

ANGOLA

EDUCATION

SECTORAL AND OR+ (THEMATIC) REPORT

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LIST OF ABBREVIATIONS AND ACRONYMS

CFS	Child-Friendly Schools
CPAP	Country Programme Action Plan
CPD	Country Programme Document
ECD	Early Childhood Development
ECE	Early Childhood Education
EFE	Education for All
EiE	Education in Emergencies
LFA/APT	Learning For All/Aprendizagem Para Todos
EMIS	Education Monitoring and Information System
EU	European Union
DPCGE	Development Partners Coordination Group for Education
DNEG	National Directorate for General Education
GDP	Gross National Product
GPI	Gender Parity Index
GoA	Government of Angola
HIV/AIDS	Human immunodeficiency virus infection and acquired immune deficiency syndrome
IBEP	Multiple-Indicator Cluster Survey and Household Income and Expenditures Survey
IMEP	Integrated Monitoring, Evaluation and research Plan
INEE	National Institute for Special Education
INLS	National AIDS Institute
JICA	Japan International Cooperation Agency
MDGs	Millennium Development Goals
MINARS	Ministry of Administration and Social Integration
MED	Ministry of Education
MDGs	Millennium Development Goals
NAR	Net Attendance Rate
NER	Net Enrolment Rate
NGO	Non-Government Organisation
OR	Other Resources
QUIBB	Survey on welfare basic indicators (Inquérito de Indicadores Básicos de Bem-Estar)
RR	Regular Resources

I EXECUTIVE SUMMARY

Planned Outcome and Results	<p>Strategic outcome: By 2019 improved and equitable access to and completion of quality, inclusive education with a focus on improving learning outcomes will be achieved.</p> <p>Outcome: Improved and equitable access to and completion of quality, inclusive education with a focus on improving learning outcomes.</p> <p>Output 1. The Government of Angola has a strengthened enabling environment to increase equitable access to schools, increasing enrolment of vulnerable children</p> <p>Output 2. The Government of Angola has increased national capacity to improve quality of teaching and learning, improving learning results</p> <p>Output 3 Schools have improved management, with active participation from parents</p>
Geographic Focus	<p>National focus for education policies, sector and action plans, manuals, guidelines, training materials and provincial focus for the implementation of the Child Friendly School (CFS) Project in Bié and Moxico and presentation of the findings of the study on school dropout and the pilot on school mapping and EMIS in Huila:</p> <p>Bie: Andulo, Kamakupa, Nharea Kuito Moxico: Luena, Kamanongue, Luau Huila: Caluquembe, Gambos, Jamba, Kuvango, Lubango, Matala</p>
Focus Population	<p><u>Direct Beneficiaries</u></p> <p>Primary School Children: 13.229</p> <p>Teachers: 244</p> <p>School Directors: 20</p> <p>Community members: 100</p> <p>Early childhood caregivers: 90</p> <p>Number of Primary schools: 10</p> <p>Number of early childhood centres: 90</p>

	<p><u>Indirect Beneficiaries</u></p> <p>Children Under 5: 5,924,898</p> <p>Primary School Children: 4,369,161</p> <p>Teachers: 195,850</p> <p>School Directors: 13,949</p> <p>Early childhood caregivers: 15,211 (MED)</p> <p>Number of Primary schools: 50,832</p> <p>Number of early childhood centres: 5,200</p>
Partners	<p>Government: MED, MINARS, Provincial Governments in Bie, Moxico and Huila and Municipal Governments in these provinces</p> <p>UN: UNESCO, UNFPA</p> <p>NGOs/Civil Society: Education for All NGO Network,</p>
Summary of overall Angola country programme focus and progress (2015-2019)	<p>The overall Angola country programme goal is to support the Angolan government's efforts to reduce disparities in social indicators with a focus on Angola's child population. To do so, the country programme will continue to pursue a systematic focus on interventions that have shown capacity to benefit the most vulnerable individuals, families and communities. Over the remaining course of the two and half years, the country programme will continue sustaining its efforts towards improvements in three key areas that have been identified as possibly the most crucial for the country's development agenda, namely:</p> <ul style="list-style-type: none"> (i) Substantial decrease in child and maternal mortality; (ii) Expansion of birth registration within a civil registration and vital statistics system; (iii) Expansion of large scale social assistance to vulnerable families. <p>The country programme is articulated in five programmes areas supported by three non-programme sections which provide inter-sectoral support, as described hereafter.</p> <ol style="list-style-type: none"> 1) The Child Survival and Development programme includes three components: Health, Nutrition and HIV and AIDS. The Health and Nutrition component aims at strengthening national and district-level systems to scale up high-impact interventions that positively impact maternal, neo-natal and child survival and development. The HIV and AIDS component focuses on the expansion and equity of HIV prevention, PMTCT and paediatric treatment services for children, women and adolescents most-at-risk at the decentralized levels. 2) The Water, Sanitation and Hygiene (WASH) programme focuses on strengthening the WASH legal framework and its operationalisation

	<p>through national and municipal plans and budgeting. During 2016, UNICEF Angola continued to focus on strategic support to strengthen national partners' institutional and human capacity to address high inequality in access to services.</p> <p>3) The Education programme aims to promote interventions that contribute to increasing equitable access to quality early childhood, primary, first-cycle secondary, and second chance education, while providing technical assistance to the government in policy formulation and strategic planning, based in some pilot developed in some provinces to be scaled up by the government. (see more detailed below)</p> <p>4) The Child Protection programme aims at progressively building an environment where children are equally protected from violence, abuse, neglect and exploitation while ensuring that they have access to basic services, including birth registration.</p> <p>5) The Social Policy and Research programme will be producing high quality evidence including evaluations to support the country programme's policy and advocacy work.</p> <p>The efforts of the afore-mentioned five programme areas will be bolstered by three non-programme sections—namely Public Advocacy and Partnership, Communication for Development, and Programme Monitoring and Evaluation-- which will provide inter-sectoral support to the programmatic areas through public advocacy for child rights, strengthening partnerships including with the private sector, integrated approaches to addressing issues of behavioral change, and through planning and monitoring. These three non-programmatic sections collectively will contribute to six outcome results.</p> <p>a) The section of Public Advocacy and Partnerships will focus on external communication to large audiences on topics related to child survival, development, protection and participation, increasing visibility of UNICEF in Angola. It will help consolidate the organization's positioning as a knowledge hub and will strengthen and expand partnerships in support of UNICEF's agenda. This non-programme section aims to support the following results: (i) Child rights issues are known and responded to by leading decision- and opinion makers; (ii) Private sector organisations are increasingly aware of their social responsibility for the well-being of children in Angola; (iii) and sufficient resources are generated and leveraged to address child rights issues in the country.</p> <p>b) The section of Communication for Development purports to reinforce and sustain positive behaviors around key results defined by programme priorities (child and maternal mortality,</p>
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	<p>birth registration, social protection) and support the following results: (iv) Positive behaviors are reinforced around child and maternal care in development, protection, birth registration and social inclusion issues; (v) Children's active participation are reinforced and strengthened in institutions, CSO/NGOs and children's associations.</p> <p>c) Finally, the Planning and Monitoring section will support the following result: (vi) Monitoring systems and tools are tracking progress on key child rights indicators through regular routine information systems and other data collection exercises. A key partner in this will be the National Institute for Children (INAC).</p> <p>General progress towards main expected outcomes in different sectors</p> <p>Among major achievements was the launch and dissemination of the Situation Analysis of Children and Women in Angola, providing a comprehensive review of social sector data to stimulate national policy dialogue around child rights. To ensure that, our country program is evaluable, an assessment was undertaken to take stock of the Country Programme Action Plan (CPAP) and identify any gaps or challenges to its evaluability. In addition, a Theory of Change (ToC) was also developed for the country program to articulate and better define key results and corresponding programmatic risks and assumptions for Angola country program.</p> <p>Another major achievement was related to birth registration, with signed protocols of cooperation and the identification of 40 out of 60 health facilities in 4 provinces where birth registration offices will open in the next four years. In 2016, the GoA passed the Simplification Regulation (Regulamento da Simplificação) which provides guidance to the 2015 Simplification Law aimed at removing some of the barriers to birth registration and facilitating access by communities to civil registration services. During the year, the Ministry of Justice also reported that birth certificates were issued by "Conservatorias" (Registrars) to 570,500 children aged 0-14. Further, in 2016, UNICEF supported mobile teams to register 103,907 children 0-18 (which represents over 3 times more than in 2015). To date, a total of 40 civil registration service points (4 in 2015 and 36 in 2016) have been opened and are fully functional in the 7 targeted provinces, under the UNICEF supported initiative "Nascer com Registo" which aims at increasing registration immediately after birth. Birth Registration data to feed the wider CRVS system/INE is already being received from 6 of the 7 target provinces.</p>
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	<p>UNICEF, through the WASH section, worked to strengthen the capacity of local authorities to plan and budget for community-led total sanitation (CLTS). In total, 39 municipalities from 4 targeted provinces received training on planning and budgeting, and all these municipalities prepared budgets to be submitted for approval from their municipal budget for CLTS. Until now five municipalities have allocated funds directly to CLTS and ongoing process is underway in Namibe province. The GoA requested technical assistance from UNICEF to design Policy on Community Development Agents to address equity gaps in reproductive, maternal and child health service delivery in vulnerable municipalities. In addition, UNICEF and WHO provided funding and technical guidance in 35 low-performing municipalities in 8 provinces to improve routine immunization and the use of data for planning the Reaching Every District (RED) approach.</p> <p>Although progress has been made in these different areas, economic growth in Angola continued to be sluggish as a result of falling global oil prices which has begun in 2015. Social sector budgets have consequently undergone cuts and current trends suggest that social development could suffer related setbacks. Growing segments of the population are at risk of losing access to basic social and health services. UNICEF has noted, throughout the years, a significant decline in the government's administrative and financial capacity to support ongoing programmes across all sectors.</p> <p>In order to reduce the bottlenecks on Institutional capacity, UNICEF Angola continued to strengthen the partnerships with governmental and non-governmental institutions and with the private sector. The Country Office has also signed three strategic MoUs, with the Agostinho Neto University, the Catholic University of Angola and the Institute of Training of Local Administration (IFAL), which will increase evidence generation and capacity building at decentralized levels. The European Union remains a core partner, providing funding support to the country on crucial programmes in Social Assistance, Justice for children, Birth Registration, and WASH</p>
<p>Summary of programme focus and key progress in education sector (2015 - 2019)</p>	<p>The Education programme aims to promote interventions that contribute to increasing equitable access to quality early childhood, primary, first-cycle secondary, and second chance education, while providing technical assistance to the government in policy formulation and strategic planning. The programme will also provide the necessary support to ensure the implementation of action plans in the areas of early childhood, special education, education in emergencies, second chance education, and safer schools. Quality of teaching and learning will be strengthened through the development of training materials for the</p>

