs, home visits, groups of parents and teachers for exchanges and mutual learning, etc. )			
				Outline a plan to encourage timely and periodic publication of educational statistics, particularly those systematized in SIGE. The plan should reinforce training and technical support at the central and provincial level for an effective maintenance and use of the databases	Strategic / Planning	Education Section	Within the Next Year
				Designing an action strategy to advance the Curriculum and Assessment themes, bringing together partners, focusing on priority modes or levels of education and defining expected results	Strategic / Planning	Education Section	Within the Next Semester
				Design the action strategy in youth-related issues, defining expected results	Strategic / Planning	Education Section	Within the Next Semester
		Effectiveness	Gender issues are still a relevant factor in the country's inequality	Identify the mechanisms and factors of exclusion and reinforcement of inequalities between boys and girls in education. Define and reinforce actions to minimize these inequalities in schools in the cooperation initiatives	Strategic / Planning	Education Section	Within the Next Year

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
2	More efficient and sustainable implementation	Effectiveness and Efficiency	As they focus on national education policy, on fundamental themes to promote access, quality and management, technical support and advocacy for the preparation of studies and policy documents have great potential to impact the well-being of children in Angola .	When designing new interventions, prioritize the strategic lines of advocacy and technical support to the government	Strategic / Planning	Education Section	When Relevant
		Effectiveness	The lack of administrative records to ascertain the scope of the results and to monitor the fulfillment of the government's counterparts prevents the analysis of the Programme's efficacy and efficiency	Design a monitoring and evaluation matrix, describing indicators and data collection and analysis processes, including periods for joint analysis and reflection on what was learned and path changes	Operational	Education Section with support from the M&E, and MED participation	Permanent
		Sustainability and Efficiency	Subnational performance	Reassess the performance of pilot projects at the local level:	Strategic / Planning	Education Section	Within the Next Year



#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
			compromises scarce human and financial resources, but it is justified only insofar as the pilots tested have the potential for scalability and are adopted by the government when successful	<ul style="list-style-type: none"> <li>- continue only those with the potential for scalability</li> <li>- identify intervention costs and costs per capita</li> <li>- define the scale gain plan for each of them</li> </ul>			
				For subnational pilot initiatives: <ul style="list-style-type: none"> <li>- build local partnerships for implementation, support them in building project management capability, incorporating their interests- adopt digital platforms for training</li> <li>- only further invest in projects with potential for scalability</li> <li>- identify the costs of the intervention and the costs per capita</li> <li>- together with the government, define the scale up plan for each one of them and form an agreement with the government</li> </ul>	Strategic / Planning	Education Section with the MED and other partners	When Relevant
3	Acting in emergency contexts	Coordination	The articulation in emergency contexts needs to be improved, for the mitigation and damage reduction structures are not developed, nor is there a consolidated local network that allows a quick response.	Support and elaboration of coordination protocols in emergency contexts that integrate the national and subnational levels, using as a reference the plan prepared to respond to the pandemic by COVID-19	Operational	Education Section	Within the Next Year
				Invest in developing the capacity of governments to assess, plan, prevent and respond to emergency situations.	Strategic / Planning	Education Section with the GoA/ MED	Within the Next Year
				Identify local partners and materials to increase the speed of response to emergencies and reduce costs.	Operational	Education Section	Within the Next Year

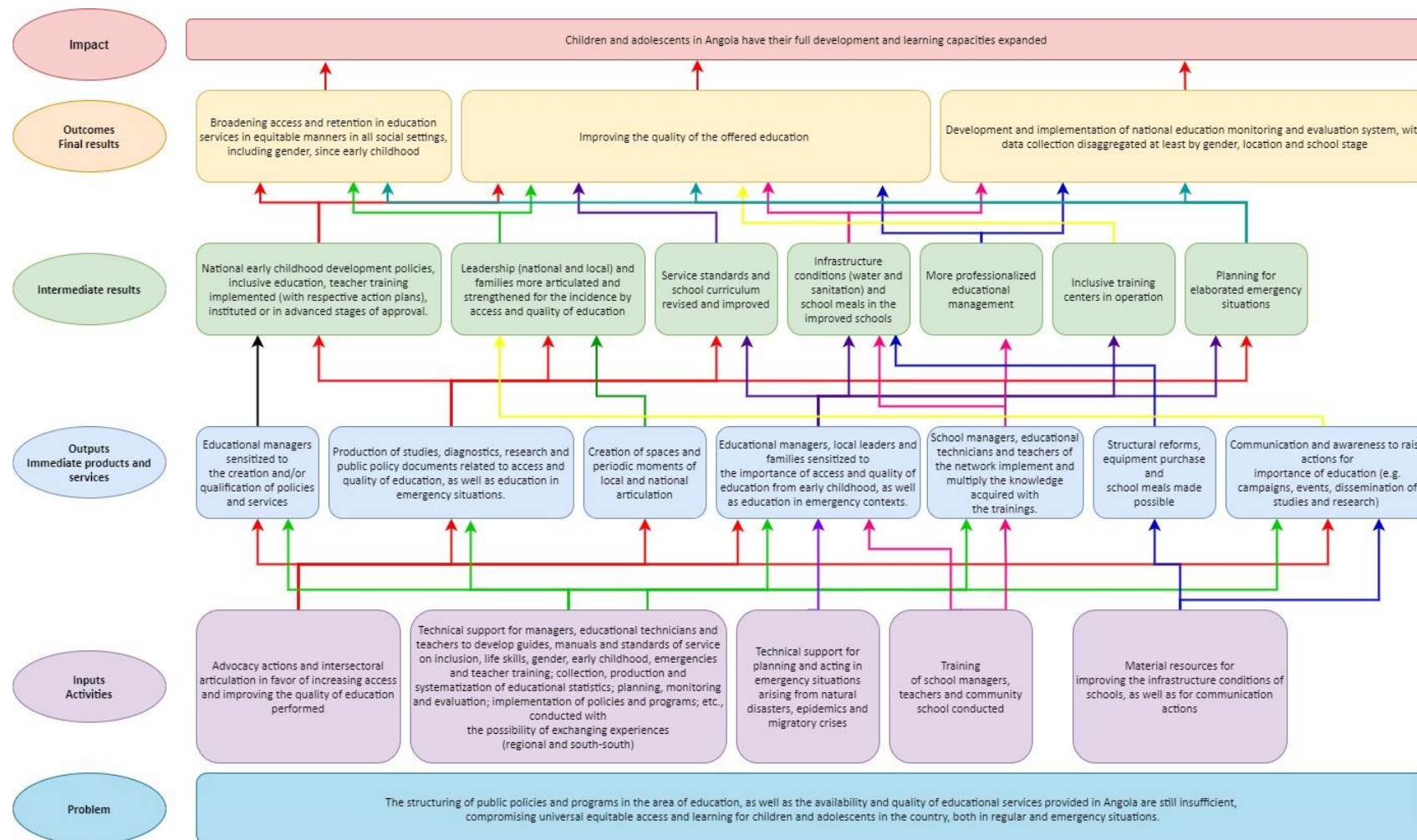
#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
				Establish clear coordination mechanisms, validate them and communicate them to all partners	Strategic / Planning	UNICEF	When Relevant
				Strengthen activities with the aim of increasing resilience in the territories	Operational	Education Section with the GoA/ MED	Within the Next Year
				Outline plans for transitioning from emergency to development contexts, planning medium-term actions so that the affected areas are not left unattended once the emergency is resolved	Strategic / Planning	Education Section	When Relevant
4	More integrated approaches	Efficiency, Effectiveness, Sustainability and Coordination	Integrated approaches contribute to efficiency, effectiveness and sustainability of results, although they require an initial investment	Integrate activities planning of UNICEF sections for the formulation of initiatives for comprehensive care, including: education, sex education, nutrition, WASH, civil registry, and community empowerment	Strategic / Planning	UNICEF	Within the Next Year
				Consolidate a network of organizations that support basic education integrated by government, civil society, international organizations and academia, brought together under a common framework such as monitoring the Convention on the Rights of the Child or the NDP.	Operational	Education Section, with partners	Along 2020-2022 cooperation
				In integrated initiatives, define governance systems with clear lines of command and accountability, so as not to compromise results.	Operational	Education Section, with partners	When Relevant

#	Improvement point	Indicator	Findings	Recommendations and Specific Actions	Level of recommendation	Who	When
				We recommend strengthening the capacity to document and monitor work plans and agreements with the government. In the joint planning tools, clear indicators should then be included to measure the progress of multisectoral interventions, the quantitative ones in terms of products, services and the beneficiary population, in addition to demonstrating the added value of these initiatives.	Operational	UNICEF	Permanent
				Allow for the necessary time for the initial planning of the initiatives.	Strategy / Planning	Education Section	Permanente

## ANNEXES

### ANNEX I. Theory of Change

Figure 1 – Theory of Change



### *Theory of Change - Narrative*

According to the analysed documentation, the 2015-2019 cooperation cycle was designed based on the importance of contributing to the elaboration of educational policies, programs and services with a view to the full development and improvement in the learning of children and adolescents in Angola. The cooperation was designed with the intention of addressing the problem that the structure of public policies and programs in the area of education, as well as the availability and quality of educational services provided in Angola, are still insufficient, compromising universal and equitable access and learning of children and adolescents in the country, both in development and emergency situations.

The main assumptions around which the Programme is structured were divided into 3 blocks. The first concerns the rights of children and adolescents, such as the right to full development, the right to access to school and the right to quality education. The second block deals with the Angolan context, which points to the need for management support for the structuring of educational policies, programs and services, as well as presenting a great disparity in access to quality education among girls and boys, and between majority and minority groups. The emergency situations resulting from natural disasters, epidemics and migratory crises are also still quite vulnerable. The third block presents the assumptions related to the contribution that UNICEF can make, with its knowledge, experiences and resources, to support the qualification of children and adolescents' education.

Based on the Program's documentation, it is possible to identify two phases, which are represented in a single way in this Theory of Change. The initial phase, implemented between the years 2015 to 2017, was dedicated to broadly supporting efforts to improve the quality, access and management of education, both at the national and subnational level. In the second phase, which was from 2018 to 2019, the Program, while continuing to act with what it had been working on since 2015, focused its efforts on early childhood education and consolidated efforts aimed at creating an enabling environment for learning.

