

A preliminary report on the evaluation of the ICDP project in Angola.

The method of evaluation is a questionnaire administered to the teachers who has been sensitised through the program of ICDP, Angola. So far we have collected data's from three schools in Luanda.

This preliminary report contain a section on how the questionnaire was constructed, followed by a descriptive presentation of the results from the three schools. The last part is at discussion and analysis of these results.

1.Construction of the questionnaire:

This evaluation is intended to be a large scale investigation, hopefully with a total of 400-500 teachers replying in Luanda and Lubango. Therefore the design of the questionnaire has had to be easy to administer and analyse. This questionnaire contains 24 questions and space at the end for comments. The

first 23 statements are based partly on the results of focused group interviews with teachers, and partly on the content of the program. Number 24 asks teachers to prioritise the three most important guidelines in the program.

In order to create consistency of analysis, the questionnaire contain three formats of response-categories: 11 positive, 4 negative and 8 neutral statements.

The positive and negative statements may be answered as: "agree", "not sure", "disagree". Possible responses for the 8 neutral statements are: "is better", "the same as before", "is worse". The replies are randomised to prevent habitual marking. The four negative statements have the same purpose : To avoid automatic answers, and further more to make the responder reflect and reverse his replies.

See appendix 1 for viewing the actual questions in the different categories.

Since this evaluation is meant to be continued in other areas where ICDP is working, 14 of the statements are general statements that can be adapted to any context where the program is used. The remaining 9 statements are related directly to the school context.

Statements related to school context:

The children are more afraid of you as a teacher.

The atmosphere/climate in the classroom is.

The discipline in the classroom is stricter.

Children's school performance are..

Children's trust in the teacher is..

As a teacher you are now more interested in following up children's learning and progress.

As a teacher you feel more responsible for the children.

The children like more to go to school.

As a teacher you feel you have become..

General statements:

You understand the children better.
You do not beat the children as severely as before.
Your emotional contact with the children is..
You allow the children more freedom to follow their initiatives and interests.
You can now see more clearly the children's positive qualities.
In your opinion the program is in accordance with the Angolan culture.
You are now more patient and listen more to the children.
You take more time to explain things to the children.
The children are more happy and active.
You have become more sensitive and understanding of children after the course.
You are no longer going to praise the children.
Your relationship to your own children is..
The program is complex and difficult to understand.
You need more training and follow-up in the program.

The target group of the program is the caregivers, in this context the teachers, thus most statements refer to changes related to them as teachers. 5 of the questions refers to changes in children.

Except for the question about the program relating to Angolan culture, and the last two ones about the complexity and the need for further training, all the questions can be grouped in the following groups based on the principles of the program:

Statements about the emotional contact and communication:

The children are more afraid of you as a teacher.
Your emotional contact with the children is..
The atmosphere/climate in the classroom is..
You can now see more clearly the children's positive qualities.
Children's trust in the teacher is..
The children are more happy and active.
You have become more sensitive and understanding of children after the course.
You are no longer going to praise the children.
Your relationship to your own children is..
As a teacher you feel more responsible for the children.
The children like more to go to school.

Statements about mediational communication:

You understand the children better.
You are now more patient and listen more to the children.
Children's school performance are..
You take more time to explain things to the children.
As a teacher you are now more interested in following up children's learning and progress.

Statements about positive regulation:

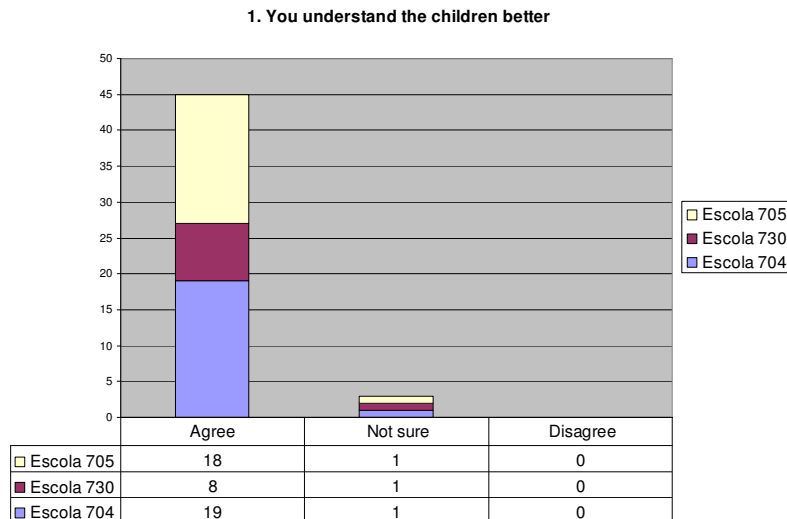
*You do not beat the children as severely as before.
You allow the children more freedom to follow their initiatives and interests.
The discipline in the classroom is stricter.
You are now more patient and listen more to the children.*

This report is based on 48 questionnaires gathered in three local schools in the suburb Cazenga in Luanda. The schools had all participated in sensibilisation within the last year. The questionnaires were handed out by local ICDP staff, and the teachers were instructed to complete the questions individually. The questionnaires were anonymous. The 48 responses disperse at the threes schools like this: In school “705” a total of 22 teachers were sensitised and 19 responded on the questionnaire. In school “730” at total of 25 teachers were sensitised and 9 answered, the small number of replies was due to the fact that only nine of the teachers worked during the morning the day where the sample was made. The rest of the teachers of this school will be asked to answer the questionnaire later, thus they will be incorporated in the final report. In school “704” 20 out of the 22 teachers replied of the questionnaire.

Collecting the sample of questionnaire was scheduled to take place in May and June 2000, but for different reasons this was not possible. Among other things, the teachers of Lubango, at that time where on strike.

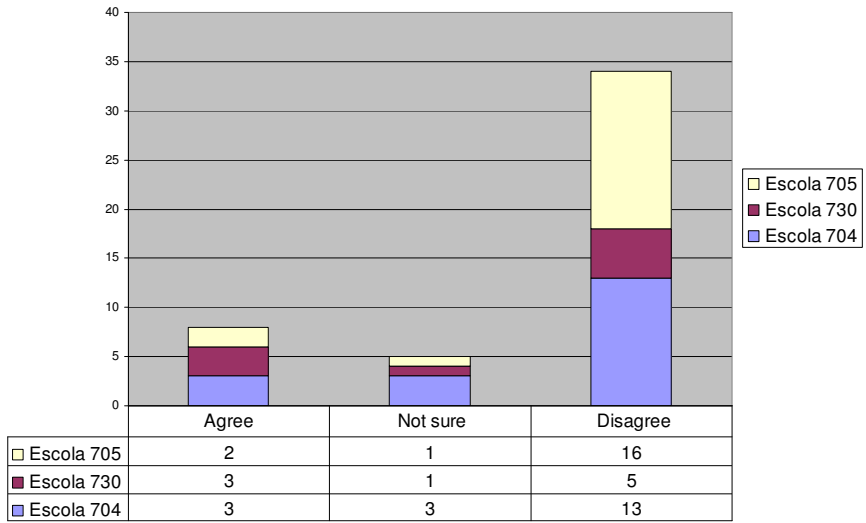
2. Results from the three schools in Cazenga, Luanda:

In this section all the statements, and the prioritising of guidelines will be shown graphically in order of appearance on the questionnaire:



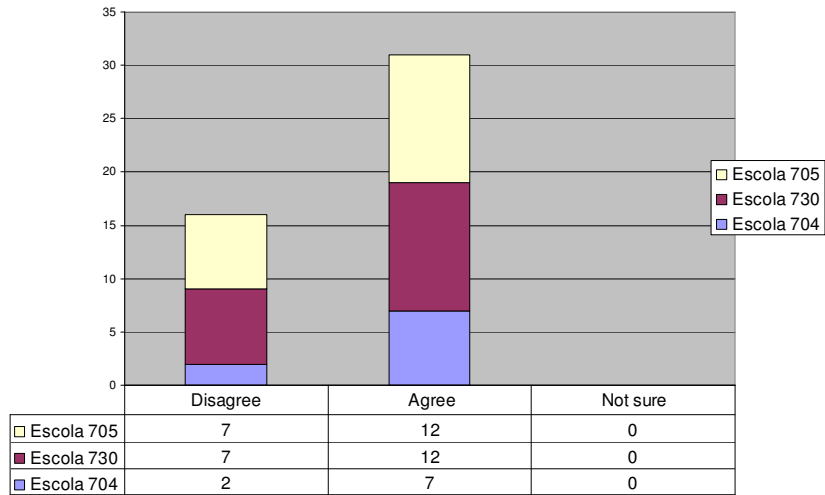
The answers in this statement shows that a total of 46 teacher responded that they had developed at better understanding of the children through the program. 3 were not sure whether there had been any change.

2. The children are more afraid of you as a teacher



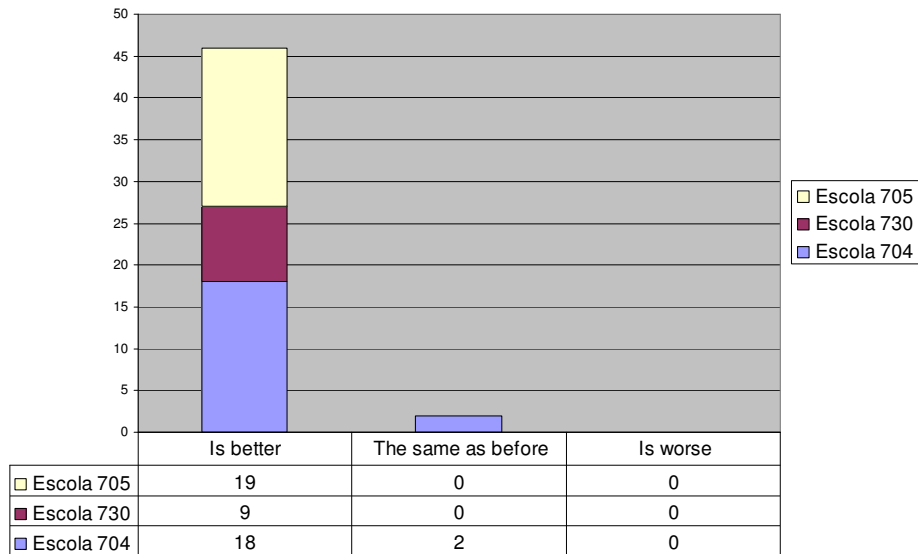
The graph shows that 34 of the teachers reported that the children now are less afraid of them as teachers. 5 reported that they were not sure and 7, that the children were more afraid than before. 1 teacher did not answer this question.

3. You do not beat the children as severely as before



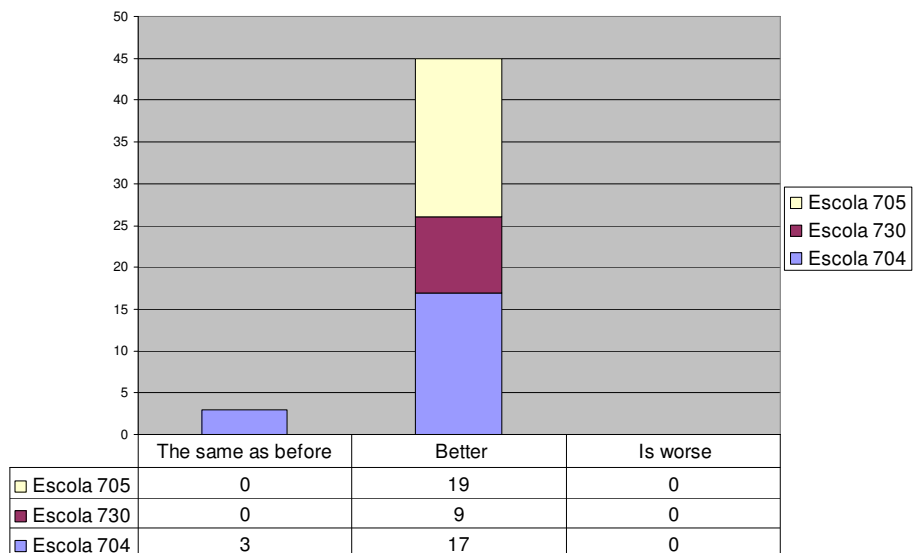
31 of the teachers responded that they did not beat the children as severely as before, 16 answered negatively, which means that in turns of physical punishment the program did not effect them. 1 person did not answer this question.

4. Your emotional contact with the children is:



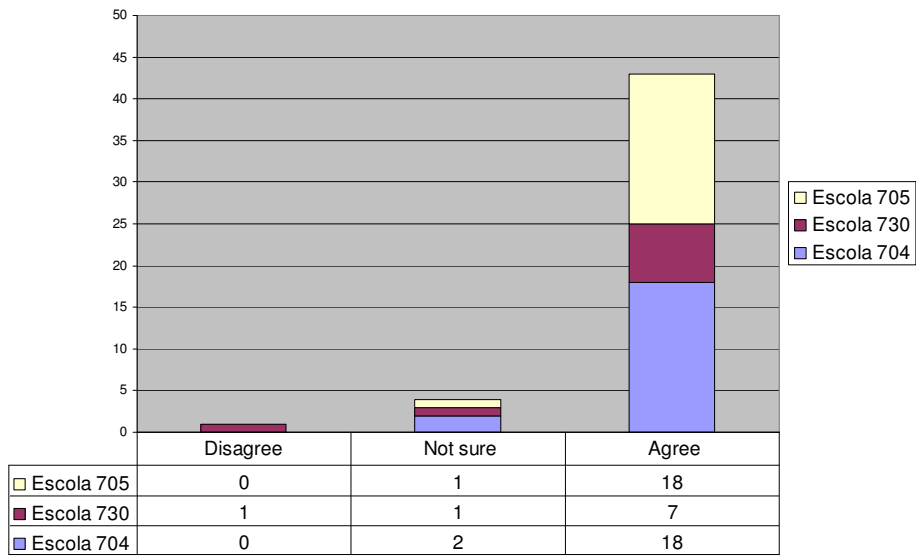
This answer shows that 46 teachers felt that they, after the course, had better emotional contact with the children. Only two responded that the contact had not changed.