teaching of life skills as well as the design of learners' assessment systems for both students and teachers. The programme will contribute to achieving the following results: (i) Strengthened policy framework in the education sector through development and implementation of Policies for Early Childhood Development, Special Education and Education in Emergency as well as a regulation for Free Education; (ii) Quality of teaching improved through availability and use of quality materials for life-skills training; (iii) Training materials developed for school committees and directors to increase their capacity in monitoring school progress and developing school plans.

Progress towards main expected outcomes in education

UNICEF assisted the Ministry of Education to collect, analyse and report data on special education, pre-school education, the quality of life-skills education, the quality of teacher training, and education for migrating and nomadic populations. This collaboration produced three research reports, a finalized policy for special education, which has been already approved within the Ministry of Education and is pending final approval from the Office of the Vice President, and a draft policy for teacher training. UNICEF also established a partnership with the Technical Working Group of Education for All to improve the quality of education data and strengthen the EMIS. The research findings and improved data were utilised for the Situation Analysis and will be utilised for the revision of a National Education Plan for Quality Education for All, 2016-2030, which are crucial outcome results.

In the area of capacity building, UNICEF continued promoting the joint development of work plans, programmes, project budgets as well as the joint monitoring of programme progress through technical working groups. The CFS-project launched in 2015 in the provinces of Moxico and Bié continued providing a platform for two (2) out of eighteen (18) provincial directorates to take on direct accountability for the management and monitoring of projects, thereby increasing the sustainability of CFS programming. The project at the moment involves 13,299 children and 247 teachers as direct beneficiaries. In 2016, UNICEF supported the Ministry of Social Affairs (MINARS) in providing training to 50 national ECE trainers in addition to the training that was previously organized in six provinces (Luanda, Benguela, Namibe, Huila, Lunda Sul and Huambo) to benefit over 180 coordinators and managers of childhood centres.

UNICEF successfully concluded a research on out-of-school children in Huila province. The findings of this study, which specifically examined the root causes that keep children out of school while exploring gender issues in education and sought to contribute to discussion around gender equity and girls' education in Angola, were disseminated and well

	received. UNICEF continued to push its agenda for girls' education at secondary school level and have initiated several discussions with the National Directorate of General Education in the Ministry of Education in that regard. These discussions along with the findings of the study about out-of-school children have further enhanced the enthusiasm of the MED in its plan to design a girls' education project to be implemented from 2017-2019 in various localities in the country starting with the pilot implementation in 2017 in the provinces of Huila and Uige.
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II. STRATEGIC CONTEXT 2016

Angola's population is estimated to be 25.8¹ of which, 47.3 per cent is under-15 and 37.6 per cent live in rural areas. Nearly three decades of civil war left many Angolans across the 18 provinces in isolation and poverty and spawned a disastrous humanitarian crisis in Angola. Despite a booming national economy which was the fastest growing economy in the period 2004-2012 in Sub-Saharan Africa, with the gross domestic product (GDP) increasing on average 11.5 per cent annually, with a sustained growth above 5 per cent since the end of the civil war, and a GDP per capita surpassing US\$ 4,000) and government efforts to develop infrastructure, the post-conflict picture remains bleak for the vast majority of Angolans. Almost 15 years after the end of the war, social indicators for Angola continue to be among the worst in the world: Angola ranks 149 out of 173 countries, based on UNDP's Human Development Index 2015 and has one of the greatest levels of inequity sub-Saharan Africa, with a Gini co-efficient of 42.7. Life expectancy at birth is one of the lowest in the world (52.3 per cent); 29 per cent of under-five children suffer chronic malnutrition and an estimated two-thirds of Angolans live below the poverty line.

Angola faces the enormous task of rebuilding its war-shattered basic social services infrastructure: a problem multiplied by the rapid urbanisation of the capital – a city bursting with an estimated 10 times more people than it was built for, the vast majority living in slums without access to basic services. By 2009 only about 40 per cent of the population had access to government health facilities; by 2014 less than 60 per cent of the population had access to clean water, making cholera endemic, and almost 1.5 million children did not attend primary school.

Angola suffers from a severe human capital deficit due to lack of support to and investment in child and youth development, the disruption of access to health, education and other services during the war, weak management and public administration resulting in poor quality and irregular access to schools and other services, and the continuing "brain drain" to other countries. Unfortunately, the parents and teachers of today's children don't have the means and the foundation they need to provide the growth and learning opportunities children need to build a brighter future for Angola. Furthermore, because of the drop in oil prices and the preferred investments in infrastructure (ports, airports, roads, and communication), stability and order (police, army, and social assistance to ex combatants), the Angolan government has no longer the funds available to invest heavily in the social sectors, including education. Though enrolment to all levels of education has increased considerably,

¹ Population Census, 2014

when the civil war ended in 2002, due to investments in school buildings, training and recruitment of teachers, the system cannot cope with the demands for quality education from a continuously growing proportion of school age children.

Angola is at a crossroads, having moved rapidly from an emergency to a development phase following the end of the war. The Government of Angola (GoA) has assumed more responsibilities and has reoriented flows of aid progressively away from emergency programming towards development. The international community has shifted its cooperation from the provision of humanitarian funds to financing middle/long-term development programmes and reinforcing economic cooperation with the GoA. However, the country needs to diversify its economy to be less dependent on oil revenues, and invest a higher proportion of its budget in the social sectors to tackle its low position in the Human Development Index and the weak performing indicators which are related to this such as for life expectancy, poverty, Gini-co-efficient and low net enrolment rates for primary education.

In essence, Angola is still at risk unless the GoA ensures targeted and increased investments in education and other basic services such as in health, water supply and hygiene, social protection, among others.