Based on available resources, UNICEF has structured a program designed to produce three final results (outcomes): **Outcome 1.** Expanding access to and retention of education services in an equitable and gender inclusive manner across all social strata, from early childhood onwards; **Outcome 2.** Improving the quality of the offered education; and **Outcome 3.** Development and implementation of a national education monitoring and evaluation system, with data collection disaggregated at least by gender, location and school stage, as a central input for strengthening the system's management capacity. As mentioned above, in this second phase, these three results would lead to a large consolidated result and wide visibility would be given to early childhood development as the second final result. Despite the enormous importance that this life period has, as well as its impact on the later stages of development, this reorganization may have imbalanced the power destined for each of the fronts, compromising the results. The fieldwork should provide the evaluation team with elements that allow an assessment of whether this was the case.

To produce each of these three final results, UNICEF expected the following seven intermediate results (IR) to be achieved: **IR 1.** National policies on early childhood development, inclusive education, teacher training implemented (with respective action plans) ), instituted or in an advanced stage of approval; **IR 2.** Leaders (national and local) and families that are more articulated and strengthened for the impact of access and quality of education; **IR 3.** Service standards and school curriculum revised and improved; **IR 4.** School conditions - infrastructure (water and sanitation) and meals - improved; **IR 5.** Professionalized educational management; **IR 6.** Inclusive training centers in operation; and **IR 7.** Emergency plans prepared. The intermediate results include a broad educational agenda, covering the central points of Agenda 2030: access from early childhood to quality education, with special attention to the most vulnerable; improvement of infrastructure, considering conditions of accessibility and inclusion; teacher training. At the same time, it is also necessary to improve management, at the national and local levels, including the budget and expenditure theme. Finally, taking into account national specificities, performance in emergency contexts stands out. In terms of the educational agenda, there is a lack of emphasis on education for young people, except for projects related to sex education and a mapping of services in 2019. Finally, it should be noted that intersectorality, key to success in educational goals, presents itself as a strategy at a more advanced stage of cooperation, and mainly focused on activities in emergency contexts and activities for early childhood.

**Seven immediate products / services (outputs)** were expected to enable the achievement of intermediate results. They are: **Output 1.** Educational managers sensitized to the creation and / or qualification of policies and services; **Output 2.** Production of studies, assessments, research and public policy documents related to access and quality of education, as well as education in emergency situations; **Output 3.** Creation of periodic spaces and moments of local and national articulation; **Output 4.** Educational managers, local leaders and families aware of the importance of access and quality of education from early childhood, as well as education in emergency contexts; **Output 5.** School managers and educational technicians and teachers from the network implement and multiply the knowledge acquired with the training; **Output 6.** Structural reforms, purchase of equipment and school meals made possible; **Output 7.** Communication and awareness actions for the importance of education carried out (eg campaigns, events, dissemination of studies and research). These products, aligned with the expected intermediate results.

The main interventions (**inputs**) aimed at achieving the objectives of the program were: **Input 1.** Advocacy actions and intersectoral articulation in favor of expanding access and improving the quality of provided education; **Input 2.** Technical support for managers, educational technicians and trainers for: the development of guides, manuals and standards of care on inclusion, life skills, gender, early childhood, emergencies and teacher training; the collection, production and systematization of educational statistics; planning, monitoring and evaluation; the implementation of policies and programs; the incorporation of exchange of experiences (regional and south-south); **Input 3.** Training of school managers, teachers and school community; **Input 4.** Provision of material resources for improving the infrastructure conditions of schools, as well as for communication actions; and **Input 5.** Technical support for planning and intervention in emergency situations resulting from natural disasters, epidemics and migratory crises. These interventions or inputs also present a satisfactory alignment with the products described.

The chain of activities over the years seems to be well aligned, moving from assessment, to the development of policies, national and subnational implementation plans, training and development of means and resources for implementation and monitoring.

The analysis of the programs in the light of ToC also allows to identify the exceptions, periods in which the program developed a specific activity, new or isolated. In 2015, the Education program integrated an internal development pillar of the UNICEF section through a means and skills development activity. In 2017, the Program integrated a specific pillar of EiE with the creation of knowledge about the impact of emergencies in the Education sector to improve its response and preparedness. In 2018 and 2019, it introduced an agreement for the geographical expansion of interventions for Lunda Norte.

With regard to the horizontal and vertical analysis of the Program's logical frameworks, it is possible to affirm that the matrices previously prepared are lacking coherence and consistency. The Program's Action Plans have incomplete logical frameworks and without standardization; and the activities, products and expected results (outputs and outcomes) have changed over time. The logical framework for the 2015-2016 period does not have information on targets, means of verification and periodicity / data collection date. The logical framework for the 2016-2017 period has no information on means of verification and the periodicity / data collection date and has targets for 2016 and 2019. The logical framework for the 2017-2018 period does not have information on means of verification and periodicity / data collection date and has a target only for 2019. The logical framework for the 2018-2019 period is the most complete and has information on targets for 2019 and means of verification. The Action Plan for Luanda Norte also lacks information on means of verification and the periodicity / data collection date. Additionally, there is no standardization in the formulation of the indicators.

In terms of risks and limitations, we highlight the fact that the Education team is small and that there were challenging periods, without the necessary qualified staff (absence of head of section for about a year), with an overload of the operational team. . There is no data available to monitor a central assumption for success in capacity changes: the appropriation of resources and learning by partners, whose lack would constitute a huge limitation to achieve results. The economic and political changes in the national environment during the analyzed period also posed risks and financial limitations (the country's growth frustrated in the face of falling oil prices, an important source of public resources) and policies (elections generated the need to build new government alliances) which, in this case, turned out to be very favorable to the agenda).



## ANNEX II. Evaluation Questions

**Table 9. Evaluation Questions (per Evaluation Criteria)**

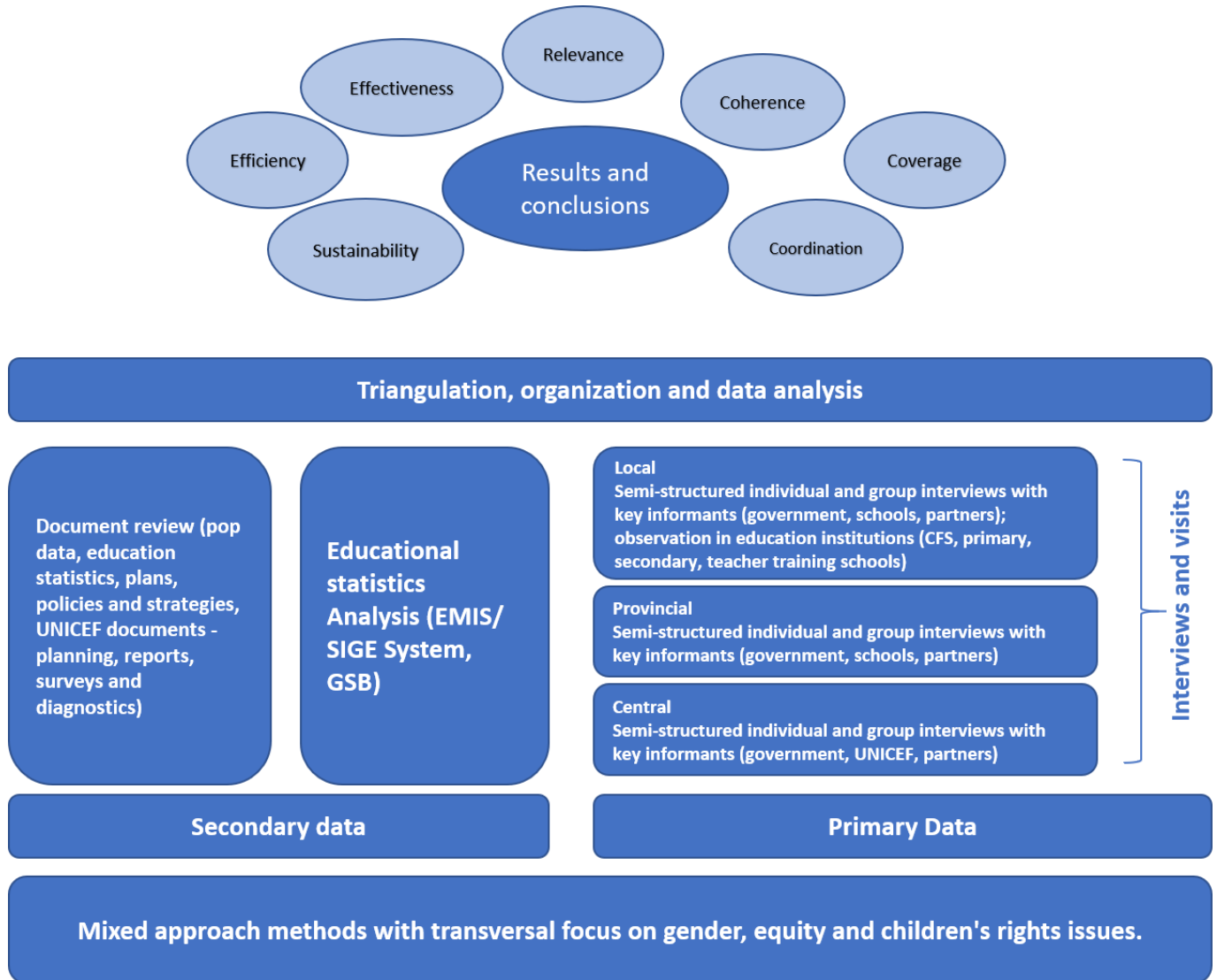
Evaluation Criteria	Evaluation Questions
<b>DEVELOPMENT CONTEXT</b>	
Relevance	<ol style="list-style-type: none"> <li>1. What have been the priorities and sectorial needs that the ME has defined in the last five years at national and sub-national levels. To what extent has the ACO Education Program responded to them through CP 2015-2019? What were the guiding documents to identify the sectorial priorities?</li> <li>2. How did the Program work on the pillars of access, quality and school management? How did the change in the structure that gave centrality to the early childhood theme impact on cooperation?</li> <li>3. Do the priorities of the ME reflect the educational demands of the country, at national and sub-national levels? What demands on the situation of Angolan children are absent from the ME agenda and, therefore, from the scope of cooperation?</li> <li>4. To what extent has the theory of change reflected sectorial priorities and needs during the period 2015-2019, what changes have been made over the years? What evidence is available?</li> <li>5. To what extent is it possible to state that the ACO Education Program was developed and implemented in a context of complexity that required frequent readjustments and planning processes, and what evidence is available?</li> <li>6. How have the ACO Education Program conceptually and operationally articulated the issues of gender, equity, and children's rights, and how have they responded to the priorities and needs of the ME at the national and sub-national levels? What evidence is available?</li> <li>7. How has the national contribution to achieving the goals, targets and indicators of SDGs been included and made operational in the Education Program and what evidence is available?</li> <li>8. What were the main contributions of the Education Program to improve the institutional performance of the ME and the delivery of its services at national and sub-national levels. What evidence is available?</li> <li>9. What lessons in terms of relevance can be drawn from the new cycle of cooperation (2020-2022), particularly regarding the concept of an integrated approach?</li> </ol>
Effectiveness	<ol style="list-style-type: none"> <li>1. To what extent have the planned results of the ACO Education Program (in its original and modified versions) been achieved at the national and sub-national levels and what impartial evidence can be identified? What evidence is available?</li> <li>2. To what extent has the Education Program contributed to achieving the expected results defined in the National Development Plan 2013-2017 and 2018-2022)? What evidence is available?</li> <li>3. To what extent has the Education Program contributed to increase transparency and the volume of public resources allocated to education? What evidence is available?</li> <li>4. What were the main political, economic, social, institutional, etc. determinants that facilitated or limited the attainment of the expected results? What evidence is available?</li> <li>5. Within the scope of policies and education, what other advocacy and technical support efforts in which the agency's work was determinant can be highlighted?</li> <li>6. To what extent and which activities at the provincial and municipal levels were determinant to achieve the expected results?</li> </ol>