5. The atmosphere/climate in the classroom is:



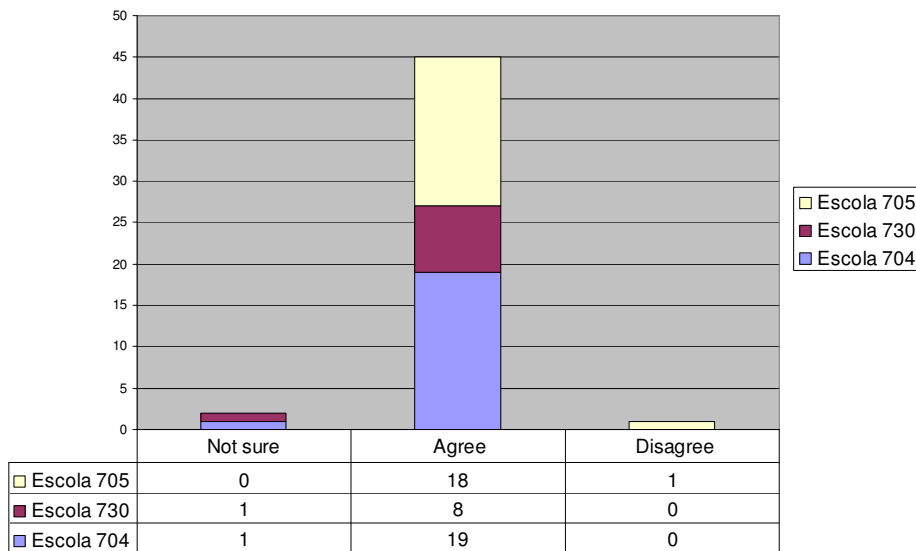
A number of 45 teachers responded that the atmosphere in the classroom had become better. Three said that the program didn't effect the climate.

6. You allow the children more freedom to follow their initiatives and interests



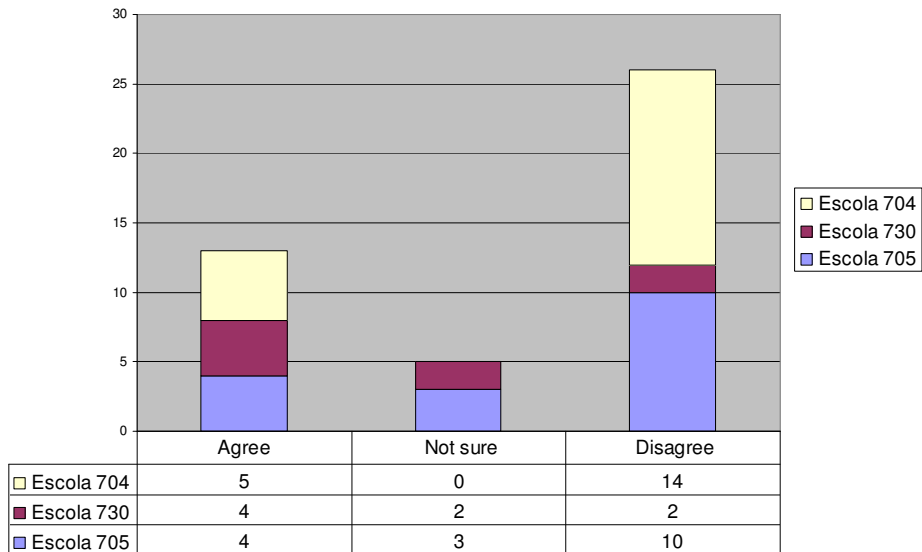
In relation to offering the children more freedom to follow their own initiatives and interests, 43 teachers replied positively. Four were not sure whether this was the case, and one responded that he/she didn't allow more room for initiatives.

7. You can now see more clearly the children's positive qualities .



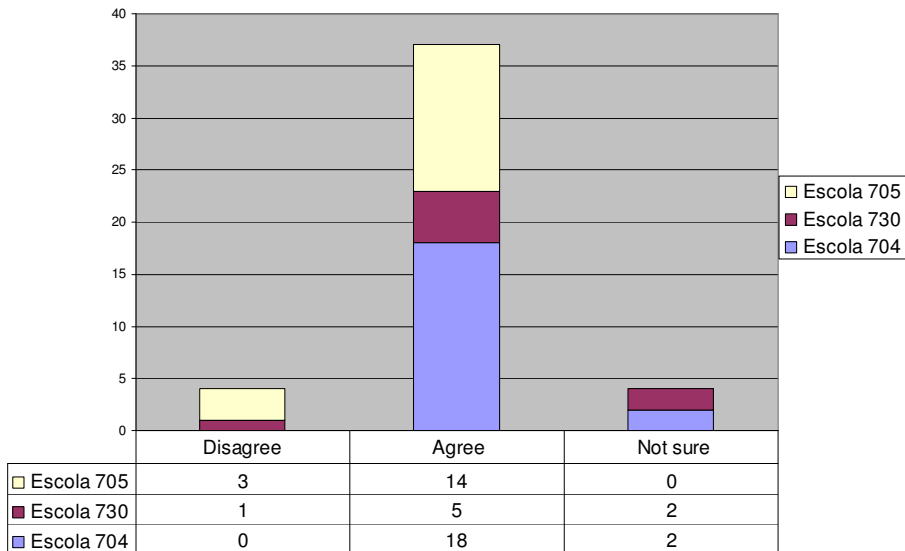
During the sensibilisation process there is intensive focus on the positive qualities of the children. 45 of the teachers responded that they perceived these qualities better, 2 are not sure and one responded negatively.

8. The discipline in the classroom is stricter.



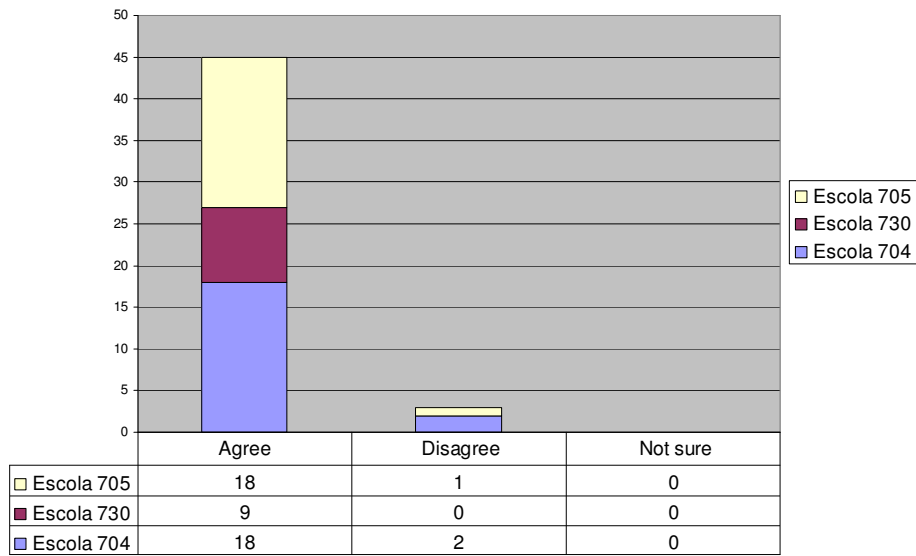
44 teachers replied to the statement about discipline. 13 felt that the discipline in the classroom is stricter now, where as 26 disagreed. Five were not sure whether there had been any difference. Four did not respond.