A. Education sector in Angola

The education sector in Angola was left in total disarray following the civil war. More than 1,500 classrooms were destroyed between 1992 and 1996 alone and, with the loss of financial and human resources, the whole education system was left largely inoperative. Education in Angola is currently going through an intensive process of recovery and reform towards the achievement of universal quality primary education consistent with the targets put forward under Learning for All (LFA) plans, the revised National Plan for Education (2016-2030) and the Sustainable Development Goals (SDGs). The Basic Education Law, passed in 2001, established free, compulsory six-year primary education for all in Angola in the context of the on-going Education Reform. The National Education Plan of Education for All that is regularly reviewed with the aim of 1) improving the quality and access to Early Childhood Education 2) improving access for all, including the most vulnerable children to quality Primary Education 3) providing relevant learning programmes for all including life skills education 4) improving literacy rates of young and adults and promotion of continuous learning 5) attaining gender balance at primary and secondary school level and 6) promoting quality for all levels of education.

The education sector has undertaken a series of reforms which were initially articulated in the document “Integrated Strategy for the Improvement of the Education System 2001-2015”. These reforms aim to radically transform the education system and improve coverage and quality of provision throughout the country at all levels through various phases as described in general terms below:

- Preparation phase (2002 – 2012) – creation, printing and distribution of new curricula; training of teachers; rehabilitation and construction of schools; provision of teaching materials;
- Experimentation phase (2004-2010): new curricula applied in selected schools and classes;
- Evaluation phase (2005-2010): consisting of the collation of feedback from directors, and teachers as a result of testing the new curricula;

- General implementation phase (2006-2011): the implementation of the new curricula nationwide, phasing this in year by year over six years;
- Overall evaluation phase (from 2012 onward): consisting of a thorough evaluation of the education system to assess the curricula, teaching/learning processes, teachers, administration, management and resources.

These reforms also include:

- The provision of a 6th Grade at primary school level (to bring the Angolan system into line with international norms);
- An increased number of subjects in upper secondary school;
- New processes, manuals and documents for measuring learning outcomes;
- The introduction of automatic progression in Grades 1, 3 and 5;
- The elimination of school fees;
- Greater emphasis and regulations on school tests and examinations.

Over the last decade Angola has made great strides in increasing access to all levels of education. The number of pupils enrolled in all level of schooling increased fourfold from 2.2 million in 2001 to 8 million in 2014². Government funding has increased from \$1 billion in 2005 to \$3,1 billion in 2014 for primary school education (67 per cent of total education budget) with net enrolment for primary schools rising to 76 per cent (2014). Gender parity has been almost achieved in primary school attendance. However, inequalities of opportunity persist and there are serious concerns about the quality of education. Furthermore, the total proportion for education in the national budget compared to other countries is low, namely 7.7 per cent in 2016 and has not increased since 2010 (8.5 per cent).

Sections below will provide more details about the progress achieved in expanding access to pre-primary, and primary education, as well as literacy and second chance education for adolescents and adults; they will also highlight the limits of this expansion, in particular the disparities in access that curtail access opportunities for children from poorer families and those in the rural areas. Furthermore, the questions of education quality and efficiency have raised growing interest from all stakeholders, including government, due to concerns about poor learning achievement and high levels of repetition and dropout.

The performance of education systems depends mainly on the volume and quality of education inputs (schools, teachers, inspectors, textbooks and other materials), as well as the relevance and adequacy of the curriculum and methods for assessing pupil performance. These important issues take normally much more time to gradually improve and are at the heart of the wide-ranging education reform, as it is now the case in Angola with the revised national education structure.

² MED (2014)

B. Key issues in the education sector

The key challenge in the post-war period is to strengthen institutional and human capacities in the country. This is the responsibility of all Ministries, but the Ministry of Education (MED) --accountable for the policy formulation and implementation in the education sector, pre-school, primary, secondary, second chance, adult, technical vocational and special education-- has the most important task. The Ministry of Social Affairs (MINARS) is responsible for a smaller part of the education system, namely for the promotion and functioning of Early Childhood Education (ECE).

In the current period of peace and despite the relatively slow economic growth, the Government of Angola (GoA) still has substantial financial resources of its own to fund the education sector and to make progress towards realisation of the SDGs and the LFA goals as long as the country continues to prioritize adequate budget allocation to the social sector.. The Government of Angola (GoA) has also demonstrated its commitment to the education sector in the Poverty Reduction Strategic Paper, through the “11 Commitments for Children”, in which the right of education for all children as well as the importance of Early Childhood Education, amongst others, have been expressed explicitly and the National Development Plan, 2013-2017. However, as a result of the long period of civil war and decades of under-funding of the social sector in Angola, particularly in the health and education sectors, the institutional development and service delivery in the education sector have been seriously compromised. The resulting weakness in the education sector is demonstrated by a lack of capacities throughout the system, as evidenced by the absence of medium- and long-term strategic planning and lack of qualified teachers.

Angola is still far from meeting the goal of universal quality primary education. Angola has faced the huge challenge to increase the number of children enrolled in the first six grades of primary school from an estimated 3.1 million in 2005 (equating to a Net Enrolment Rate – NER - of 58 per cent) to 5,924,898 million by 2015, but the Ministry of Education is aware that still many children are out of school (NER 2014, 76 per cent) and many do not complete a full cycle of primary education.

Fewer than 10 per cent of children attend pre-primary education, and family knowledge and competencies of early childhood stimulation, development and support for early learning are abysmal. Unfortunately, this means that many children start primary school at a later age than 6, (at the age of 7, 8 or even 9) without the preparation they need to succeed in school. Poor school readiness is not the only reason that prevent many children from starting school on time or which causes them to repeat grades, drop out or fail to complete even primary school; t it does, however, remain a clear contributing factor. Another obstacle to access to education is the rate of birth registration, which remains at around 53.5 per cent; however just 30 per cent of children in the rural area has a birth certificate; thus, the lack of a birth certificate is cited as a reason for some children’s inability to enrol in school, or more often, as a barrier to the final exams which mark primary school completion.

Drop-out and repetition rates remain high, at 11.1 per cent and 10.8 per cent, respectively. Completion rates are estimated at 78.1 per cent per cent for primary education. However, the facts that only 30.6 per cent of 6-year-old children were in grade 1 (MED 2014), along with a net enrolment rate of 76 per cent for primary school and just 15.4 per cent at secondary school (first cycle) , data showing clear disparities by gender and socio-economic group, as well as data showing differences

between urban and rural areas, highlight the fundamental issue that a large number of Angolan children (approximately 2 million in total at the age of 5-18, the majority of them girls) are still being deprived of their rights to quality basic education.

For example, children from the top quintile are 18 times more likely to go to secondary school than children from the bottom quintile. Only two-thirds of children living in rural areas are enrolled in primary education, compared to urban areas which are closer to 90 per cent. This in turn has an impact on literacy rates with approximately 54.7 per cent of children and youth (15-24) in rural areas being classified as literate compared with 87.7 per cent in urban contexts.

Though reasons for children not enrolling and remaining in school are multi-dimensional, they predominantly stem from the lack of adequate school infrastructure within walking distance, poor water and sanitation facilities, lack and/or absence of qualified teachers and relevant materials for teaching and learning, as well as costs associated with schooling (transport and other hidden costs). These factors lead to chronic over-crowding of classrooms and teachers' inability to effectively teach, all of which ultimately impede students' ability to learn.

In recent years, the Government has succeeded in substantially increasing the number of teachers entering the system, which at least helps to keep pace with the fast growing number of students, keeping the pupil-teacher ratio stable at around 33-37 in the past few years. At secondary school level, there seems even to be a surfeit of teachers for some of the subjects (such as history and geography), but for other subjects (mathematics and Portuguese) there is a shortage (MED 2014).

Although pupil-teacher ratios are reportedly much higher in some areas, the main problem at both primary and secondary levels is the quality of the teaching, teachers' limited contact time with pupils due to the shift system, absenteeism, and the late start of classes. Many teachers (27 per cent of teachers in primary school, 10 per cent in the first cycle of secondary school) have not received any pre-service training and have no access to in-service training, and some teachers have not even completed a full cycle of basic education; and yet such teachers are expected to cope with large class sizes, mixed age groups, diverse language backgrounds, and double or even triple shift schooldays.³

Under the Master Plan for Teacher Training 2008-2015, the Government has expanded the number of teacher training colleges (now 70 schools in the country, which are part of the 2nd cycle of secondary education), increasing the capacity to provide pre-service training for a new generation of teachers. Indeed, the number of student-teachers since 1975 prepared on the job by teacher training colleges is now more than 63.000. However, there is still a huge need for in-service training for thousands of teachers who were recruited without prior training and to meet the new demands placed on all teachers by the expansion of the length of primary school to six years and the changes in curriculum under the education reform.