Evaluation Criteria	Evaluation Questions
	<p>7. To what extent did the restructuring of cooperation planning in 2018, highlighting early childhood actions, influence the achievement of results?</p> <p>8. How were gender, equity, and child rights issues incorporated into the execution of planned and unplanned activities to achieve the expected results of the Education Program? What evidence is available?</p> <p>9. To what extent have Program activities contributed to the achievement of SDG goals? What evidence is available?</p> <p>10. What were the crucial planned and unplanned strategies/activities offered by the ACO Education Program to improve the institutional performance of the SDG and the delivery of its services at the national and sub-national levels? What evidence is available?</p> <p>11. To what extent has the Education Program effectively changed the situation of Angolan children in terms of access, quality and management of education? What aspects have not been effectively addressed?</p> <p>12. What lessons in terms of effectiveness can be drawn from the new cycle of cooperation (2020-2022), especially regarding the concept of an integrated approach?</p>
Efficiency	<p>1. The use of human and financial resources of the Education Program was based on cost-efficient reasoning throughout the current CP (2015-2019). What evidence is available?</p> <p>2. Were the Outcomes and Outputs of the Education Program achieved according to the planned schedule? What evidence is available?</p> <p>3. There was an alternative - more efficient - way of doing things throughout the current CP (2015-2019). What were the obstacles - financial, administrative, political, etc. - to improve the efficiency that the Education Program has encountered? What evidence is available?</p> <p>4. What changes and adjustments in activity design can be attributed to the search for greater efficiency? What evidence is available?</p> <p>5. What were the main decisions made by the Education Program in terms of using human and financial resources to improve the institutional performance of the ME and the delivery of its services at the national and sub-national levels? What evidence is available?</p> <p>6. To what extent have cooperation activities contributed to efficiency in public policy? What evidence is available?</p> <p>7. How has the Education Program taken into account aspects such as gender, equity, and children's rights in the allocation and use of resources? What evidence is available?</p> <p>8. What lessons in terms of efficiency can be drawn from the Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, shaped around an integrated approach?</p>
Sustainability	<p>1. Were the strategies adopted by the Program to ensure its sustainability effective?</p> <p>2. What were the conditions - existing, reinforced or created by the Education Program - for implementing the activities that were key to promote the sustainability of the results achieved during the current CP (2015-2019). What evidence is available?</p> <p>3. What circumstances (threats and opportunities) could affect the continuity of the results achieved in the education sector with the direct support of the Education Program. What evidence is available?</p> <p>4. To what extent has the ME appropriated the changes and results achieved in the education sector promoted with the direct support of the Education Program? What evidence is available?</p> <p>5. To what extent are conditions for sustainability of outcomes in relation to gender, equity, and children's rights? What evidence is available?</p> <p>6. What lessons in terms of promoting sustainability can be drawn from the ACO Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?</p>
<b>EMERGENCY CONTEXT</b>	

Evaluation Criteria	Evaluation Questions
Coherence	<ol style="list-style-type: none"> <li>1. To what extent the involvement of the Education Program in humanitarian contexts in Angola was planned and prepared to complement the existing intervention/services (development context). What evidence is available?</li> <li>2. How was the alignment between the Education Program activities in the context of emergencies and the activities developed in the context of development of education and other sectors ensured? What evidence is available?</li> <li>3. How was the alignment between activities of the Education Program in the context of emergencies and the activities developed by the public, national and subnational authorities in education and other sectors ensured? What evidence is available?</li> <li>4. To what extent was there coherence between the actions at the high level and what was happening in the territory? What evidence is available?</li> <li>5. What adjustments were made to achieve coherence in the following three issues: development context, public power, and other sectors? What evidence is available?</li> <li>6. To what extent has the Education Program contributed to increase the institutional performance of the Ministry of Education and the delivery of its services at the national and sub-national levels in humanitarian contexts? What evidence is available?</li> <li>7. How the Education Program has consistently promoted and used equity, gender, and child rights approaches in the formulation and implementation of activities in humanitarian contexts. What evidence is available?</li> <li>8. What lessons in terms of coherence in emergency contexts can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?</li> </ol>
Coverage	<ol style="list-style-type: none"> <li>1. To what extent have the activities in emergency contexts of the Education Program in Angola reached the most vulnerable territories and population with the necessary attention? What evidence is available?</li> <li>2. How has the Education Program involved the ME, provincial and municipal governments in implementing activities for the most vulnerable population? What evidence is available?</li> <li>3. To what extent have gender, equity, and child rights approaches been promoted and used by the Education Program in identifying the most vulnerable populations to receive care in humanitarian settings? What evidence is available?</li> <li>4. What lessons in terms of coverage in emergency settings can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?</li> </ol>
Coordination	<ol style="list-style-type: none"> <li>1. To what extent has the Education Program advocated and used structures / mechanisms / instruments / coordination tools to define humanitarian responses? What evidence is available?</li> <li>2. What were the key coordination structures / mechanisms / instruments / tools used? What evidence is available?</li> <li>3. Is coordination between levels of government and between economic sectors (government, private sector and third sector), social sectors (education, health, social assistance, security, etc.) and UN agencies satisfactory? What evidence is available?</li> <li>4. What internal and external factors have promoted / limited the use of coordination structures / mechanisms / tools to define humanitarian responses? What evidence is available?</li> <li>5. To what extent have gender, equity, and child rights approaches been promoted to define the strategy for coordinated action among all humanitarian actors? What evidence is available?</li> <li>6. What lessons in terms of coordination in humanitarian contexts can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?</li> </ol>

## ANNEX III. Evaluation Model

Figure 3 – Evaluation Model



## ANNEX IV. Evaluation Matrix

**Table 10. Evaluation Matrix – Qualitative data**

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
RELEVANCE 1	What have been the priorities and sectoral needs that the ME has defined over the past five years at the national and sub-national levels, to what extent has the ACO Education Program responded to them through CP 2015 # 2019 and what evidence is available?	What have been the priorities and needs that the Ministry of Education (ME) has defined in the last five years, both at national and sub-national levels? Please mention the government documents that explain these priorities.	Does the Zone of Pedagogical Influence (ZPI) where the center is inserted include areas of vulnerability?
		What were the priorities and needs of the Ministry of Education regarding aspects such as gender, equity and child rights, both at the national and subnational levels?	
		What importance has the ME given to the objectives, goals and indicators of SDGs in the last five years?	
RELEVANCE 2	How did the Program work the pillars of access, quality and school management cooperation? How did the change in the structure that gave centrality to the early childhood theme impact on cooperation?	How did the Program work the pillars: access, quality and school management?	Observation of the conditions of: - school management infrastructure, classrooms, sanitary conditions, existence of library, courts, etc.
		Do you evaluate that the activities planned for all fronts (access, quality, management and early childhood) have received the necessary priority?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
		<p>What are, in your opinion, the main results that have been achieved at the national and sub-national levels by the ACO Education Program?</p> <ul style="list-style-type: none"> <li>o Development interventions / services</li> <li>o Interventions / services in a humanitarian context</li> </ul> <p>(To explore if there were changes in the situation of childhood, in terms of access, quality of education management).</p>	
RELEVANCE 3	Do the priorities of the ME reflect the educational demands of the country, at national and sub-national levels? What demands about Angolan children are absent from the ME agenda and, therefore, from the scope of cooperation?	In your opinion, do these priorities (of the ME) reflect the educational demands of the country and reflect those of the provinces and municipalities? Which demands were not and should have been addressed?	
		What have been the priorities and needs in the education sector at the level of your province/municipality in the last five years?	
		What have been the priorities and needs regarding aspects such as gender, equity and children's rights at the level of your province/city in the last 5 years?	
		What importance has your province/municipality attached to SDGs objectives, goals and indicators in the past five years?	
		In the last 5 years, how has your organization/institution had to respond to the priorities/needs defined by the ME? What activities have been carried out?	



Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
RELEVANCE 4	To what extent has the theory of change reflected sectoral priorities and needs during the period 2015-2019, what changes have been made over the years? What evidence is available?	Does the Education Program have a Theory of Change? If so, has it been modified over the years? What were the reasons that led to these adjustments?  + Analysis of the Theory of Change	
RELEVANCE 5	To what extent is it possible to state that the ACO Educational Program was developed and implemented in a context of complexity that required frequent readjustments and planning processes and what evidence is available?	What implementation adjustments were made in order to increase efficiency?  The humanitarian interventions were planned to complement each other: o development interventions o national and sub-national government actions o actions in other sectors of the social area  What were the main political, economic, social, institutional, etc. determinants that facilitated or limited the scope of the ACO Education Program?  Can you give any specific examples? Were the results of the ACO Education Program achieved according to the planned schedule? If not, what factors hindered the Program's implementation? * explore political, economic, social, institutional, etc. factors.	
RELEVANCE 6	How have the ACO Education Program conceptually and operationally articulated the issues of gender, equity and children's rights, and how have they responded to the priorities	What have been the priorities and needs regarding aspects such as gender, equity and children's rights at the level of your province in the last 5 years?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
	and needs of the ME at the national and sub-national levels? What evidence is available?	<p>What were the priorities and needs of the Ministry of Education regarding aspects such as gender, equity and child rights, both at national and sub-national levels, that impacted your organization / institution?</p> <p>How have gender, equity, and children's rights been included and addressed (i) in development interventions and (ii) in humanitarian interventions at the province level?</p> <p>How have gender, equity, and child rights approaches been promoted and used in humanitarian interventions, both in defining coverage and coordination of humanitarian actors, and in implementation?</p>	
RELEVANCE 7	How was the national contribution to achieving the goals, targets and indicators of the SDGs and reporting them throughout the current CP (2015-2019) included and made operational in the Education Program and what evidence is available?	What importance has the ME given to the objectives, goals and indicators of SDGs in the last five years, which have impacted its organization / institution?	
RELEVANCE 8	What were the main contributions of the Education Program to improve the institutional performance of the ME and the delivery of its services at national and sub-national levels. What evidence is available?	<p>What were the main contributions of the ACO Educational Program to improve the institutional performance of the Ministry of Education?</p> <p>And to improve the delivery of your services at national and sub-national levels and what evidence is available?</p>	<p>Observation of the conditions of:</p> <ul style="list-style-type: none"> <li>- school management infrastructure, classrooms, sanitary conditions, existence of a library, courts, etc.</li> <li>- accessibility / inclusion</li> </ul>

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
		What human and financial resources has the Education Program made available to improve this institutional performance?	- attendance: snacks, pedagogical materials, number of teachers, curriculum, etc.
		What were the main contributions of the Education Program to improve the institutional performance of the Ministry of Education and the delivery of its services at national and sub-national levels? o Can you give any specific examples? o What contributions have been made to improve school management?	
		<b>** Questions for schools that have received training/courses:</b>	
		What were your main difficulties/ challenges for the development of your work before receiving the training?	
		What trainings / courses have you had in the last five years?	
		Did the training sessions help you facing these difficulties / challenges? o How have the trainings / skills contributed to improve your work? o What kind of services have been improved with UNICEF institutional support?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
RELEVANCE 9	What lessons in terms of relevance can be drawn in the new cycle of cooperation (2020-2022), in particular regarding the concept of the integrated approach?	What lessons can be learned from the relationship established between the Education Programme and the ME to ensure that the new cycle of cooperation (2020-2022), especially with a view to achieving more integrated approaches?	
EFFECTIVENESS 1	To what extent have the planned results of the ACO Education Program (in its original and modified versions) been achieved at the national and sub-national levels and what impartial evidence can be identified? What evidence is available?	<p>What are, in your opinion, the main results that have been achieved at national/province/municipality level by the ACO Education Program?</p> <ul style="list-style-type: none"> <li>o Development interventions / services</li> <li>o Interventions / services in a humanitarian context</li> </ul> <p>To what extent has the restructuring of cooperation planning in 2018, with a focus on early childhood actions, facilitated the achievement of results?</p>	
EFFECTIVENESS 2	To what extent has the Education Program contributed to achieving the expected results defined in the National Development Plan 2013-2017 and 2018-2022)? What evidence is available?	<p>In your opinion, to what extent have the transformations / changes achieved in the educational sector been possible due to the direct support of the ACO Educational Program?</p> <p>* Explore if there were changes in the situation of childhood, in terms of access, quality of education management.</p>	Observation of infrastructure, curriculum, service conditions and accessibility
EFFECTIVENESS 3	To what extent has the Education Program contributed to increase transparency and the volume of public resources allocated to education? What evidence is available?	<p>In your opinion, has the technical support of the agency contributed to increase the transparency of the GSB?</p> <p>In your opinion, did the technical support and advocacy activities of the agency contribute to increase the resources of the GSB for Education?</p>	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFECTIVENESS 4	What were the main political, economic, social, institutional, etc. determinants that facilitated or limited the achievement of the expected results. What evidence is available?	What were the main political, economic, social, institutional, etc. determinants that facilitated or limited the scope of the ACO Education Program? Can you give any specific examples?	
		Were the results of the ACO Education Program achieved according to the planned schedule? If not, what factors made the implementation of the Program difficult? * explore political, economic, social, institutional factors, etc.	
EFFECTIVENESS 5	Within the scope of education policies, what other <i>advocacy</i> and <i>technical support</i> efforts in which the agency's work has been determinant can be highlighted?	Within the scope of education policies, what other advocacy and technical support efforts in which the agency's work has been determinant can be highlighted?	
EFFECTIVENESS 6	To what extent and which activities at the provincial and local level were decisive in achieving the expected results?	What activities at the provincial and municipal levels were decisive in achieving the expected results?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFECTIVENESS 7	To what extent has the restructuring of cooperation planning in 2018, with a focus on early childhood actions, influenced the achievement of results?	To what extent has the restructuring of cooperation planning in 2018, with a focus on early childhood actions, facilitated the achievement of results?	
EFFECTIVENESS 8	How have gender, equity, and child rights issues been incorporated into the execution of planned and unplanned activities to achieve the expected results of the Educational Program? What evidence is available?	To what extent have gender, equity, and child rights approaches been promoted and used in humanitarian interventions, both in defining coverage and coordination of humanitarian actors, and in implementation?	
		In your opinion, to what extent has the UNICEF ACO Education Program responded to these priorities through 2015-2019 cooperation? Can you give any specific examples? o Development priorities and needs o Priorities and needs regarding aspects such as gender, equity and children's rights	
		How have gender, equity, and children's rights been included and addressed (i) in development interventions and (ii) in the humanitarian context interventions of the ME and UNICEF?	
EFFECTIVENESS 9	To what extent have Program activities contributed to the achievement of SDG goals? What evidence is available?	Have the activities of the Education Program contributed to the achievement of the SDGs? If yes, please mention concrete examples of these activities	



Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFECTIVENESS 1.0	What were the crucial planned and unplanned strategies/activities offered by the ACO Education Program to improve the institutional performance of the ME and the delivery of its services at national and sub-national levels? What evidence is available?	What were the main contributions of the ACO Education Program to improve the institutional performance of the Ministry of Education and the delivery of its services at national and sub-national levels? o Can you give any specific examples?	Observation of the conditions of: - school management infrastructure, classrooms, sanitary conditions, existence of a library, courts, etc. - accessibility / inclusion - attendance: snacks, pedagogical materials, number of teachers, curriculum, etc.
		What contributions have been made to improve school management?	
EFFECTIVENESS 1.1	To what extent has the Education Program effectively succeeded in changing the situation of Angolan children in terms of access, quality and management of education? What aspects were not effectively addressed?	Do you evaluate that the activities planned for all fronts (access, quality, management and early childhood) have received the necessary priority?	
		In your opinion, to what extent have the transformations / changes achieved by the MoU in the educational sector been possible due to the direct support of the ACO Educational Program? * To explore if there were changes in the situation of childhood, in terms of access, quality of education management).	
EFFECTIVENESS 1.2	What lessons in terms of effectiveness can be drawn from the new cycle of cooperation (2020-2022), in particular regarding the integrated approach concept?	What lessons in terms of effectiveness and sustainability of results can be drawn from the new cycle of cooperation (2020-2022), especially from the perspective of more integrated approaches?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFICIENCY 1	The use of human and financial resources of the Education Program was based on cost-efficient reasoning throughout the current CP (2015-2019). What evidence is available?	In your opinion, were the interventions implemented efficiently (human and financial resources)? o Can you give some examples where the intervention was very efficient? o Can you give some examples where the intervention could have been more efficient and how?	
EFFICIENCY 2	Were the Outcomes and Outputs of the Education Program achieved according to the planned schedule? What evidence is available?	Were the results of the ACO Education Program achieved according to the planned schedule? If not, what factors made the implementation of the Program difficult? *explore political, economic, social, institutional factors, etc.	
EFFICIENCY 3	There was another alternative - more efficient - way of doing things throughout the current CP (2015- 2019). What were the obstacles - financial, administrative, political, etc. - to improve the efficiency that the Education Program encountered? What evidence is available?	What lessons in terms of resource use (time, financial, human) can be drawn from the ACO Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, especially from the perspective of more integrated approaches?	
EFFICIENCY 4	What changes and adjustments in the design of activities can be attributed to the search for greater efficiency? What evidence is available?	What implementation adjustments were made in order to increase efficiency?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFICIENCY 5	What were the main decisions made by the Education Program in terms of the use of human and financial resources to improve the institutional performance of the MED and the delivery of its services at national and sub-national levels? What evidence is available?	What were the main contributions of the ACO Educational Program to improve the institutional performance of the Ministry of Education?	
		And to improve the delivery of its services at national and sub-national levels and what evidence is available?	
		What human and financial resources have been made available by the ACO Educational Program to improve this institutional performance?	
EFFICIENCY 6	To what extent have cooperation activities contributed to efficiency in public policies? What evidence is available?	In your evaluation, what elements in the design of the interventions and/or what adjustments were made to them in order to achieve greater efficiency?	
EFFICIENCY 7	How the Education Program has taken into consideration aspects such as gender, equity and children's rights in the allocation and use of resources. What evidence is available?	How have gender, equity, and children's rights been included and addressed (i) in development interventions and (ii) in humanitarian interventions at the province level?	
		How were these questions taken into consideration in the allocation and use of resources?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
EFFICIENCY 8	What lessons in terms of efficiency can be drawn from the Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, shaped around an integrated approach?	What lessons in terms of resource use (time, financial, human) can be drawn from the ACO Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, especially from the perspective of more integrated approaches?	
SUSTAINABILITY 1	Have the strategies adopted by the Program to ensure its sustainability been effective?	In your opinion, will the results achieved by the ME and UNICEF remain? o If yes: What local conditions exist and/or have been created that allow us to preserve the continuity of the transformations / changes achieved in the education sector in the last five years? o If not: In your opinion, what has prevented/imposed the permanence of these results in time?	
SUSTAINABILITY 2	What were the conditions - existing, reinforced or created by the Education Program - for the implementation of the activities that were key to promote the sustainability of the results achieved throughout the current CP (2015-2019). What evidence is available?	In your opinion, what were the main strategies planned and implemented to ensure the sustainability of activities?	
SUSTAINABILITY 3	What circumstances (threats and opportunities) could affect the continuity of results achieved in the education sector with the direct support of the Education Program. What evidence is available?	What would be the circumstances that could affect in a positive or negative way the continuity of the transformations / changes achieved in the educational sector?	
SUSTAINABILITY 4			