9. In your opinion the program is in accordance with the Angolan culture



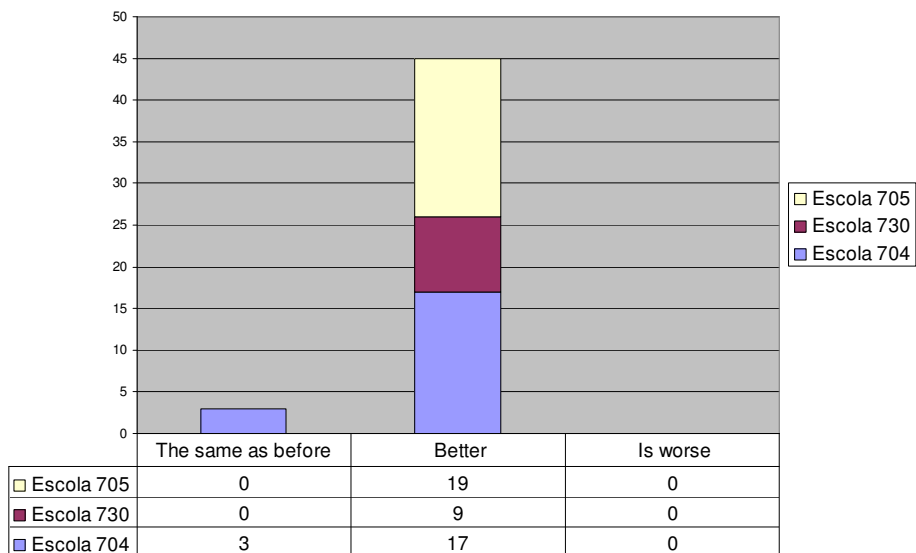
On the statement about the cultural appropriateness, 37 teachers found that the program was adapted to Angolan culture, four were not sure and four did not find the program in accordance with the culture. Three did not respond to this subject.

10. You are now more patient and listen more to the children



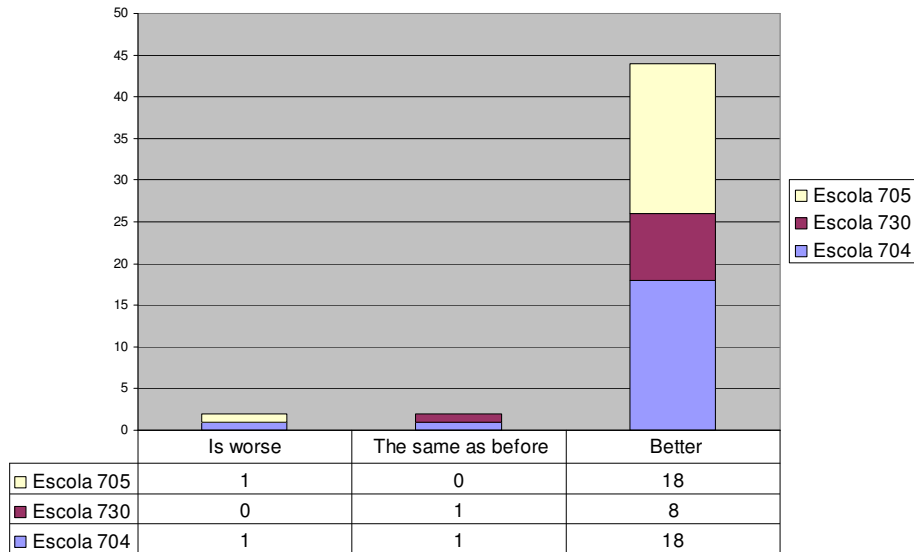
All the teachers replied to this statement. 45 agreed that they today are more patient and able to listen to the children. Three did not find that to be true for them.

11. Children's school performances are.....



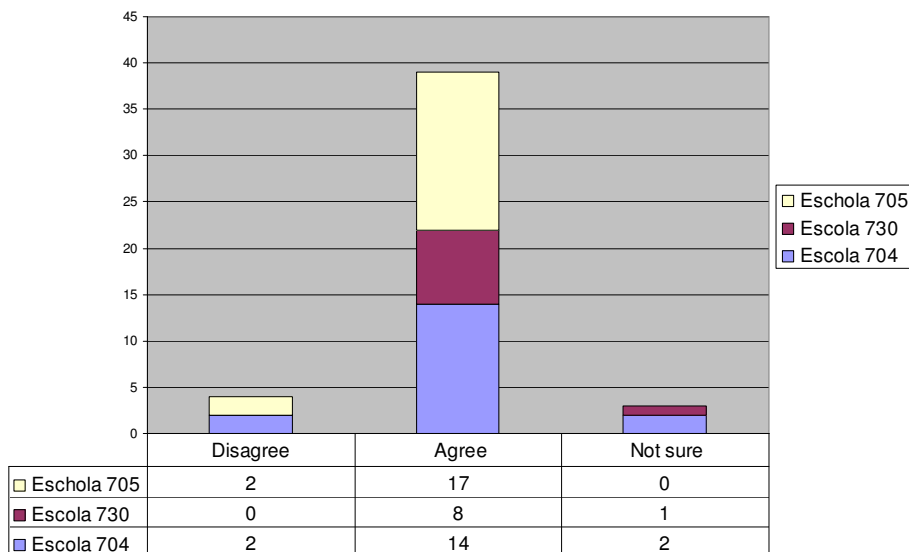
With regard to the children's school performance 45 thought that there was progress as a result of the course, three answered that the academically level was the same as before.