A type of in-service training is currently provided through the ZIPs (the 'pedagogical influence zones'), a system whereby a centrally located school or a selected resource centre provides capacity building opportunities to teachers and administrators from a cluster of schools within the same geographical area. However, in many parts of the country the ZIPs function only to a limited extent, or not at all,

³ MED 2011

and the training provided for implementation of the reform has been minimal. UNICEF and the European Union continue to support some projects which aim to strengthen the activities of the ZIPs. Beyond this ad hoc short term training opportunity, which essentially provide orientation for teachers about the new curriculum and the new system of continuous assessment and automatic promotion, there has been very little provision of more systematic in-service training (in-class and through distance learning) for the teachers without teaching qualifications.⁴ Children with special learning needs (due to disability or other factors) are likely to face particular difficulties, due to the lack of specialized training of teachers to meet their needs.

An assessment⁵ of grade 2 pupils, carried out in 10 provinces in 2006, found that a high proportion of pupils had not attained the basic skills in Mathematics and in reading and writing in Portuguese that are expected of pupils who have completed grade 1. The worst performance was in Cunene province, where only about a third passed either test.

To address the basic needs of access to the primary education system, it is estimated that an additional 70.000 classroom schools are needed in the period between 2015 and 2017 to accommodate the growing number of primary school students, estimated at 5,189,717 in 2014 and to meet the standard average of 40 students per classroom. At the same time, these schools should be provided with improved water and sanitation facilities as well as addressing issues related to quality of teaching school management, community participation, and pupils' health and hygiene, all of which are essential to make schools "child friendly," thus creating learning environments that attract and keep more children in schools.

Further analysis and summary of these issues is grouped into the following three areas, including access, quality and sector planning, which are the three pillars for the education programme:

Access

Some of the obstacles that impede access include:

Insufficient schools, classrooms and separate latrines for girls and boys, a situation which creates both physical and social barriers; in fact there is not enough schools available in the communities for children to attend and girls are not able to enrol and stay in schools because of the lack of gender sensitive sanitation facilities. An additional 70,000 classrooms will be needed to achieve LFA goals in 2017.

Lack of regular water supplies for sanitation facilities – schools without reliable sanitation facilities prevent children, especially girls, from going to school because of the prevailing unhealthy environments which are conducive neither to school attendance and nor to learning.. Even when adequate facilities do exist, the lack of knowledge and awareness of basic health and hygiene practices cause children to miss school because of illness.

High Costs – schooling places huge financial burdens on families (especially large families) primarily in terms of direct formal costs (such as school uniform, books, writing materials, food and transport etc.)

⁴ UNICEF has been providing some training for untrained teachers through the EU-funded Programme of Assistance to Primary Education (PAEP).

⁵ MED, INIDE & ADPP, 2006

and informal fees levied at school level. There are also opportunity costs, for example lost labour both in and out of the home. The combination of these costs creates a significant barrier to accessing school, particularly to those from the poorest communities.

Lack of equitable access to secondary schools; there has been a huge increase in pupil enrolment at all levels, although still only a small minority of children reach secondary school. According to MED, the secondary school Net Attendance Rate (NAR) has risen sharply, from 18.9 per cent (for children aged 12-17) in 2008/09 to 28.0 per cent (for children aged 12-18) in 2011⁶. However, the Census in 2014, which is based on more accurate figures of specific age groups, indicated the Net Enrolment Rate (NER) is 15,4 per cent, with NER in urban areas which stands at (21.6 per cent); 3.3 per cent in rural areas. This is still an extremely low proportion of NER at the secondary-school level, compared to the levels achieved by other middle-income Southern African Development Countries (SADC) countries.

Many children start school late, although the proportion is declining. Along with the repetition of grades, it is a major contributor to the high proportion of overage children and youth in the school system. For example, IBEP found that no less than 58.5 per cent of children of secondary school age (12-17 years) were still attending primary school. This increases the subsequent risk of dropout, since the opportunity cost of school (the trade-off with work) is much higher for adolescents than for younger children. In addition, the high proportion of overage children in primary education means that teachers have to try to teach the same curriculum at the same pace to learners of very different ages and levels of cognitive development. The quality of instruction to such diverse groups of learners is bound to suffer.

Major inequities persist, with children in the poorer quintiles and the rural areas at greatest disadvantage, especially at secondary level. The NAR at primary level is 13 percentage points higher in the urban areas than in the rural areas. The QUIBB (2011) shows particularly low primary NARs in the eastern provinces of Moxico (59 per cent) and Lunda Norte (56 per cent), as well as Bengo in the northwest (56 per cent). For children in the top wealth quintile, the primary NAR is 21 percentage points higher than that of children in the poorest quintile. At secondary level, the degree of inequity is far worse. The secondary NAR in the urban areas (44 per cent) is more than five times higher than in the rural areas (8 per cent). Almost no children aged 12-18 from the poorest households are in secondary school (4 per cent in the first quintile and 8 per cent in the second quintile), compared to 57 per cent in the richest quintile. Put another way, children born into households in the poorer quintiles, especially in the rural areas, are exceedingly unlikely to reach or progress in secondary school, whatever their aptitude for learning – a situation of extreme inequity that, besides being damaging to the life chances of the children concerned, is depriving the country of a huge untapped potential in human capacity.

There are also no equitable access to education for children with disabilities, although enrolment in special education has increased. There is very little information about the numbers of children with special learning needs. Official policy promotes the integration of these children into normal schools. However, some children with severe disabilities do require special education, which has undergone a

⁶ IBEP(2011)

considerable expansion in the past decade, with the number of children enrolled rising fivefold from 4,357 in 2001 to 28,467 in 2014, according to MED data.

Angola has almost achieved gender parity in primary education, but girls are at more of a disadvantage to boys at secondary level, especially in the rural areas. At primary level, the gender gap between girls and boys has almost disappeared. In 2014, according to the Census, the gender parity index (GPI), measured as the percentages of girls and boys going to primary school, was 0.997 (i.e. close to parity) in the country. QUIBB in 2011 did indicate parity in urban and rural areas as well. At the secondary level, gender equity is also present with a few more girls than boys attending; however, in the rural areas very few go to secondary school. The disparity between urban and rural areas is striking. The secondary school NER nationally is 15,4 per cent for first cycle secondary education, with only 3.3 per cent in rural areas going to the secondary school. For the second cycle, the national NER is just 8.3 per cent with only 1 per cent from the rural areas continuing to this level of education.

Large numbers of uneducated adolescents – children and youth are always the most effected members of the population as a result of the impact of war. The prolonged civil war in Angola meant that the majority of the population missed several years of schooling or never had the opportunity to receive education. Children born in the 1990s who are now adolescents (13-18 years-old) are currently suffering the greatest impact as they are too old to attend primary school and, even if they could, to attain a basic level of education would generally require six additional years of schooling. Many of them would be in their 20's by the time they finished.

Impact of HIV/AIDS – The current prevalence rate for HIV/AIDS is 2.3 per cent and HIV-prevalence among pregnant women is 3 per cent ⁷ (INLS 2011); these rates are expected to significantly increase as a result of the rapid changes occurring during this post-conflict reconstruction period. Sustained and targeted HIV prevention messages combined with other aspects of life skills education (on maintaining a health and green environment, hygiene, primary health education etc.) need to be disseminated through a comprehensive variety of approaches in order to reach all parts of the population, especially those most at risk.

Quality

There is growing concern that primary pupils are not learning sufficiently. The large increase in the number of pupils attending school, along with the wide mix of ages in the same classes and inadequate inputs, has put huge pressure on a fragile system, compromising what matters most: what children learn while they are in school. Poor cognitive development of pre-school-age children as a result of under-nutrition and micronutrient deficiencies and the lack of a supportive home environment for studying are also thought to be impairing learning achievement.

Poorly trained teachers – one of the greatest constraints at school level is the acute shortage of properly trained and qualified teachers, especially in rural areas. As a result of the war, many teachers still need to receive pre-service training and have no access to in-service training, while some have not even completed a full cycle of basic education. Data available from six provinces in 2010 (MED

⁷ Data from INLS (Instituto Nacional de Luta contra a SIDA) 2011

2011a) show that 32 per cent of teachers in *Iniciação* (the equivalent of Kindergarten), 27 per cent of teachers in primary school, 10 per cent in the first cycle of secondary school and 12 per cent in the second cycle of secondary school had no teacher training.. They are therefore very poorly equipped - both with the knowledge and the instructional skills-- to deliver high-quality child-friendly instruction and supervision. This impacts directly children's performance -- resulting in high repetition rates—and create internal inefficiency within the education system as a whole.