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
	To what extent has the ME appropriated the changes and results achieved in the educational sector promoted with direct support from the Education Program? What evidence is available?	Has the Provincial/local Government received any training / capacity building in order to improve its performance and the rendering of its services? o If yes: Which trainings / qualifications have been received? o How have these trainings/qualifications helped?	
SUSTAINABILITY 5	To what extent are there conditions for the sustainability of results in relation to gender, equity and children's rights? What evidence is available?	o Is this new knowledge and/or these new capacities still being used? o Does the provincial/municipal government do anything to ensure that this new knowledge and/or these new capacities remain and are not lost?	
SUSTAINABILITY 6	What lessons in terms of promoting sustainability can be drawn from the ACO Education Program to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?	What lessons in terms of effectiveness and sustainability of results can be drawn from the new cycle of cooperation (2020-2022), especially from the perspective of more integrated approaches?	
COHERENCE 1	To what extent the Education Program's involvement in humanitarian contexts in Angola was planned and prepared to complement the existing intervention/services (development context). What evidence is available?	In your opinion, have the UNICEF Education Program and the activities of the ME in the last five years been complementary?  In your opinion, the involvement of the ACO Education Program in <u>humanitarian contexts in Angola (2015-2019)</u> was complementary to existing ME services?	
COHERENCE 2	How was the alignment between activities of the Education Program in the context of emergencies and those developed in the context of development of education and	o If yes: how was the positive alignment between interventions / services ensured? o If not: What would be your recommendations to ensure this alignment?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
	other sectors ensured? What evidence is available?		
COHERENCE 3	To what extent was there coherence between the actions at the top level and what was happening in the territory? What evidence is available?	What interventions in emergency contexts have been implemented in coordination between governments/national and local actors	
COHERENCE 4	What adjustments have been made to achieve coherence in the following three issues: development context, public power and other sectors? What evidence is available?	The humanitarian interventions were planned to complement each other: o to development interventions o actions of national and sub-national government o actions in other sectors of the social area Could you provide specific examples?	
		Have adjustments been made or still need to be made? Which ones?	
COHERENCE 5	To what extent the Education Program has contributed to increase the institutional performance of the Ministry of Education and the delivery of its services at national and sub-national levels in humanitarian contexts. What evidence is available?	What were the main contributions of the ACO Education Program to improve the institutional performance of the Ministry of Education and the delivery of its services at national and sub-national levels? o Can you give any specific examples?	
		What contributions have been made to improve school management?	



Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
COHERENCE 6	How the Education Program has consistently promoted and used equity, gender, and children's rights approaches in the formulation and implementation of activities in humanitarian contexts. What evidence is available?	To what extent have gender, equity, and child rights approaches been promoted and used in humanitarian interventions, both in defining coverage and coordination of humanitarian actors, and in implementation?	
COHERENCE 7	What lessons in terms of coherence in emergency contexts can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?	What lessons in terms of coverage, coordination and implementation in humanitarian contexts can be drawn from the last five years, especially from the perspective of more integrated approaches?	
COVERAGE 1	To what extent have the activities in emergency contexts of the Education Program in Angola reached the most vulnerable territories and population with the necessary attention? What evidence is available?	Did the most vulnerable populations have access to the necessary humanitarian interventions? Which ones were left off the map?	
COVERAGE 2	How did the Education Program involve the ME, the provincial and municipal governments in implementing activities for the most vulnerable population? What evidence is available?	The humanitarian interventions were planned to complement each other: o to development interventions o actions of national and sub-national government o actions in other sectors of the social area	
COVERAGE 3	To what extent have gender, equity, and child rights approaches been promoted and used by the Education Program in identifying the most vulnerable populations to receive care in humanitarian contexts? What evidence is available?	To what extent have gender, equity, and child rights approaches been promoted and used in humanitarian interventions, both in defining coverage and coordination of humanitarian actors, and in implementation?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
COVERAGE 4	What lessons in terms of coverage in emergency contexts can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?	What lessons in terms of coverage, coordination and implementation in humanitarian contexts can be drawn from the last five years, especially from the perspective of more integrated approaches?	
COORDINATION 1	To what extent has the Education Program advocated and used structures / mechanisms / instruments / coordination tools to define humanitarian responses? What evidence is available?	What structures / mechanisms / instruments / coordination tools are available to define humanitarian responses?	
COORDINATION 2	What were the key coordination structures/mechanisms/ instruments/ tools used? What evidence is available?		
COORDINATION 3	Does coordination between levels of government and between economic sectors (government, private sector and third sector), social sectors (education, health, social assistance, security, etc.) and UN agencies take place to satisfaction? What evidence is available?	In your opinion, the activities were developed in coordination with: o different levels of government o different economic sectors (government, private sector and third sector) o different social sectors (education, health, social assistance, security, etc.) o different UN agencies ?	

Criteria	Evaluation Questions	Correspondence on interview scripts	Correspondence in observation instruments
COORDINATION 4	What were the internal and external factors that promoted / limited the use of structures / mechanisms / instruments / coordination tools to define humanitarian responses? What evidence is available?	What factors promote or limit the use of these coordination structures / mechanisms / instruments / tools?	
COORDINATION 5	To what extent have gender, equity and children's rights approaches been promoted to define the strategy for coordinated action among all humanitarian actors? What evidence is available?	To what extent have gender, equity, and child rights approaches been promoted and used in humanitarian interventions, both in defining coverage and coordination of humanitarian actors, and in implementation?	
COORDINATION 6	What lessons in terms of coordination in humanitarian contexts can be drawn to be used and/or adapted in the implementation of the new CP 2020-2022, designed under an integrated approach?	What lessons in terms of coverage, coordination and implementation in humanitarian contexts can be drawn from the last five years, especially from the perspective of more integrated approaches?	

**Table 11. Evaluation Matrix - Quantitative Data**

Criteria	Indicators and disaggregations	
RELEVANCE	Number of children enrolled	Gender Stage of education City Socioeconomic level Period: 2014-2020

Criteria	Indicators and disaggregations	
	Number of children benefited by the technical support received	Gender Stage of education City Socioeconomic level Period: 2015-2019
	Number of managers at national level who received training	Government agency Period: 2015-2019
	Number of managers at sub-national level who received training	City/Province Government agency Period: 2015-2019
	Number of teachers who received training	City/Province Stage of education Period: 2015-2019
	Number of school leaders who received training	City/Province Stage of education Period: 2015-2019
	Number of families who received training	City/Province Stage of education Period: 2015-2019
	Number of programs that have received direct technical support from UNICEF (staff or consultancy)	Type of technical support: content production, planning, data collection/production/systemization Period: 2015-2019
	Number of National Policies influenced by the agency's advocacy	Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019

Criteria		Indicators and disaggregations
	Number of publications / technical materials produced	Type of publication: guides, training material, pedagogical material, curricula, public policy documents, brochures, diagnostics, studies Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019
	Number of South-South cooperation promoted	Countries
	Available resources	Type: financial, tents, educational material kits, material for communication campaigns, lunch, renovation/building of school and training buildings, WASH Period: 2015-2019
EFFICIENCY	School results (learning evaluations)	Gender Stage of education City Socioeconomic level Period: 2014-2020
	School dropout	Gender Stage of education City Socioeconomic level Period: 2014-2020
	Budget and public expenses	Stage of education Period: 2014-2020
	Number of Child Friendly Schools	City/Province Period: 2015-2019
	Number of Inclusion Support Centers	City/Province Period: 2015-2019

Criteria		Indicators and disaggregations	
	Number of programs designed/implemented in coordination with other sectors of the social area and/or with more than one level of government	City/Province Type of coordination: intersectoral, government level Period: 2015-2019	
	Number of National Policies influenced by the agency's advocacy	Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019	
	Number of publications / technical materials produced	Type of publication: guides, training material, pedagogical material, curricula, public policy documents, brochures, diagnostics, studies Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019	
	Available resources	Type: financial, tents, educational material kits, material for communication campaigns, lunch, renovation/building of school and training buildings, WASH Period: 2015-2019	
EFFICIENCY	Number of programs designed/implemented in coordination with other sectors of the social area and/or with more than one level of government	City/Province Type of coordination: intersectoral, government level Period: 2015-2019	
	Available resources	Type: financial, tents, educational material kits, material for communication campaigns, lunch, renovation/building of school and training buildings, WASH Period: 2015-2019	
SUSTAINABILITY	Number of indicators systematized in SIGE	Period: 2015-2019	
	Number of systematized indicators in the School Charter	Period: 2015-2019	
	Number of national policies approved	Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training	



Criteria	Indicators and disaggregations	
		Period: 2015-2019
	Number of managers at national level who received training	Government agency Period: 2015-2019
	Number of managers at sub-national level who received training	City/Province Government agency Period: 2015-2019
	Number of teachers who received training	City/Province Stage of education Period: 2015-2019
	Number of school leaders who received training	City/Province Stage of education Period: 2015-2019
	Number of families who received training	City/Province Stage of education Period: 2015-2019
	Number of programs that have received direct technical support from UNICEF (staff or consultancy)	Type of technical support: content production, planning, data collection/production/systemization Period: 2015-2019
	Number of programs designed/implemented in coordination with other sectors of the social area and/or with more than one level of the government	City/Province Type of coordination: intersectoral, government level Period: 2015-2019
	Number of National Policies influenced by the agency's advocacy	Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019