12. Children's trust in the teacher is.....



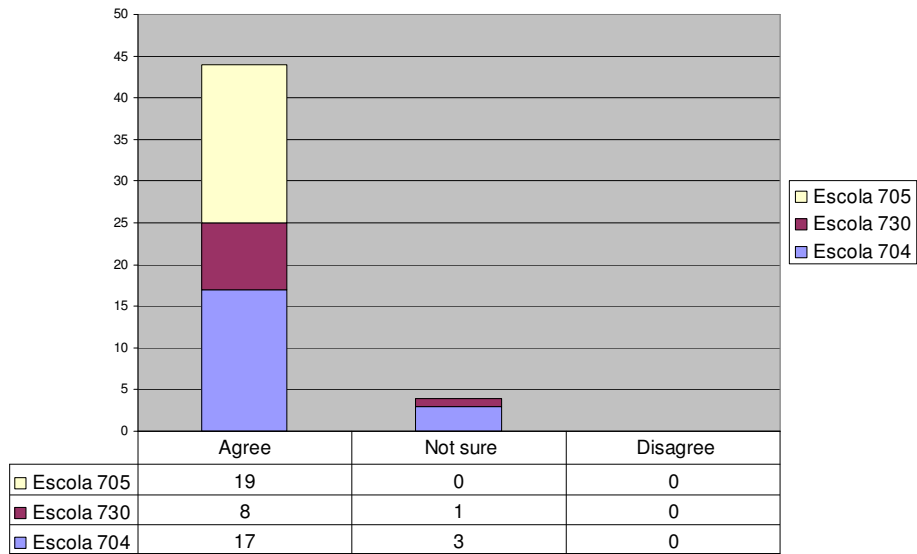
44 of the teachers found the children's trust in the teachers had become better, two that there was no difference and two reported it to be worse.

13. You take more time to explain things to the children



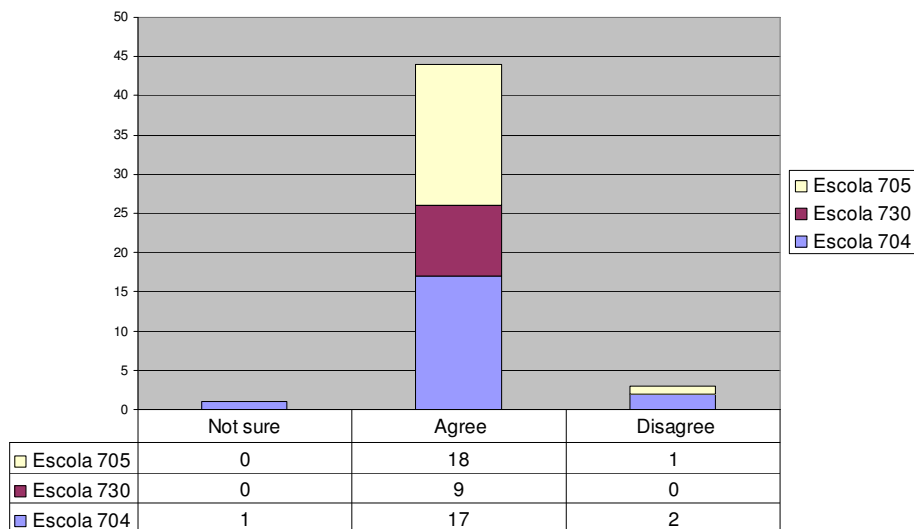
To find out whether some of the meditational guidelines had had effect, teachers were asked if they now take more time to explain things to their pupils. 39 responded that they now do that, three were not sure, and four disagreed. Two teachers did not answer this question.

14. The children are more happy and active



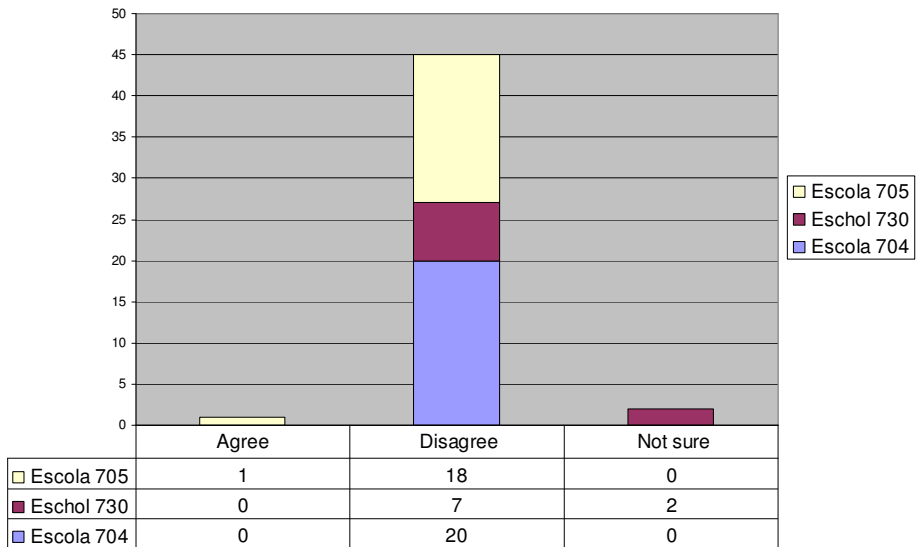
Nobody found the children to be less happy and active now, than before the teachers attended the course. 44 responded that they experienced the children as more happy and active, four were not sure of any progress in this field.

15. You have become more sensitive and understanding of children after the course



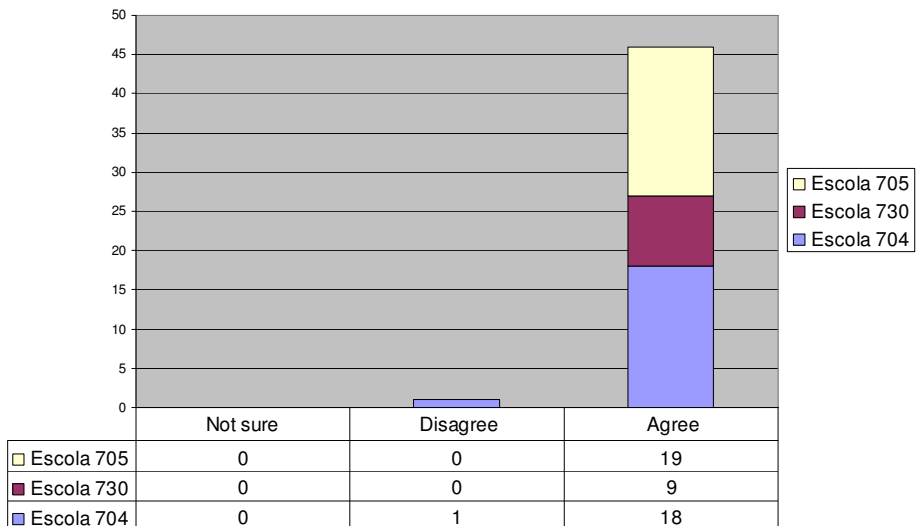
44 of the teachers reported that they felt themselves to be more sensitive and understanding towards the children after the course. One was not sure, and three did not feel that the course had any effect in this area.