The low morale of teachers is an additional constraint. Evaluation reports⁸ have highlighted the low levels of job satisfaction among teachers and school directors due to several factors, including poor salaries (despite a modest improvement over the past decade) and delays in the payment of salaries, limited opportunities for in-service training, difficult teaching conditions and the general lack of resources. Teaching positions in rural areas are often difficult to fill due to the harsh living conditions and limited services in rural areas, and the lack of either financial incentives or decent housing for teachers. Many teachers assigned to rural schools continue to live in the provincial or municipal capitals and travel daily (at their own expense) to reach their schools, often arriving late; as a result of this situation, classes do not start on time, thus reducing the length of shifts and the contact time with pupils. The literacy programme depends heavily on unpaid volunteers as well as mainstream teachers.

Despite the large improvements in access, only a small proportion of children complete primary school and transition to secondary school. It has been estimated that the gross primary completion rate was only 18.8 per cent in 2010, while varying across provinces from a high of 46 per cent in Kwanza Sul to a low of 10.4 per cent in Bié (MED 2011⁹). This means that the number of pupils (of any age) completing primary school is less than one fifth of the estimated population aged 11 (the 'correct' age for completion of primary school). This is one of the lowest gross primary completion rates in Sub-Saharan Africa. The implication is that, besides the significant proportion of children who never go to primary school (about 7 per cent at the time of the IBEP survey), a large number of those who enter primary school dropout before they finish the 6-year course. Of those who complete primary education, only 60 per cent transition to secondary school (MED 2013).

Low management capacity – the poor quality of teaching staff is further compounded by ineffective management of the education system from school directors through to municipal, provincial and central staff because many of these employees are under-qualified and have not received any job-specific training/support.

Lack of community participation in schools – high-quality learning environments with accountable management structures requires local communities to play an active role in the functioning of their schools. Although Parent Teacher Associations and Parents Committees exist in many schools, their involvement and impact is limited and schools fail to benefit from this substantive source of locally-based and highly knowledgeable support.

⁸ Azancot de Menezes (2010)

⁹ Using official population estimates and enrolment data from the Education Management Information system (SIGE) in seven provinces (Benguela, Bié, Cunene, Huambo, Huíla, Kwanza Sul and Namibe)

Insufficient attention to Early Childhood Development (ECD) and School Readiness – the majority of children entering primary school (over 90 per cent) have not had the benefit of receiving any early childhood care or preparation for primary school. ECD is a relatively new concept in Angola and both supply and demand of high quality services that support ECD are limited. UNICEF Angola recognises that early childhood development is a complex process that requires the support of a variety of services, many of which already exist in some form in Angola. Yet huge gaps exist, including the low rates of access to early learning and pre-primary programmes, and families' poor knowledge of positive child rearing practices. Considerable work needs to be done both at the policy and service delivery levels to demonstrate how investments made at this critical stage benefit children throughout the rest of their lives, and to advocate for improved coordination across sectors, and within each sector, for increased targeting of quality services to young children and their families.

Sector planning and coordination

Lack of data – Education system planning can only function effectively in terms of management, resource allocation and measurement of impact if it is based on reliable and accurate data from school level upwards. Angola has a system in place yet, information on some of the LFA-indicators are simply not available. The systems for collecting information from the school level up to national level exist, but they are not used systematically because the data gathering process is labour intensive and the department responsible for collecting and managing data at the central level is severely under-staffed. The IBEP (joint Multiple-Indicator Cluster Survey and Household Income and Expenditures Survey, 2011) provided important summary data on a range of demographic and service-related indicators, including Education. IBEP was an important first step to providing some national-level data for Angola, though there remain concerns about data quality and reliability. Efforts to strengthen a specific education sector (Education Monitoring and Information System (EMIS)) system and the practice of conducting demographic surveys/census continue to be important. Between 2014 and 2016 UNICEF invested in the elaboration of provincial profiles, specific provincial data collection by review of the data collection and treatment process and training of provincial staff in education statistics and reporting. Yet Census data in 2014 indicate still many inconsistencies in data collection and analysis as most MED-data have reflected a more favourable status and impact of the national education services.

Fragmented development partners' dialogue – to date donor harmonisation, coordination and collective dialogue with GoA has been weak, leading to high transaction costs for the government and weak strategic inputs from partners active in the education sector. PADEA, a group of education sector partners including donors, civil society, INGOs and others has been established under the leadership of the MED, but the group has not functioned regularly or effectively. Since October 2013 UNICEF has started a new initiative, DPCGE ¹⁰ to assist the Ministry of Education in the coordination of development partners. UNICEF has taken up the role of leading as the convening agency for the coordination among partners. The final aim of the new coordination group is to strengthen the leading role of the Ministry in the sector and to develop a sector-wide approach in which all active partners take joint responsibility to achieve the aims of the National Plan of Learning for All, 2013-2020. However, after UNICEF has lead several meetings, the Ministry has not been able to continue these meetings.

¹⁰ Development Partners Coordination Group in Education (DPCGE)

III. RESULTS IN OUTCOME AREA - ASSESSMENT OUTLINED BY KEY OUTPUTS

Outcome: By 2019, the most vulnerable boys and girls will have access to quality education, with a focus on improving learning outcomes

This new programme (2015- 2019) will promote interventions to achieve the outcome of improved and equitable access to and completion of quality and inclusive Education with a focus on improving the learning outcomes. It will contribute to increasing equitable access to quality early childhood, primary, first-cycle secondary Education, while focusing on provision of technical assistance to the Government in policy formulation and strategic planning. It will also support the implementation of action plans for early childhood, special Education, Education in emergencies, and safer schools. Quality of teaching and learning will be strengthened through the development of materials for life skills trainings and teacher assessments.

The programme will contribute to achieving the following outputs: 1) The GoA has a strengthened enabling environment to increase equitable access to schools, increasing enrolment of vulnerable children 2) The GoA has increased national capacity to improve quality of teaching and learning, improving learning results 3) Schools have improved management, with active participation from parents. The Programme will also contribute to an inter-sectoral initiative on prevention and response to violence, particularly in and around schools, including social change communication.

In order to achieve these results, the programme component will provide technical assistance to the MED and MINARS, at the national, provincial and municipal levels. The technical assistance will encompass the development and implementation of policies, action plans, standards, regulations, and manual development for various areas, including early childhood development, special Education, and Education in emergencies as well as the improvement of teaching with the availability and use of quality material for life-skills training. UNICEF will also engage in collaboration with the “Learning for All” project, financed by the World Bank, for in-service training for primary school teachers; development of training materials for school committees and directors to increase their capacity in school leadership, monitoring school progress and developing school plans; and strengthening the EMIS-system at all levels, in particular at school level

The year 2017 will be the third year of the new education programme that has started in 2015 and will end in 2019. However, the previous programme (2009-2014) laid important foundations for some of the activities currently underway.

Output 1: The Government of Angola has a strengthened enabling environment to increase equitable access to schools, increasing enrolment of vulnerable children.

In the area of equitable access (output 1) significant progress was made in policy and research on equitable access to Education. UNICEF assisted the Ministry of Education to formulate action plans for special education to better address the needs of children with disabilities; by the same token, a study on school dropout in the province of Huila was also concluded and has yielded pertinent recommendations aimed at the improvement of access; .

An action plan has been elaborated as a follow up to the Policy for Special/Inclusive education. In cooperation with the National Institute for Special Education (INEE), a training plan and materials in Portuguese are ready for the training of 25 national and provincial trainers in the area of special/inclusive education. This training, which will focus on teacher training and the establishment of Special Education Resources Centres in the country, will eventually benefit more than 23,000 children with disabilities in the country.

The study on school drop-outs in the province of Huila has been finalized with technical assistance from a leading consultant and UNICEF and in close cooperation with a technical team from the province. The findings of the study were presented to the provincial government as well as to the authorities at the government level. The recommendations of the study will help the provincial government formulate an action plan and budget for 170,300 out of school children between 5 and 11 years old and 152,090 children between 12 and 14 years old and address the diverse barriers to primary and secondary education.