Criteria		Indicators and disaggregations
	Number of publications / technical materials produced	Type of publication: guides, training material, pedagogical material, curricula, public policy documents, brochures, diagnostics, studies Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training Period: 2015-2019
COHERENCE	Number of interventions in emergency contexts articulated with interventions in development contexts	Period: 2015-2019
	Number of programs, in emergency contexts, designed/implemented in coordination with more than one level of government	City/Province Type of coordination: intersectoral, government level Period: 2015-2019
COVERAGE	School results (learning assessments) - comparison of population outcomes in emergency settings with the national average	Gender Stage of education City Socioeconomic level Period: 2014-2020
	Number of children enrolled - comparison of population enrollments in emergency settings with the national average	Gender Stage of education City Socioeconomic level Period: 2014-2020
	Dropout - comparison of population dropout in emergency contexts with the national average	Gender Stage of education City Socioeconomic level Period: 2014-2020
	Number of Child Friendly Schools in ZIP territories in emergency contexts	City/Province

Criteria	Indicators and disaggregations	
	Number of Support Centers for Inclusion in the ZIP of territories in emergency contexts	City/Province
	Potential number of children benefited by the technical support received in the territories in emergency contexts	Gender Stage of education City Socioeconomic level
	Number of managers at sub-national level in territories in emergency contexts who received training	City/Province Government agency
	Number of teachers in emergency settings who have received training	City/Province Stage of education
	Number of school leaders in the territories in emergency contexts who received training	City/Province Stage of education
	Number of families in the territories in emergency contexts who received training	City/Province Stage of education
	Number of National Policies that benefit conditions in emergency contexts influenced by the agency's advocacy	Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training
	Number of publications/technical materials produced that support interventions in emergency contexts	Type of publication: guides, training material, pedagogical material, curricula, public policy documents, brochures, diagnostics, studies Topics: gender, life skills, inclusion, early childhood, emergencies, teacher training
COORDINATION	Number of programs designed/implemented in coordination with other sectors of the social area and/or with more than one level of government	City/Province Type of coordination: intersectoral, government level Period: 2015-2019
	Number of South-South cooperations promoted for interventions in emergency contexts	Countries

## ANNEX V. Overview of Education Programme – ACO – 2015-2019

Table 12. ACO Education Program Activities - Extended and Equitable Access

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
Extended and equitable access								
Early Childhood Education	National Policy on EC Development, Care and Education	2015-2016	2016			2018-2019	NCC, MINARS (ECD), ME (NDGE), MINSA 2018-2019 - ME (NDPS, NIRDE, NIEST), MSFSAWP, NCI, DNAA, MINSA, MJHR, MINFIN	National
	Strategic Action Plan on EC Education and Care	2016					NCC, MINARS (ECD)	National
	Communication (campaign)	2015	2017			2018-2019	NCC, MINARS (ECD) e ME (NDGE), OSPS ME (NDPS, NDGE), MSFSAWP (NCI), PDEs and CDEs (2018-2019)	National
	Mobilization (conference)	2015					NCC, MINARS (ECD)	National
	Support for holding a Forum					2019	NDPS, MSFSAWP, AFECN	National
	Cost study per child in early childhood care centers	2015-2016	2016			2019	NCC, MINARS (ECD) and ME (NDGE) NDPS (2019)	National
	Technical support for proposal writing and allocation of funds for the Education and Care System for affordable EC		2016			2019	NCC, MINARS (ECD) and ME (NDGE) ME (NDPS), PDEs, CDEs, MSFSAWP (NCI) (2019)	National

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Study on parenting/ EPI (KAP Study)					2019	ME (NDPS)	National
Preschool Education	Research	2015					MINARS (ECD) and ME (NDGE)	National
	Technical support to define pre-school standards and tools to measure their compliance					2019	ME (NDPS, DNAA, NIRDE)	National
Education in emergency contexts (EiE)	Training	2015					ME (NDGE and PDEs)	National
	National Action Plan	2016					ME (NDGE and PDEs)	National
	Data collection on possible emergencies, prevention and response opportunities		2016	2017 (result separated from Access)			ME (NDGE and PDEs), NDSSA (2017)	Provinces - Benguela, Cunene, Huila, Kuanza Sul, Moxico, Namibe
	Support for implementation of National Technical Group			2017 (result separated from Access)			ME (NDSSA and NDGE)	National
	Technical support for Contingency Plan			2017 (result separated			ME (NDSSA and NDGE)	National

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
				from Access)				
	Support to ME for prevention, preparation and response to emergencies					2019 (SIMV)	ME (NDSSA) and cities	National
	Include theme in at least 3 provincial plans		2016				ME (NDGE and PDEs)	National
	Technical support - definition of the budget for the provincial plans		2017				ME (NDGE and PDEs)	Provinces
	Training of national and provincial educators, and school community on water, hygiene and sanitation			2017 (result separated from Access)			ME and PDEs	Provinces - Benguela,Bié, Cabinda Cunene, Huila, Kuanza Sul, Luanda, Namibe, Zaire
	Support for the project to integrate the communities in Cacula and Quipungo and strengthen the resilience of communities affected by drought in Gambos (Huila)					2019 (SIMV)	ME (NDSSA, NDGE), PDEs and cities	Luanda + 10 cities



Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017-2018	2018-2019	
	Support the implementation of the reference system for children affected by violence						2018-2019 (SIMV)	N/A
School conditions	School meals - Study for improvement	2015-2016	2016	2017				ME (NDSSA), MINSA, MINEA, MINCO, FAO
	School meals - technical support for policy development/guidelines		2017					ME (NDSSA), MINSA, MINEA, MINCO, FAO, WFP
	School meals - technical support for program monitoring		2017					ME (NDSSA), MINSA, MINEA, MINCO
	Water - provide access - 14 schools (1 Especial Education)	2015						PDE Cunene
	Water - provide access - 10 schools	2015-2016	9 schools 2016-2017	item became part of the CFS				PDEs Bié and Moxico, Dom Bosco (intern: WASH); Mentor-initiative (2016-2017)
School dropout/ Education for All	Study	2015	2016					PDE Huíla, ISCED
	Technical support - Provincial plan	2015	2016					PDE Huíla

Analytical Grouping	Activity/ Program	Planned period	Reviews					Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Technical support for resource allocation		2016						
	2016-2030 Plan focused on the most vulnerable		2016						
	Support for the elaboration of situational analysis on access, retention, transition (primary to 1st cycle of secondary). Focus on girls and the most vulnerable. Developing strategies to address outcomes in formal and informal education						2018-2019 (A)	ME (NDGE, DNEA, OSPS, DNEPA), MSFSAWP	National
	Support for the implementation of the designed strategies						2019 (A)	ME (NDGE, DNEA, OSPS, DNEPA), MSFSAWP	National
Education for girls	Education project for girls 1st grade of high school	2015-2016						ME (NDGE, NDSSA)	National
	Technical support - elaboration of education project for girls (2017: preceded by diagnosis)		2016	2017				PDE Huíla + Uige (2017)	Huíla + Uige (2017)

Analytical Grouping	Activity/ Program	Planned period	Reviews					Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Technical support - implementation of 2 projects		2017					PDE Huíla	Huíla
Mobile school/ Alternative education/ Travelling school	Research and planning	2015						ME (NDGE)	National
	Technical support - action plan		2016					ME (NDGE)	National
	Technical support - implementation		2017					ME (NDGE)	National
	Concept note elaboration and implementation - education for ethnic minorities and education for nomadic populations			2017				ME (NDGE) and DPE Huila	Huíla
Special/ inclusive education	National policy	2015						ME (NISE)	National
	Mobilization (regional conference)	2015						ME (NISE)	Luanda
	Strategic Plan 2015-2017	2015						ME (NISE)	National
	Action plan for pre-primary and primary implementation by 2019	2016							National
	Technical support - action plan for acquisition		2016-2017					ME (NISE), NADA, CNIDAH, MINSA	National

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017-2018		
	Support for the implementation of the National Policy on Special Education and resource centers for special education in selected provinces					2018-2019 (SIMV)	ME (NISE), MSFSAWP	Namibe, Huila Benguela, Malanje, Uige (2018) Cabinda, Kuanza Sul, Kuanza Norte, Cunene, Huambo, Luanda and Lunda Sul (2019)
Education for All	2016-2030 Plan focused on the most vulnerable		2016				ME (NISE)	National

Table 13. ACO Education Program Activities - Quality

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017 - 2018	2018-2019		
Quality								
Early Childhood Education	Training of trainers - coordination and management of EC call centers	2015	2016				MINARS (NDCA and ECD)	National
	Training of technical-administrative staff for		2017				MINARS (ECD)	National

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017 - 2018	2018-2019	
	support at national, provincial and local level							
	Manual for supervision of EC call centers	2015	2016				MINARS (NDCA and ECD)	National
	Manual for the curriculum	2016	2017				MINARS (NDCA and ECD)	National
	Reproduction of manuals		2017				MINARS (ECD)	
	Training of teachers - supervision and pedagogy of EC service centers	2016					MINARS (NDCA and ECD)	National
	Support for the design and implementation of cost-effective models of parenting and early childhood learning (AUFEC)					2019	ME (NDPS), PDE and CDE, MSFSAWP (NCI)	National, Huila, Huila, Bie, Moxico, Uige ; Lunda Norte.
School Education Projects/Child Friendly Schools	Technical support for teaching focused on the child	2015-2016	module development and training				ME (NDGE, NIEST), Inspection, DPES Bié and Moxico, Don Bosco	Bié and Moxico
	Technical support - implementation of the Child-		2016-2017				ME (NDGE, NIEST), Inspection, PDEs Bié and Moxico	Bié and Moxico

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2016-2017	2017	2017 - 2018	2018-2019		
	Friendly School and School Education Projects							
	Support for installation of drinking water and improvement of sanitary facilities			2017 (under result Access)			ME (NDGE) and PDEs Bié and Moxico	Bié and Moxico
	Training for the implementation, dissemination, monitoring and evaluation of the CFS  (Training of teachers and school principals; training of inspection to monitor and supervise - 2018-2019)			2017		2018-2019 (TT/ LA)	ME (NDGE) e PDEs Bié and Moxico, and Huila (2018-2019)	Bié and Moxico, Huíla (2018-2019)
	Support in the mid-term evaluation of the CFS project in Bié and Moxico and dissemination of results					2018-2019 (TT/ LA)	ME (NDGE)	Bié, Moxico and Huíla
Teacher Training	Technical support - e-Learning for elementary school teachers - integrated education	2015					ME (NIEST), BIEF	National



Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017 - 2018	2018-2019	
	Technical support for the development of the Teacher Training Policy	2015	2016	2017			ME (NIEST)	National
	Technical support for the development of a national initial and in-service training program for teachers, focusing on school management and quality inclusive education			2017			ME (NIEST), DPE Huila	National
	Support for the implementation of teacher training programs					2019 (TT / LA)	ME (NIEST)	National
	Technical support - planning and development of life skills training	2015-2016	junction with the Education for Girls project (?)				ME (NIRDE, NIEST, NDSSA)	National
	Technical support - action plan for the development of modules of transversal themes (life skills and violence prevention) and manual		2016-2017	civic conduct, HD, violence 2017			ME (NIRDE, NIEST, NDSSA) 2017- NIOE, NDGE)	National
	Technical support - module of prevention of all kinds of violence			2017			PDEs Bie and Moxico	Bié and Moxico

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2016-2017	2017	2017 - 2018	2018-2019		
	Technical support - development of civic education modules, global citizenship and sustainable development and implementation of training		2016-2017				ME (NDSSA, NDGE)	National
	Technical support for the use of material on sex education		2016-2017				ME (NDSSA), PDEs Luanda and Bengo	National, Luanda, Bengo
	Training (500 teachers and peer educators): life skills/ sexuality			2017 (under result Access)			ME (NDSSA, NDGE), PDEs Huila and Uíge	Benguela, Cunene, Huíla, Luanda, Namibe
	Training manual for EC educators					2019	ME (NDPS, NIRDE, NIENT), NCI	National
Special/ inclusive education	Technical support - planning and development of training; action plan to support CSIs training for trainers, initial training, in-service training (2016)	2015	2016				ME (NIENT, NIRDE, NISE, Inspection, NDGE), MINARS	National
	Technical support - implementation of strategic training plan		2016				ME (NISE, NADA, CINIDAH), MINSA	National

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2016-2017	2017	2017 - 2018	2018-2019		
	Support for training educators (central level + 5 provinces)			2017			NISE, PDEs	National and selected provinces
Evaluation system	Technical support - development of evaluation system (teachers and students) EC and secondary first cycle	2015-2016	1-3º grades of primary 2016				Learning for All (WB), ME (NIEST, NIRDE, Inspection, NDGE), MINARS	National
	Technical support - implementation of evaluation system (teachers and students) - literacy and numeracy 1st, 2nd and 3rd grade		2017				ME (NIEST, Inspection, NDGE), PDEs Bié and Moxico	Bié and Moxico
	Support for completion of evaluation system - Portuguese - 1st and 2nd grade			2017			ME (NIEST, NIRDE, NDGE)	Bié and Moxico
	Support in the dissemination of successful Portuguese learning assessment results and metrics					2019 (TT / LA)	ME (DNAA)	10 provinces
	Support for the conclusion of an evaluation system - math			2017			ME (NIRDE)	National

Analytical Grouping	Activity/ Program	Planned Period	Reviews				Main Partner	Territorial scope
			2016-2017	2017	2017 - 2018	2018-2019		
	- 1st and 2nd grade (teachers and students)							
	Support for mathematical learning evaluation pilot					2018-2019 (TT/LA)	ME (DNAA, NIRDE)	10 provinces
	Support to the government for the preparation to participate in SEACMEQ					2019 (TT/LA)	ME (DNAA)	National
Curriculum	Support the integration of the "skills for all" framework (learning, employability, active citizenship, self-empowerment) in the curriculum review process					2018-2019 (TT/LA)	ME (NIRDE)	National

**Table 14. ACO Education Program Activities - School Management**

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
School management								
School Leadership (primary school)/Child Friendly School	Program for School Directors and Parent and Guardian Committees	2015	2016-2017				ME (NDGE and Inspection)	Bié and Moxico
	Training/operation CPEEs	2016	started training (2016)				ME (NDGE, NIEST) and PDEs Bié and Moxico	Bié and Moxico
	Training for leadership and school management						ME (NDGE) and Inspection, INFQ (2017) and DPEs Bié and Moxico	
School Education Projects	School Education Projects	2015-2016					ME (NDGE), Inspection, DPEs Bié and Moxico, Don Bosco	Bié and Moxico
Education for All / Child Friendly School	National and provincial model plan	2015					TWG-EPT, ME (OSPS)	National
	Support for action plan in response to the out-of-school child research findings			2017			ISCED, Huíla	Huíla
	Education Management Information System (EMIS/SIGE) - technical support for data disaggregation for equity and quality	2015-2016					TWG-EPT, ME (OSPS)	National
	Mobilization of secretaries at ME	2015-2016					ME (OSPS and Secretaries)	National

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Technical support - revision of National Plan NPD/ EPT/ APT with data 2015 (Plan EQPT 2016-2030)		2016				TWG-EPT, ME (OSPS)	National
EMIS/ SIGE/ School Charter	Technical support - Forms (data collection cards), reports, monitoring, evaluation	2015	2016-2017				ME (OSPS) and Inspection	National
	Technical support for the Education Management and Information System (EMIS/SIGE)/SDGs Alignment	2016	EMIS - Project tested in Huíla			2018-2019 (SM)	ME (OSPS) and Inspection, Unit EFA	Nacional/ Pilot Huíla
	Support for data collection and input (2014-2016) in SIGE + SDG indicators			2017			ME (OSPS), PDEs	National
	Training of technicians for the collection and management of information		2016				ME (OSPS)	National
	Support institutional strengthening for data collection					2019 (pilot in 10 cities and 150 schools) (SM)		
	Formative evaluation of SIGE/ EMIS					2019 (SM)	ME (OSPS)	National
	SIGE to the EC		2017				NCC, MINARS (ECD) and ME (NDGE)	National
	Support the collection, analysis and processing of data and the preparation of national yearbooks					2018-2019 (SM)	ME (OSPS)	National

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Technical support for the School Charter (Georeferencing)		2016				ME (OSPS)	National / Pilot in one province
	Technical support for insertion of data into the SIGE for the Provincial School Charter			2017			ME, PDE Huila	Huíla
	Support for expanding the School Charter to Huambo and Namibe			2017			ME (OSPS), DPE (Huambo and Namibe)	Huambo and Namibe
	Support the School Charter conclusion and planning it in Huambo, Huila and Namibe provinces					2018-2019 (SM)	ME (OSPS), DPEs Huambo, Huíla and Namibe	Huambo, Huíla and Namibe
	Support the expansion of the Charter at School - Uíge (Sede and Damba), Moxico ( Lukusse and Camenongue), Bie ( Chinguar and Catabola)					2018-2019 (SM)	ME (OSPS), PDEs and CDEs Uíge (Sede and Dam ba), Moxico (Lukusse and Camenongue), Bi e (Chinguar and Catabola)	Bié, Moxico, Uíge
	Support the implementation of the Data Must Speak initiative to develop simple analysis tools to improve education sector planning					2019 (SM)	ME (NIE), PDE Huíla PDE, cities	Huíla
Database for teacher management	Establish database for NIEST		2017				NIEST	National
Inspection	Training for monitoring school leadership programs, school education projects and school charter	2015-2016					Inspection	National



Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
	Training for Early Childhood and Especial Education	2015-2016	2016-2017				MINARS, NISE and Inspection	National
	Technical support for monitoring and reporting: CPI, CFS, School Education Project, teacher training, teacher and student evaluation, school leadership, data collection.		2016				Inspection	National
	Support for monitoring the Inclusive Special Education			2017			ME (NISE, Inspection, NIOE), DPEs Bié and Moxico	Bié and Moxico

**Table 15. ACO Education Program Activities - Efficiency and Effectiveness**

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
		2015-2016	2016-2017	2017	2017-2018	2018-2019		
Efficiency and effectiveness								
Planning	EFA 2015-2016	2015-2016					Intern	
Training	Various, including HACT	2015-2016					Intern	
Payments		2015-2016					Intern	
Resource Management		2015-2016					Intern	
Monitoring and Evaluation		2015-2016					Intern	

Analytical Grouping	Activity/ Program	Planned period	Reviews				Main Partner	Territorial scope
			2015-2016	2016-2017	2017	2017-2018	2018-2019	
Mobilization		2015-2016						Intern
<b>Lunda Norte</b>								
Meeting the educational needs of refugee children and Lóvua's	Purchase of equipment and educational materials					2017-2018		ME, PDE Lunda Norte, CDE Lóvua
	Teacher training (initiation and primary)					2018		ME, PDE Lunda Norte, CDE Lóvua
	Teacher training - life skills (sexuality, health, others)					2017-2018		ME, PDE Lunda Norte, CDE Lóvua

	output 2018 1 - ECE - 2018-2019
	output 2018 2 - Quality access - 2018-2019
	TT/ LA – teacher training and learning assessment
	A - access
	SIMV - strengthened interventions for the most vulnerable
	SM -School Management

## ANNEX VI. Emergency Situations attended by the Education Section

Table 16. Emergency Situations attended by the Education Section

Emergency Situations attended by the Education Section			
Year	Situation	Achieved Results	Intervention of the Education Section
2015	Floods	Distribution of school supply kits benefiting around 200 families.	In early 2015, the provinces of Lobito and Benguela were hit by heavy rains that destroyed around 1.000 homes in vulnerable communities, resulting in 94 deaths and affecting 5.204 people. In addition to sending WASH materials such as latrines and water containers, in the area of education the ACO contributed to the distribution of school supply kits, benefiting about 200 families in the affected areas. In these communities, eleven schools were affected by the floods, four of which were completely destroyed. According to COAR 2015, ACO supported repairs in four affected schools, as well as the establishment of three temporary schools for 360 students within a resettlement camp. According to the same report, ACO also helped send teachers to ensure that classes could continue and provided early childhood development kits to complement the furniture provided by the Government of Angola for eight classrooms.
	Drought	According to COAR 2015, there was no response from the education sector for this emergency situation, only from the nutrition sector.	Droughts that hit the south of the country caused water sources and wells to dry out, resulting in partial or total loss of up to 80% of crops. The humanitarian impact of the drought was severe and affected thousands of people. According to COAR 2015, in response to the emergency in Namibe, ACO purchased and distributed therapeutic food products for 15 outpatient clinics and 15 inpatient units, reaching 3,340 of the 9,000 children aged 0-59 months identified with severe acute malnutrition.