16. You are no longer going to praise children



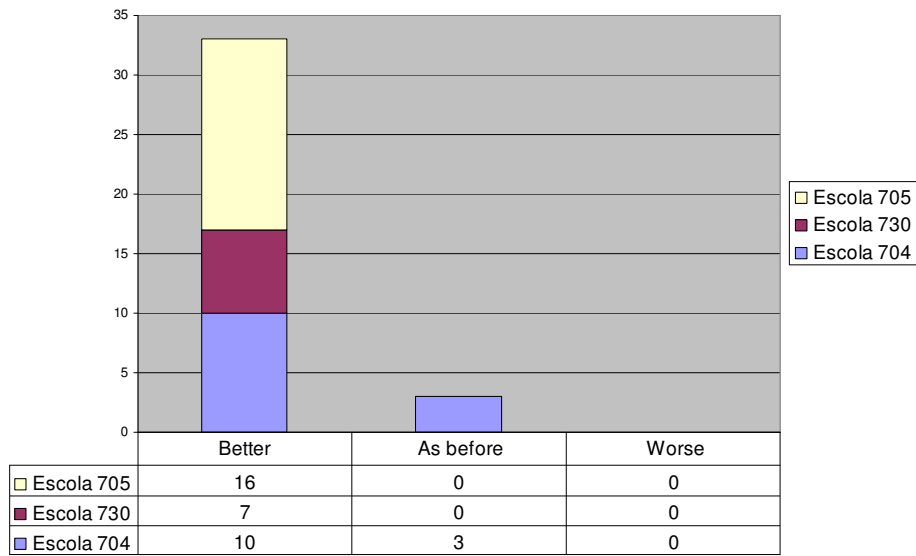
On this negative statement about no longer praising the children, 45 disagreed. Two where not sure, and one responded that the statement was true for him/her.

17. As a teacher you are now more interested in following up children's learning and progress



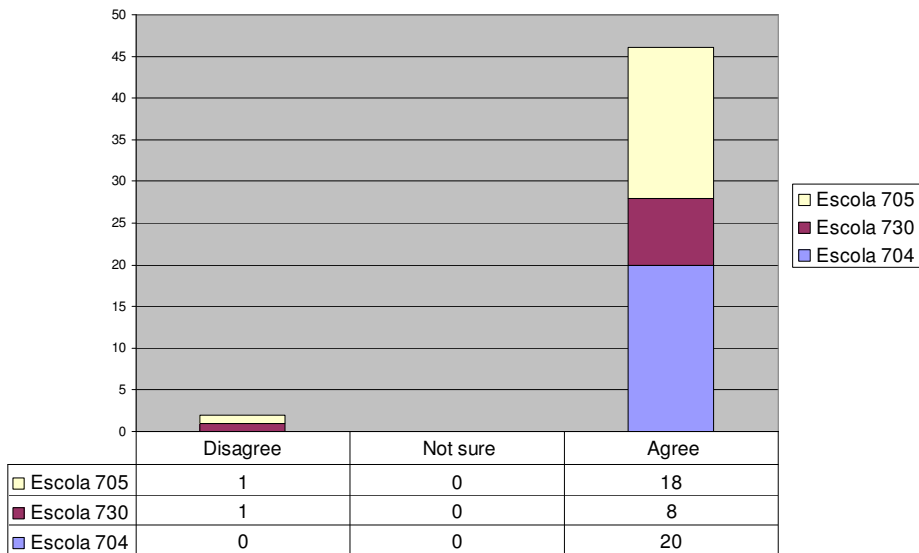
46 teachers agreed that they today are more interested in following the learning and progress of the child. One disagreed and one teacher did not respond to this statement.

18. Your relationship to your own children is.....



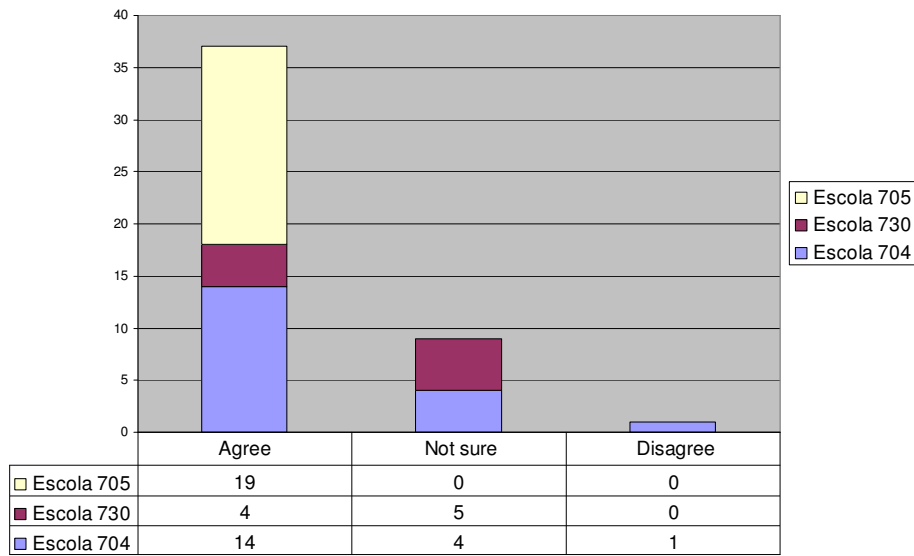
To the statement about whether the program changed the teacher’s ability to relate to his/her own children, 33 felt that this had become better, three answered that it was the same as before, and 12 teachers did not respond to this question.

19. As a teacher you feel more responsible for the children



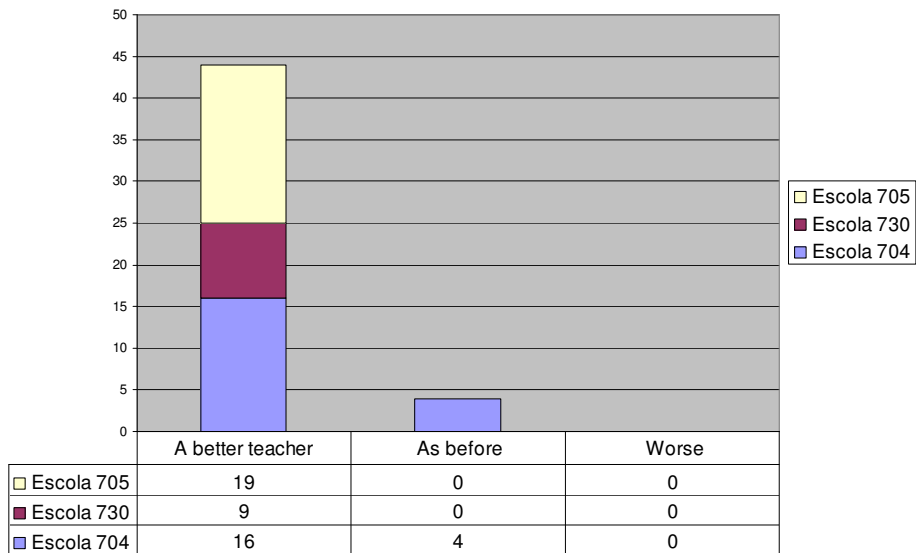
In this area 46 responded positively; they agreed that they now felt more responsible for the children. Two disagreed.