Also, UNICEF has been assisting the Ministry of Social Affairs (MINARS) through a consultancy to elaborate a policy for early childhood (age group zero to five). This policy aims to guide national comprehensive strategies and action plans for this age group in several areas, including protection, parental and health care, social support and education; such strategies and plans are currently absent. The final draft of this policy is expected to be submitted to the Ministry of Social Affairs by the end of March 2017. The general hope is that the implementation of this policy would result in improved care, attention, protection and education for 5,924,948 children between 0 and 5 years old.

UNICEF has also assisted the Ministry of Education (MED) through consultancies in two (2) main activities. 1) Assessment of the possible impact of emergency situations on enrolment and attendance and providing strategies about how to continue education services in these circumstances. A draft report has been produced for internal discussion in the Ministry. 2) A training of trainers on the subject of Disaster Risk Reduction and Recovery (DRR) including prevention of infectious diseases. Furthermore, UNICEF helped with the provision of materials in the area of Education in Emergency; more specifically, nine (9) tents and 43 education kits with learning materials for 1720 children have been supplied to the affected schools in the provinces of Benguela, Moxico, Huila and Kwanza Sul. In collaboration with MED, and under the lead of a national consultant an action plan for alternative education has been developed to cater to children of families who are nomads, pastoralists and migrants and therefore unable to attend school on a regular basis, compounded with the fact that there are few schools in the rural areas. The report will be finalized and validated this year

Within the project Child Friendly Schools (CFS) implemented in two provinces under the management of the Directorates of Provincial Education access to water and toilets at schools was improved, so that now in 8 out of 10 schools, children can wash their hands and in two schools they also can use toilets. However, the challenge in this partnership programme are related to the inadequate budget allocation for the education sector to co-finance and sustain these activities.

Output 2: The Government of Angola has increased national capacity to improve quality of teaching and learning, improving learning results

During 2016, UNICEF has continued to help the Ministry of Education in building national capacity for improving the quality of teaching and learning, and improving learning results through the elaboration of a national teacher training policy and the introduction of a learners' assessment system for Portuguese language in first and second grades (classes 1 and 2).

Subsequent to the ECE educators and ECE centers managers trainings conducted in 6 provinces (Luanda, Namibe, Benguela, Huila, Huambo, and Lunda Sul) from 2014 to 2016 and which registered the participation of 193 trainees, UNICEF assisted in 2016 the Ministry of Social Affairs (MINARS) organise a training for national trainers selected from all 18 provinces. A total of 50 participants were trained in management of early childhood centres and these trainees are expected to replicate these trainings within their respective provinces to improve the capacity of the early childhood professional within their respective provinces. This phase of replication is scheduled to commence in 2017 and will be ongoing.

UNICEF also supported the National Institute for Teacher Training (INFQE) through a consultancy in the elaboration of a policy for teacher training at pre-school, primary and secondary school levels. A report about the current status of teacher preparation through pre-service, in-service, and distance training has been submitted as well as a draft policy that needs to be finalised in collaboration with the Ministry of Higher Education (MES). Similarly, UNICEF assisted MED in the elaboration of a learners' assessment system for Portuguese language in the first two grades of primary education. An enquiry for teachers, an items bank, a test for grade one and two and scoring formats were produced and a pilot phase has been conducted in 10 provinces. The final report is expected in February 2017. This process, under the supervision of the National Institute for Research and Development of Education (INIDE) involved the training of teachers on how to monitor progress in language acquisition. Furthermore, the project for Child Friendly Schools (CFS) in Bié and Moxico, which is managed by the Provincial Directorates in two (2) provinces Bié and Moxico and technically supported by UNICEF, provided 12 trainings in 10 selected schools on school leadership, child-centred teaching and strengthening of school committees. A total of 28 national trainers, 247 teachers and 109 school committee members participated in these trainings. The overall total of 13,299 children, who attend these schools, will ultimately benefit from the new knowledge and skills of their teachers. In collaboration with the National Institute for Special Education (INEE) and the Rodrigo Mendes Institute (RMI) in Brazil, an action plan and budget have been prepared, under the coordination of UNICEF, to facilitate the first training on special/inclusive education for 20 national trainers to take place in 2017. UNICEF provided MED with technical assistance for development of materials and for the training of 12 national trainers who trained 490 teachers in Bengo, Benguela, Kuanza Norte, Kuanza Sul, Luanda and Malanje in subjects such as education on sexuality (including sexual and reproductive health, prevention of HIV, violence, early pregnancy and abortion) and the prevention of yellow fever and malaria. With UNICEF's financial assistance, 3000 manuals peer education for students and youth and 600 teacher's guides were produced are now used by MED.

The challenges are diverse in this area of quality as the essentially include lack of human resources' capacity in management, monitoring and evaluation of these activities at national, provincial and school level, as well as limited investments from government in the training and coaching of education administrative staff and teachers. In the future, it will be important to train provincial staff in the planning and budgeting for capacity building programmes based on local training and organisational needs, so that UNICEF support is better aligned to the specific needs for organisational change in the provinces.

Output 3: Schools have increased capacity to improve management, with active participation from parents

During 2016, the education section of UNICEF Angola assisted the Cabinet for Studies, Planning and Statistics (GEPE) in the Ministry of Education (MED) with two interrelated activities. 1) the updating and data collection for the years 2014-2016 and the reform of the EMIS (Education Management Information System) in alignment to the Sustainable Development Goals and 2) the school mapping

pilot in the province of Huila, which promotes an innovative real time monitoring and digital data collection system. Both processes are under management of the MED and with assistance from the Higher Institute of Education Science of Huila (ISCED-Huila) in the collection of data. UNICEF is providing financial and technical support and is also advising on the type of indicators and information to be selected to enable measurement of progress towards the SDGs for education. This new data contributes to an evidence-based foundation under the new national education plan to be formulated for the years 2017-2030. Both processes are time-consuming and labour-intensive activities, which require good coordination and delegation of tasks. Furthermore, heavy rainfall, difficult access to quite a number of schools hindered a smooth and quick data collection process. Clearly, with a well-functioning EMIS or data collection system at school, municipality, provincial and national level, strategic decisions can be made for budget allocations and implementation of programmes to address challenges such as equitable access and quality. The final aim is to elaborate a new national education action plan 2017-2030 on the basis of this new evidence.

In the CFS-project, managed by the Provincial Directorates for Education in Bie and Moxico, two (2) trainings were organised with the purpose of strengthening school management; one to train 28 provincial focal points in the strengthening of school committees and another to train 109 school committee members in the 10 selected schools. School committee members learned about regulation for school committees and the importance of monitoring school performance. The challenge here is that many members have not received basic education and/or explanation about the tasks and responsibilities of the school committees. Therefore, one training will be not sufficient. Furthermore, a stronger role from the local focal points for CFS in organising more regular training and monitoring of all project activities, including support to school committees, will be crucial to help sustain the project.

IV. FINANCIAL ANALYSIS

Thematic funding adds significant value to UNICEF's education work and to the education system in Angola through its flexibility and quantity. For the education programme, it continues to be by far the highest proportional funding available in 2016. Thematic funding gives UNICEF and the Ministry of Education the opportunity to link spending to the priorities of the National Plan of Education for All, that focusses on improving equitable access to quality education including for vulnerable children, quality of teaching and learning and school management. While project funding from some of the national committees for UNICEF prefer support to specific goals, outputs, targets, and activities, and funding from these sources are less flexible and can only be used for agreed project proposals, thematic funding offers more flexibility and allows for spending on the overall education programme.

Therefore, much of UNICEF's education section's general support to research, policy, strategy, evaluation and to the implementation of the National Plan of Learning for All is funded through Thematic Funds, thereby allowing a more strategic alignment of national and field-level interventions. This includes contributions to the knowledge base on key issues previously undocumented or unanalysed such as , barriers to access for vulnerable children, school dropout, quality of teacher training and teaching of life skills.

Table 1: Planned budget and expenditures 2016 (in USD) by Outcome Area

	Expenses Other Resources Emergency	Planned Other resources - emergency	Expenses Other Resources Regular	Planned Other resources- regular	Expenses Regular Resources	Planned Regular Resources	Total Expense	Total Outcome Area Planned
05-01 Early learning			19,982		121,942		141,924	
05-02 Equity # focus on girls# and inclusive education			401,241		207,971		609,212	
05-03 Learning and child-friendly schools			329,676		237,789		567,465	
05-04 Education in emergencies			41,607		358,676		400,283	
05-05 Education # General			333,309		516,166		849,476	
Unknown							0	
Grand Total	0	0	1,125,816	0	1,442,543	0	2,568,359	0

Table 2: Country-level thematic contributions (in USD) to outcome area available in 2016

Type of funding	Period	Programmable Amount
Thematic funding	01/05/2016-31/12/2017	166,684
Norwegian Committee for UNICEF	01/06/2016-31/12/2017	8,142
Total		174,826

The thematic funds cover over 85 per cent of the total available funding for the education programme 2015-2019 and thus are the life line for the implementation of the education programme.