Emergency Situations attended by the Education Section			
Year	Situation	Achieved Results	Intervention of the Education Section
2016	El Niño phenomenon	The Education Section worked in an integrated manner with the Education, Health, Nutrition and WASH Sections in the provinces of Cunene, Namibe and Huíla, which were most affected by the El Niño phenomenon.	According to COAR 2016, the 'El Niño' phenomenon affected seven provinces of Angola. The ACO concentrated its interventions in the provinces of Cunene, Namibe and Huíla, which were the most affected, where around 1,42 million people, including 756.000 children, were hit by severe droughts, while 800.000 people were in a situation of food insecurity. Following a rapid assessment carried out in these provinces, ACO implemented integrated interventions between the Education, Health, Nutrition and WASH Sections, through which 537 health professionals and 418 people in the community were trained. 17.762 children with severe acute malnutrition were identified and provided assistance, resulting in 73% and 63% recovery rates for hospital and outpatient treatment centers, respectively.
	Drought and floods	Huíla, Benguela, Moxico and Kwanza Sul provinces benefited from school kits and tents.	According to COAR 2016, around 1.720 students in the provinces of Huíla, Benguela, Moxico and Kwanza Sul benefited from the provision of tents and educational kits to help schools recover from the direct impact of drought and floods.
	General	Evaluation of the impact of the emergency situations on the number of enrollments and school attendance and training of professionals on the theme of Disaster Recovery and Risk Reduction.	In 2016, an evaluation was conducted on the impact of emergency situations on the number of enrollments and school attendance in six provinces of Angola: Benguela, Cuanza Sul, Cunene, Huila, Moxico and Namibe. As a result, recommendations were made to the Government of Angola to make it possible to continue providing education services even in emergency situations. The ACO trained 18 professionals, who went on to train 634 school teachers on the topic of Disaster Recovery and Risk Reduction.

Emergency Situations attended by the Education Section			
Year	Situation	Achieved Results	Intervention of the Education Section
2017	Migration crisis	Advocacy; budgeted plan; tents for informal education	Throughout 2017, Angola continued to be affected by emergency situations related to droughts, floods and disease outbreaks, in addition to the migration of Democratic Republic of Congo (DRC) refugees to the province of Lunda Norte. The ACO responded to the migration crisis in a multisectoral way through activities integrated between different sections. In the educational sector, according to COAR 2017, the ACO supported the elaboration of a needs assessment for education services for refugee children and neighboring communities, which resulted in an advocacy note and a budgeted plan to provide access to formal education, shared with the MED. In addition, UNICEF provided six tents to contribute to an informal education program, reaching 2.505 refugee children.
2018	Migration crisis	Emergency Education Material (EiE); tents; educational and recreational kits	In 2018 UNICEF continued to provide humanitarian support to refugees from the DRC who settled in Lunda Norte province. According to COAR 2018, in the educational sector, UNICEF provided Emergency Education (EiE) material for refugee children and out-of-school host communities, including 17 tents, 26 early childhood development kits, 57 education kits. school supplies, 1.695 school bags, 25 recreational kits and 23 math kits.
	Cholera and Ebola outbreaks; Droughts and floods	Tents; educational and recreational kits; educational sessions on prevention in school communities	In 2018, UNICEF supported the efforts of the Government of Angola and its partners to respond to the cholera outbreaks and to the floods and droughts in the provinces located in the south of the country. According to COAR 2018, in the provinces of Cunene, Bié and Huíla, 839 children from flood-affected communities had access to education services through the support of UNICEF, which provided of tents, recreational kits and school supplies kits. In the provinces of Moxico and Uíge, in the face of the Ebola outbreak, ACO supported MED in holding educational sessions for school communities on the prevention of the disease, reaching around 400 people.

Emergency Situations attended by the Education Section			
Year	Situation	Achieved Results	Intervention of the Education Section
2019	Drought	Integrated response with other UN agencies; Porto Seguro approach	Prolonged droughts continued to affect Angola in 2019, severely affecting the southern provinces of the country, mainly Cunene, Huíla, Namibe and Bié. With CERF resources, UNICEF teamed up with UNFPA, FAO and WHO to implement coordinated responses to the drought in severely affected communities. According to COAR 2019, through the Porto Seguro approach, UNICEF integrated child-centered development and emergency interventions, supporting local authorities in strengthening disaster risk reduction systems and increasing community resilience. . Through Porto Seguro, communities had access to drinking water (67.968 people), rehabilitation of water sources (34 water points), improved hygiene (74.340 families) and sanitation (82.340 people). Emergency Education (EiE) interventions reached 4.580 elementary school children, who received support to regain their access to learning, also facilitating birth registration, immunization and nutritional screening.
<b>Fonte:</b> UNICEF ACO (2015), UNICEF ACO (2016), UNICEF ACO (2017), UNICEF ACO (2018) e UNICEF ACO (2019)			

## ANNEX VII. Achieved Results

Table 16. Achieved Results (Outcome 3)

Outcome 3: In 2019, the most vulnerable boys and girls will have access to quality education, with a focus on improving learning outcomes						
Output 3.1: The Government of Angola has a favorable environment that is strengthened to increase equitable access to schools, thus increasing the number of vulnerable children enrolled						
Output indicator	Baseline		Target		Status	Observation
	Year	Baseline	Year	Result		
Inclusive Education: Existence of appropriate law / policy explicitly mentioning the rights of children with disabilities to receive pre-school and primary education	2015	No policy in place	2016	Policy in progress	Partially achieved	Final draft of the policy in progress and submitted to the Council of Ministers for approval
			2017	Policy implementation begins with the training of 20 national instructors	Fully achieved	Policy formally approved by the Executive and implementation in progress
Policy and / or sector plans with a focus on the most disadvantaged and out-of-school children	2015	No policy in place	2016	Policy in progress	Partially achieved	Policy being developed with provincial authorities.
			2017	OOSC action plan developed in Huila province	Partially achieved	Elaboration of the OOSC action plan in Huila under development



			2017	OOSC action plan developed in Huila province	No information	
<b>Output 3.2: The Government of Angola has increased national capacity to improve the quality of teaching, thus improving learning outcomes</b>						
Standard Indicator - ECD facilitators / teachers who received training with funding provided by UNICEF	2016	40	2016	45 Trained facilitators and teachers	Fully achieved	
	2017	100	2017	120 Trained facilitators and teachers	Fully achieved	
Standard indicator - c1a. Existence of a well-functioning classroom assessment system, including for the first grades	2015	score 2	2016	score 2	Partially achieved	
			2017	score 3	Partially achieved	
Teacher training policy sent to INFQ	2015	No policy in place	2016	Policy draft submitted	Partially achieved	Policy draft submitted
			2017	Policy being finalized by MED	Partially achieved	Pending approval by the Ministry council
Availability of data on timely learning	2015	No available data			No information	Data are available, although there is no law on taking advantage of lessons learned
<b>Output 3.3: Schools have greater school management capacities, with the active participation of parents</b>						
Standard indicator - e2a. EMIS provides quality and timely data	2015	No plan in place	2016	Data collected	Fully achieved	Data collected
			2017	Plan in progress	Fully achieved	Plan is in progress and on schedule
			2018	Expansion to other provinces	No information	

Schools have school management committees, both primary and secondary	2015	Start (score2)	2016	Established (score 3)	Fully achieved	School management committees were formed in 10 schools participating in the EAC project
			2017	Strengthen the capacity of School Management Committees through additional training	Fully achieved	Follow-up training was conducted to improve the knowledge and management skills of the committee members
			2018	Continuation: Strengthen the capacity of School Management Committees through additional training	Partially achieved	School management committees implemented, but still needed some reinforcement
Existence of EMIS with a functional feedback system for communities or school management committees	2015	Start (score2)	2016	Established (score 2.5)	Partially achieved	
			2017	Strengthen the EMIS system with more data and more trained personnel (180)		
			2018	Expansion of the EMIS system in other provinces		
More children aged 0 to 5 benefit from greater access to early childhood development and early learning						
Standard indicator - Availability of a national ECD policy or implementation plan for expansion	2017	No	2018	Yes	Partially achieved	The DPI policy has not yet been finalized / approved
			2019	Yes	Partially achieved	
Number of accessible ECE models are defined and tested in two provinces	2017	0	2018	1	Fully achieved	Pilot in 1 province
			2019	4	Partially achieved	Pilot in 2 provinces

Number of ECD facilitators / teachers who received training with funding provided by UNICEF	2017	0	2018	12	Fully achieved	12 trained facilitators / teachers
			2019	36	Partially achieved	35 trained facilitators / teachers
Access to quality education - More children, especially girls, with access and quality education in a safe and adequate school						
Standard indicator - System strengthening - Inclusive Ed. - Existence of appropriate law / policy explicitly mentioning the rights of children with disabilities to receive education - score (1-4), see guidance	2017	No	2018	Yes	Fully achieved	In 2018, the Ministry of Education made progress in implementing the National Inclusive Education Policy. It was launched in five provinces; and, 216 provincial and municipal officials received training on the policy and its implementation.
					Fully achieved	
Standard indicator - Education systems are implementing a minimum package of interventions to promote learning outcomes, including early learning	2017	No	2018	Yes	Partially achieved	The learning metrics for Portuguese language (subject) for the 1st to 6th grades were finalized and approved in 2018. They will be disseminated to teachers and schools in 2019. In addition, the learning metrics projects for 3rd-5th grade mathematics have been completed.
			2019	Yes	Partially achieved	MED continues to work to develop its national assessment system and implement regional assessments. In 2019, preparations to test the SEACMEQ assessment tool in 2020 began, and the mathematics assessment matrix for the 3rd and 5th grades was modified and finalized to be tested in early 2020.
National education system implementing a minimum package of interventions to promote inclusion and quality	2017	No	2018	Yes	Fully achieved	MED approved the Inclusive Education Policy in 2017.

					Fully achieved	MED continued implementing the National Inclusive Education Strategy approved in 2017, which include policy training and the establishment of Special Education Resource centers in 13 provinces.
# of provinces that launched the National Inclusive Education Policy implementation plan	2017	0	2018	5	Fully achieved	
					Fully achieved	
Rate of out-of-school girls and boys in primary and secondary education	2017	22%	2018	22%	Fully achieved	
					Fully achieved	

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