20. The children like going to school more than before.



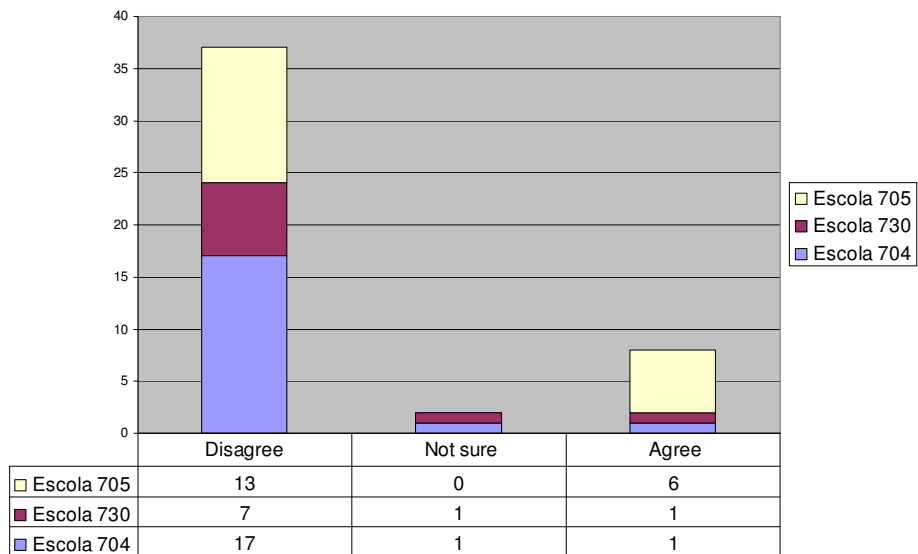
37 of the teachers had the impression that the children today like going to school more than before. Nine were not sure and one teacher disagreed. One teacher did not respond.

21. As a teacher you feel you have become.....



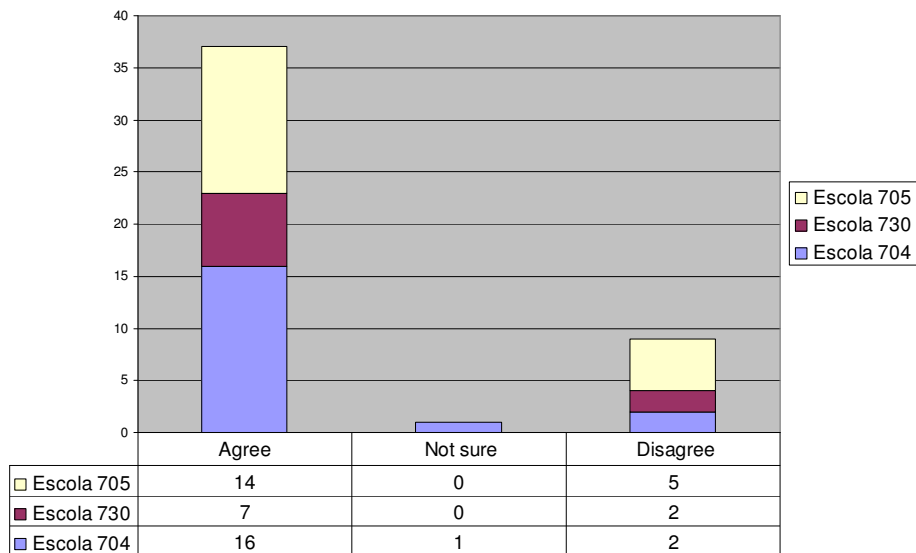
Regarding the issue on whether the program had helped the teachers to become better teachers, 44 responded that they felt the course had had that impact on them. Four felt there had been no difference.

22. The program is complex and difficult to understand



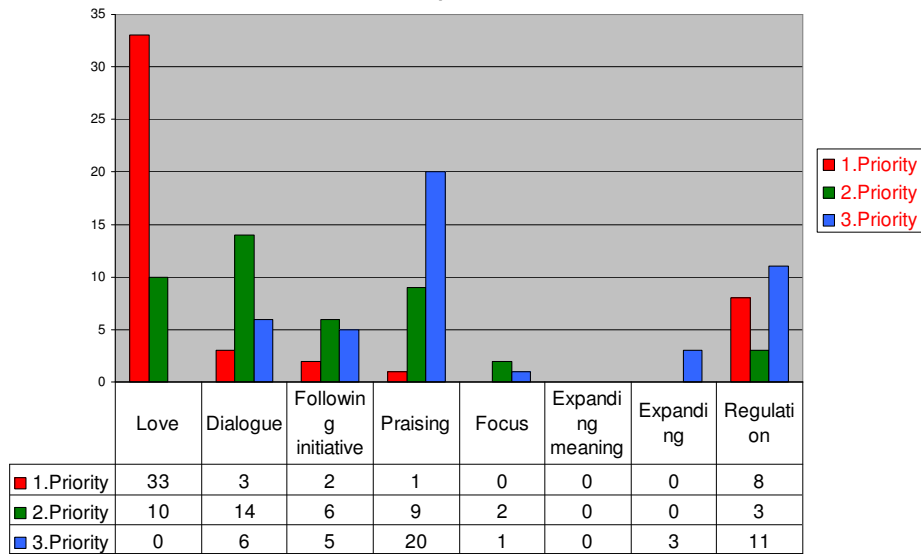
37 teachers responded that they did not find the program complex and difficult to understand. Two were not sure, and eight agreed that they found the program to be complicated. One did not respond to this question.

23. You need more training and follow-up in the program



To the statement about further training and follow-up, 37 reported that they needed more, one was not sure and nine did not feel it was necessary.

24. Indicate, in order from 1 to 3, the guidelines that you feel are most important



Concerning the guidelines in the program, the first of these; expressing positive feelings towards the children (love), is by far the most significant from the teachers point of view.

The second priority seems to focus mainly on the block of the emotional guidelines, and the third priority has a focus on praising the child and positive regulation.

The responses in this category show, in total, a strong emphasis on the first four guidelines, the emotional guidelines. They got a total of 109 answers in the three groups of priorities, where the second block, the mediational guidelines, only received 31 of the total responses given in this area.

3. Analysis of the results.

Before looking more specifically at different aspects of this evaluation, it is important to stress that this is a preliminary report based on a small sample of teachers. The main purpose of analysing this sample is to develop a structure and get some indications of how to work with the full sample.

Despite the limitations of the sample, a few main points might be deducted. Below these will be discussed within the frame of structuring of this questionnaire: First of all summarising the general impression and the consistency of the responses, going on analysing the material in terms of the emotional contact and communication, mediational communication and positive regulation. At last some comments will be made on the cultural adequacy and the format of the program.

Consistency of the responses.

Firstly, the overall responses were in support of the programme. The general impression from the questionnaires is that the teachers seemed to benefit from the program in a number of ways.