Table 3: Expenditures (in USD) in the Outcome Area

Organizational Targets	Expenditure Amount			
	Other Ressources – Emergency	Other Ressources - Regular	Regular Ressources	All Programme Accounts
05-01 Early learning		19,999	121,969	141,968
05-02 Equity # focus on girls# and inclusive education		401,468	208,127	609,595
05-03 Learning and child-friendly schools		329,855	237,927	567,782
05-04 Education in emergencies		41,618	358,713	400,331
05-05 Education # General		333,413	516,337	849,750
Total	-	1,126,354	1,443,073	2,569,426

Table 4: Thematic expenses by programme area

Fund Category	All Programme Accounts
Year	2016
Business Area	Angola - 6810
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic

Row Labels	Expense
Other Resources – Regular	984,516
05-01 Early learning	9,180
05-02 Equity # focus on girls# and inclusive education	401,107
05-03 Learning and child-friendly schools	329,639
05-04 Education in emergencies	41,596
05-05 Education # General	202,993
Grand Total	984,516

The thematic expenses covers the gist of the total expenditures from other resources (see table 2) and therefore the funds are clearly the main foundation for the implementation of the education programme 2015-2019. It goes without saying that without this thematic funding, it would be very difficult to fund the various activities planned for the education programme.

Table 5: Expenses by Specific Intervention Codes 2016

Fund Category	All Programme Accounts
Year	2016
Business Area	Angola - 6810
Prorated Outcome Area	05 Education

Row Labels	Expense
05-01-01 National policies on early learning and school readiness	23,572
05-01-02 Development and use of standards and measurements for early learning and school readiness	38,982
05-01-03 Institutional pre-schools	8,982
05-02-01 Out of School Children Initiative (OOSCI)	384,615
05-02-06 Education for children with disabilities	9,975
05-03-01 Education materials for learning and teaching including classroom technology	40,621
05-03-02 Child Friendly Schools # Education	313,460
05-04-05 Education # Emergency preparedness	102,098
05-05-01 Education –Systems	261,772
05-05-03 School health, nutrition, food and other non-education interventions	178,812
05-05-09 Education -support to achieving global and regional goals	13,865
08-01-01 Country programme process	8,362
08-02-01 Situation Analysis or Update on women and children	26,642
08-02-05 Other multi-sectoral household surveys and data collection activities	7,532
08-02-06 Secondary analysis of data	4,059
08-02-08 Monitoring # General	99,556
08-02-10 Humanitarian performance monitoring	870
08-03-01 Cross-sectoral Communication for Development	56,851
08-06-02 Building global/regional/national stakeholder evaluation capacity	1,699
08-09-06 Other # non-classifiable cross-sectoral activities	129,586
08-09-07 Public Advocacy	74,946
08-09-11 Emergency preparedness and response (General)	222,918
09-02-06 CO Advocacy and communication	20,489
10-04-01 Human resources management capacity at HQ	-

10-07-12 Management and Operations support at CO	112,412
6011 Other non-classifiable interventions	-
6901 Staff costs (includes specialists, managers, TAs and consultancies) for multiple Focus Areas of the SP	2,487
7921 Operations # financial and administration	156,927
Unknown	266,269
Grand Total	2,568,359

Table 6: Planned budget and available resources for 2016

Planned Budget and Available Resources for 2016 Intermediate Result	Funding Type	Planned Budget ¹	Funded Budget ¹	Shortfall ²
05-01 Early learning	RR	0		
	OR	120,000	120,000	0
05-02 Equity focus on girls and inclusive education	RR	105,927	105,927	0
	OR	407,949	407,949	0
05-03 Learning and child-friendly schools	RR	104,241	104,241	0
	OR	470,789	470,789	0
05-04 Education in emergencies	RR	0		
	OR	65,000	65,000	0
05-05 Education General	RR	247,952	247,952	0
	OR	233,237	233,237	0
Sub-total Regular Resources	RR	458,120	458,120	0
Sub-total Other resources Regular	OR	1,296,975	1,296,975	0
Total for 2016		1,755,095	1,755,095	0

In 2016, the education section received enough thematic funding to successfully carry out most of the activities scheduled in the work plan. However, based on early projections, it appears that the education section will have some financial challenges to implement all the activities in its 2017 work plan, for the current planned expenses for 2017 still shows a gap of 670,000. The lack of co-financing from the government partners, namely the MED and MINARS, as it was the case in previous years does not bode well either for any quick solution. Unless the programme mobilize some additional funding in the course of the year, some of the planned activities will have to be delayed until next year.

V. FUTURE WORK PLAN 2017

The education programme component in the new CPAP 2015-2019 will promote interventions to achieve the outcome of improved and equitable access to and completion of quality, inclusive education with a focus on improving the learning outcomes. It will contribute to increase equitable access to quality early childhood, primary, first-cycle secondary education, while focusing on provision of technical assistance to the Government in policy formulation and strategic planning. It will also support the implementation of action plans for early

childhood, special education, education in emergencies, and safer schools and alternative education with a particular attention to girls' education. Quality of teaching and learning will be strengthened through the development of materials for life skills trainings as well as students and teacher assessments.

The programme will contribute to achieving the following outputs: (a) Increased equitable access to schools, by increasing enrolment and including vulnerable children; (b) Improved quality of teaching and learning, by improving learning results; (c) Improved management of schools, by improving schools and promoting the active participation from parents. The Programme will also contribute to an inter-sectoral initiative on prevention and response to violence, particularly in and around schools, including social change communication.

In order to achieve these results, the programme component will provide high quality technical assistance to the Ministry of Education and Ministry of Social Affairs, at national, provincial and municipal levels. Technical assistance will encompass:

- 1- development and implementation of policies, action plans, standards, and regulations, for a wide range of areas, including early childhood, free and special education, alternative education, and education in emergencies;
- 2- improvement of teaching with the availability and use of quality material for life-skills training;
- 3- collaboration with the "Learning for All" project, financed by the World Bank, for in-service training of primary school teachers;
- 4- development of training materials for school committees and directors to increase their capacity in school leadership, monitoring school progress and developing school plans;
- 5- strengthening the EMIS-system at all levels, in particular at decentralized and school level.

The rolling Annual Work Plan 2016-2017 is attached herewith (see Annex I).

VI. EXPRESSION OF THANKS

On behalf of the children of Angola, UNICEF seizes this opportunity to express its sincere appreciation for the contributions of UN Member State governments, IKEA Foundation, as well as all UNICEF National Committees and foundations. Your generous support has enabled us to support the Government of Angola's efforts towards the realisation of our joint commitment to protecting the rights and improving the well-being of many Angolan children and women, and more importantly to secure their rights to quality and relevant education

ANNEX 1. HUMAN INTEREST STORIES

Story 1: Digital data collection, province of Huíla

The Education Management and Information System in Angola gains momentum with data collection through 'tablets' in Huíla's schools

By Marcos González Díaz, Digital Communication Officer



At the Primary School n.231 in the municipality of Cacula, Huíla province, a young technician interviews the school principal and inputs his answers into a 'tablet' at an astonishing rate.

"The number of students and teachers per course in this school? Number of classes? Do you have electricity? Water? School supplies?", asks Ernesto, as the

principal answers while observing with curiosity the electronic device. Meanwhile, some children approach timidly to see what is happening and how the device works.

The pair are sitting outdoors on stones under a tree, where classes are held regularly. It starts to rain and the interview continues inside one of the very small classrooms, built with stones and logs on the ground as benches for the nearly 400 students enrolled. Minutes earlier, Ernesto had to walk with the 'tablet' in the air, in various directions, looking for the best coverage to identify the school's location coordinates.

The scene, unusual for a humble school such as this one, has been repeated in the 1,843 primary and secondary schools of the 14 municipalities that make up Huíla, the second most populous Angolan province and where half of the inhabitants are under 14. Rural, urban, public, private... all of the schools are visited and registered in the Education Management and Information System (SIGE, in Portuguese) of the Ministry of Education.