Having said that, it is appropriate to look into the consistency of the responses. As mentioned in the paragraph on the construction of the questionnaire, some of the statements were reversed and the possible responses were randomised. The intention of these negative statements was to monitor if the responders replied automatically. If participants had answered automatically, one would expect the reversed questions to reflect the responses of the others.

Responses to the negative statements are considered below:

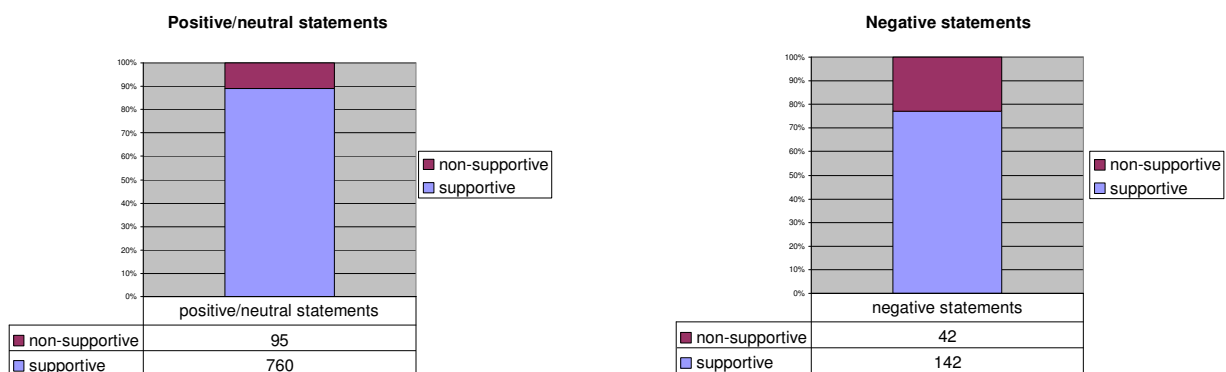
Statement number 2: "The children are more afraid of you as a teacher" showed that 34 disagreed, 5 were not sure and 7 agreed. The later two responses suggest a non supportive approach.

Statement number 8: "The discipline in the classroom is stricter", 26 teachers disagreed and four were not sure. 13 responded that the discipline is stricter now. In relation to this statement you might say that 17 answers were not supportive for the program.

Statement number 15: "You are no longer going to praise children" had a high degree of support for the program. 45 disagreed in the statement, two were not sure, and one agreed.

Statement number 22: "The program is complex and difficult to understand" showed 37 teachers disagreed whereas two were not sure and eight agreed.

Looking at the dispersion in the answers one can say that the answers do not suggest any habitual responses. In percentage the differences between the positive/neutral statements and the negative statements with regard to supportive and non supportive responses are illustrated below:



The graphs support the assumption that the respondents did not automatically respond to the questions.

In the Angolan culture one would be special concerned about the “willingness to please”. From the current material we are not able to detect whether the responses reflect such a tendency. As preciously described in the paragraph on structuring the questionnaire, the participants were informed that this evaluation is based on anonymous responses, and they were encouraged to be as honest as possible.

Statements about emotional contact and communication:

These include statements number: 2, 4, 5, 6, 7, 12, 14, 15, 16, 18 and 19. These questions concern both the effects directly observed effects on the children, and the effects on the teacher’s behaviour. All responses to these questions state that the program has had an high degree of positive influence on the emotional contact and communication between the teacher and their pupils, as recorded by the teachers. Answers to the reversed statement concerning whether the child are now more afraid of the teacher seem to indicate a higher degree of dispersion: 34 of the answers in this area supported the program, 12 did not. One of the considerations here could be whether being afraid of the teacher is understood negatively, or whether the Angolan think being afraid of teachers is a good thing, and that is helps keeping the class discipline. They might argue that a strict teacher, although emphatic and warm, strengthened the learning process.

Statements about the mediational communication:

These includes statements number: 1, 10, 11, 13, 17. Responses reports a positive development in regard to understanding the child, being more patient, listening to them, taking more time to explain things and having more interested in following up children’s learning and progress. The answers also suggest that children’s school performances are better that before the course. The percentage of the positive responses to these questions are between 93.75% and 99%.

With respect to taking more time to explain things to the children, seven responded not supportive, four disagreed and three were not sure. One of the ways to understand this is not only to look inside the program, but also at the external factors determining the work of a teacher in Cazenga. The average size of the class usually is between 40 to 50 pupils, and some might have difficulties in finding, or structuring the time to explaining things differently and implement change.

If we look at the last question, about prioritising the guidelines, it is striking that those concerning mediational communication are prioritised least. While responses give strong evidence for the teachers finding that the program does contribute to a positive development in these areas, they do not seem to prioritise them, in comparison to the emotional aspects.

Statements about regulation:

These statements include number: 3, 6, 8 and 10. In terms of allowing the children more freedom to follow their initiatives and interests, and being more patient and listening, there seem to be no doubt that the program has been effective from the teachers perspective. Respectively 89.58% and 93.75% responded in support for the program.

The statement about beating the children resulted in somewhat different answers. 66% answered that the program had changed their behaviour in this regard, where as 34 % did not report any difference.

In the Angolan culture, beating the child seem to be a accepted way of regulating behaviour, especially in the poorer areas. Even though the program work with implementing different methods of dealing with children, one third did not find that the program had made any difference on their disciplinary practices in this area. This rises the question of how well the guidelines of positive regulations are received, or whether this method of physically punishment is so strong a principle of the culture, that many teachers do not experience the need to use alternatives. From the prioritising of the guidelines (question 24), we know that regulation was the most prioritised of the mediational guidelines. This indicate that the regulation aspect is of relevance to many, even though not all agree that it influence their ways of handling the children.

Another statement in this area concerns discipline in the classroom. 59% answered that there was now less discipline, whereas 41% replied that the discipline is stricter. The understanding of the concept of discipline is crucial: does more discipline, from an Angolan teacher's point of view, have to be a negative change ? It would be interesting to know how the teachers conceptualise this. On the other hand, if the discipline is to be understood as a negative change, how can this be related to the findings of positive emotional changes in many of the other areas ?

With more data it would be useful to investigate whether the responses in this area are representational, and also to look for significant relations between statements.

The cultural adequacy:

The questionnaire incorporated one statement about whether the program is viewed as being in accordance with the Angolan culture. The overwhelming respond is positive. 82% of the teachers found it to be true, where 18% either were not sure or disagreed that the program is cultural adequacy. An interesting question is how these 18% might understand the program. Are they critical, or mainly interested in finding new ways to interact with children? Do they see the program as an advantage for the culture, or are they sceptical ?

The format of the program.

Two questions were related to the structure of the program, one about the complexity, and another about further training. A percentage of 79% did not find the program difficult to understand, but 17% found it difficult and 4% were not sure. Several questions can be added to this issue:

Does the experience of difficulty relate to specific schools ? to specific areas ? to differences in facilitating the program?

With a large sample from both Lubango and Luanda, hopefully we will be able to comment on some of these answers in the final rapport.