This innovative initiative led by the Cabinet of Studies, Planning of Education - Ministry of Education (GEPE, in Portuguese), and the Provincial Government of Huíla, is implementing a pilot project of collecting online and offline school statistics and georeferencing them via a digital application, developed with support from UNICEF.

During each visit, a technician uses the 'tablet' in three stages: photographing the school, georeferencing it, and inputting the answers received from the School Principal based on an extensive questionnaire on school features, statistics, quality and school performance.

By using the tablet's application, the data collected is transmitted from the ground to an online platform and subsequently validated by competent bodies. The final objective is for the information to be available in real time, allowing those responsible for the education sector at local, provincial and national levels to make decisions based on accurate information, develop their plans based on the needs of the sector and be able to publish the Annual Education Report.

"Up to now, the data has been collected through paper surveys, which would take tremendous time" -highlights UNICEF Angola's Education Specialist, Eneida Martins-.

This system will make information available in real time, allowing it to be compiled, analyzed and validated in a short space of time ".

In Angola, according to 2014 Population Census, 22 per cent of children between 5 and 18 years are outside the education system. Timely information, brought by the 'Carta Escolar' made available through this information system, helps to understand the reasons of different realities and change the situation. "This process allows us, for example, to analyze the distribution of schools, and to find villages where they do not exist... We can also analyze the structure of each school," says the supervisor of the eastern municipalities, João Hequer.

The cross-referencing of 'Carta Escolar' data with the Census and the projection for the following years allows the identification of not only the demand in terms of construction of school infrastructure or teachers' distribution and training, but also identifies in which areas the demand is higher. Thus, it will help in the process of planning the improvement of education offerings in terms of both quantity and quality.

The project represents a major challenge. "In some cases, the distances between schools is very large and some are difficult to access," says Abel Bala, supervisor of the northern region, while walking away from the Cacula school. Dirt roads, rivers, hills... all hinder the work of technicians usually travelling on motorcycles. However, they gather data from "about 50 or 60 schools on average per day".

Another challenge is the lack or weak internet signal in remote areas of the province, but the system also allows for the collection of data in an offline mode, transmitting to the central database once an internet connection becomes available.



Ernesto, a technician, tries to georeference the primary school n.227 of Cacula. The device indicates that the margin of error in precision is of 3,000 meters. With patience, he waits and manages to reduce this margin to 20 meters. "Working with ICTs is not always easy. One of the main issues is the precision of the coordinates. Today we have been lucky as the error margin is of only 10-15 meters, this is

satisfactory to us", said one of the supervisors after visiting two schools in the Quipungo municipality. "If the margin is much higher, then the geographical location is identified by GPS". But the gains in terms of ensuring equitable access to quality education are largely worth the effort.

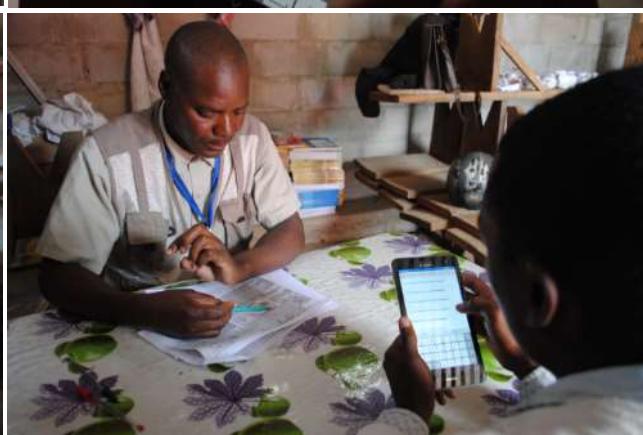
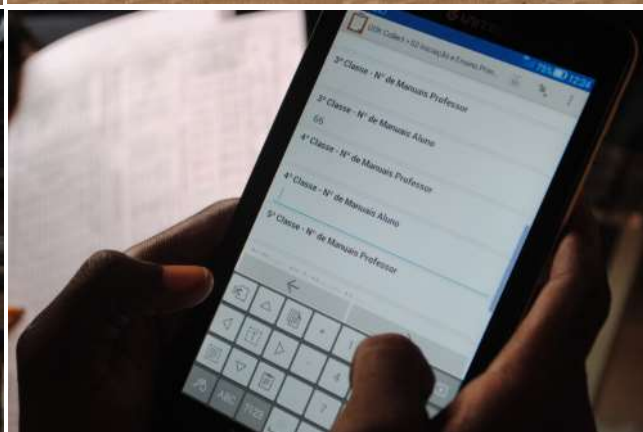
The project began with the training of a group of trainers, promoted by GEPE in Luanda, who in turn trained 28 technicians, two from each province, in digital data collection. "At first it was more difficult because some of the young people had never seen a 'tablet' and did not know how it operates; but everything has gone well since", recalls Abel.

UNICEF provided technical and financial support towards the execution of the project, in particular in its design, acquisition of software and equipment for digital data collection as well as in the training of national technicians who are implementing the initiative. "We support this project as it will allow the country to obtain information, in real time and in a disaggregated way, allowing for planning and decisions to be made to improve equitable access and quality of education and, consequently, to achieve Objective 4 of the Sustainable Development Goals", concluded Martins.

The participating technicians are committed to the project. Sometimes they prolong their working day until nearly night time, checking over vague answers from some of the school principals at the moment of data collection with the 'tablet'. "I am happy, it is an honor to be in this project. This is the first 'Carta Escolar' in the province and the country," says Estêvão, a technician in Quipungo. For this reason, this successful pilot project in Huíla should be a model for the development of the national 'Carta Escolar' in Angola. Soon, the unusual image of a young person manipulating 'tablets' in the most remote schools can become commonplace anywhere in the country. The mobilization of financial resources is now the condition for the extension of this model to all provinces of Angola, one of the primary objectives of the Ministry of Education.

Photos:

Technicians' visits to make data collection, to photograph the schools and to make the georeferentiation:



Technicians face great challenges such as the distances between schools and the difficulties of access:



The project will provide real-time information on issues such as the distribution, structure, needs or deficiencies of many schools... to plan and make decisions to improve access and quality of education:



“When I first came to this school, I felt sad. It was nice and new, but it did not have water”

By Manuel Francisco, Field Programme Officer

João Kutacuta Saluei, 12, did not attend classes for a long time. Until two years ago, the Cavanga neighborhood where he lives - about 5 km from the centre of the city of Cuíto, in central Angola - did not have a primary school. Because of that, children needed to walk about 3-4 kilometers to the nearest school.



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João proudly showing new taps at his school

Although a new school with six classrooms and space for 600 children in two shifts was built by the Government in João's district, not all the problems were solved. “When I first came to this school, I felt sad. It was nice and new, but it did not have water. Children collected it from the water point far away in the community, so we could maintain hygiene and water the plants here”, he says.

In addition, some teachers - who have to cover large distances to arrive at the school - did not have adequate qualifications to carry out their educational work properly.

In 2015, within the framework of a partnership between UNICEF Angola and the provincial government, this school was selected to take part in the ‘Child Friendly School’ (CFS) pilot project. João - or ‘Jeovany’, as he is also nicknamed - does not know about this partnership, but he definitely sees that his school is different.

He clearly remembers how, in March 2016, the school started receiving water from newly installed taps. From that moment, maintenance of hygiene and cleanness at the school became even easier. Children can now wash their hands before eating or after going to the bathroom, which is made easy by the taps and toilets constructed. The director even organized a design competition to develop the most beautiful garden. Indeed, the school now has a beautiful green area and children take care of the plants by providing water daily.

When asked about all of these improvements in his daily life, João speaks of a “dream that came true with the assistance of people from abroad”.



The Primary School 117 'Pedro Saluvongo - Cavanga 2' is one of the 10 selected schools participating in the 'CFS' project in the provinces of Bié and Moxico. UNICEF Angola is enhancing the capacity of the Directorates of Education and of Water and Energy in implementing this initiative based on principles of: 1) high quality teaching and learning for all children, girls and boys, 2) a good relationship between school and community with 3) an active participation from the school committee, 4) a safe and clean learning environment, with attention to 5) gender issues and 6) the right of access to education for all children.



João's school, now in its second year of the project, can serve as a good model for the 'CFS' principles and could function as a place for the exchange of innovative ideas, as well as helping to disseminate these principles to other schools in the province of Bié.