

SUMMARY OF EVALUATION REPORT – ANGOLA

1. Introduction:

ICDP is a private charitable organisation, founded in Norway in 1992, with the intentions of working for the healthy development of children and youth worldwide. The format and the content of the ICDP program is developed on the basis of recent research and theories of developmental psychology. As it is an international program, there is a strong emphasis on cultural adjustment involved.

Since 1995, ICDP has been working in Angola promoting psychosocial support for vulnerable children in this war-torn country. The program employ 40 national staff in six provinces. They have all been trained in how to facilitate better interaction between children and their caregivers. ICDP runs sensibilisation training in governmental as well as humanitarian organisations. The training is focused on improving the caregiver's perception of the children, their ways of interacting with them in daily-day life and their understanding of the emotional and cognitive needs of children.

During the six years that the program has been working in Angola, a major concern has been to promote the quality of the work done by the staff members. The program has a clear and functional structure with follow-up on the quality of the work. The different teams working in the provinces evaluate their work, both written and orally and the national co-ordinators and external supervisors visit the teams to monitor their activities on a regular basis.

Up till now, monitoring effect of the program has been mainly through observations in the field, and reports on the work with individual children. A more structured assessment has been difficult to implement in the Angolan project for several reasons. First the emphasis was on setting up a functional organisation, educating staff and working in the field, where the needs of psychosocial support has proved to be overwhelming. Secondly, the question of evaluation of the effects of a program of this kind has evoked a lot of questions about how to do this, the format and the methods. Finding means to evaluate the outcome of this kind of work in a country like Angola has not been easy. A high number of the caregivers in the project are either illiterate or have only very limited education. Asking them to answer a questionnaire may be difficult. Lack of infrastructure, the socio-economic situation and the war causes many of the participants in the training to move around and thus they are difficult to follow-up. The direct effect on the children is difficult to monitor because the standardised tests not are adjusted to the Angolan context.

In spite of these challenges the ICDP Board Angola, during the autumn of 2000, decided that it would be appropriate to start assessing the effects in a more structured way. The first step should be to evaluate the effects of the program on teachers from schools in Luanda and Lubango. The method was decided to be questionnaire. The hope is, after this evaluation, to expand the evaluation to caregivers in other types of institutions like nurseries, orphans, refugee camps, and to develop a design for assessing the effect directly on children.

2. The method:

This evaluation is a large-scale investigation, and therefore the questionnaire had to be easy to administer and analyse. The final questionnaire was the result of a three-step process. Initially six focus group interviews were done with teachers, with the aim of collecting impressions on how they perceived the program. From their responses a questionnaire were constructed which was handed out to a group of 18 teachers. After having analysed their responses and comments, the final questionnaire was produced. It contains 23 statements about the program.

The statements relate to different aspects of the ICDP program. Some are focused directly on the school context, other relates adapts to any context where the program is used. The three groups of guidelines in the program: emotional contact and communication, mediation and positive regulation are all addressed each in several questions.

For further details on how the questionnaire was conducted, see appendix 1.

2.1 Demographic characteristics:

The questionnaire was administered to altogether 373 teachers who had been sensitised through the program of ICDP, Angola. 173 questionnaires were collected from 14 schools in Luanda, and 200 questionnaires were gathered from 5 schools in Lubango. The only selection criteria were participation in the ICDP program no less than half a year prior to the assessment.

A total of 373 teachers participated in the research, their ages the ranging from 14 to 70 years. The mean age was 32 years for men and 33 years for women. 141 of the teachers were men (38,5%) and 225 were women (61.5%). Seven teachers did not fill out the question about sex.

The 19 schools had concluded their ICDP training within at different timed before participating in this effect evaluation, ranging from half a year to three years back. The dispersal is shown in Table 1:

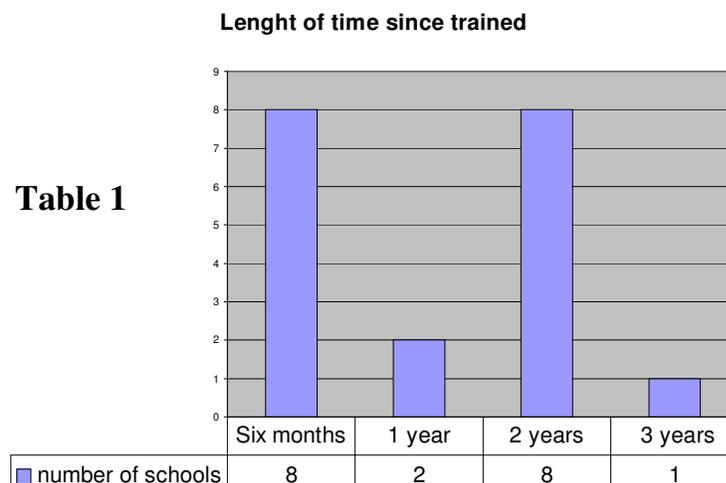


Table 1

In terms of actual numbers of teachers in the different schools, 155 teachers are represented in the 8 schools trained 1/2 year ago, 39 teachers in those trained 1 year ago, 176 teachers trained 2 years ago and only 3 teachers in those trained 3 years ago.

The number of responding teachers in each school varied, for different reasons. Partly because the schools are of different size, and there is a big turn over of teachers. Partly because it turned out to be difficult to get in touch with all sensitised teachers due to the fact that they were not at work because of transport problems, lack of salary or illness. All teachers who were sensitised and available at the location the day the evaluation took place, responded.

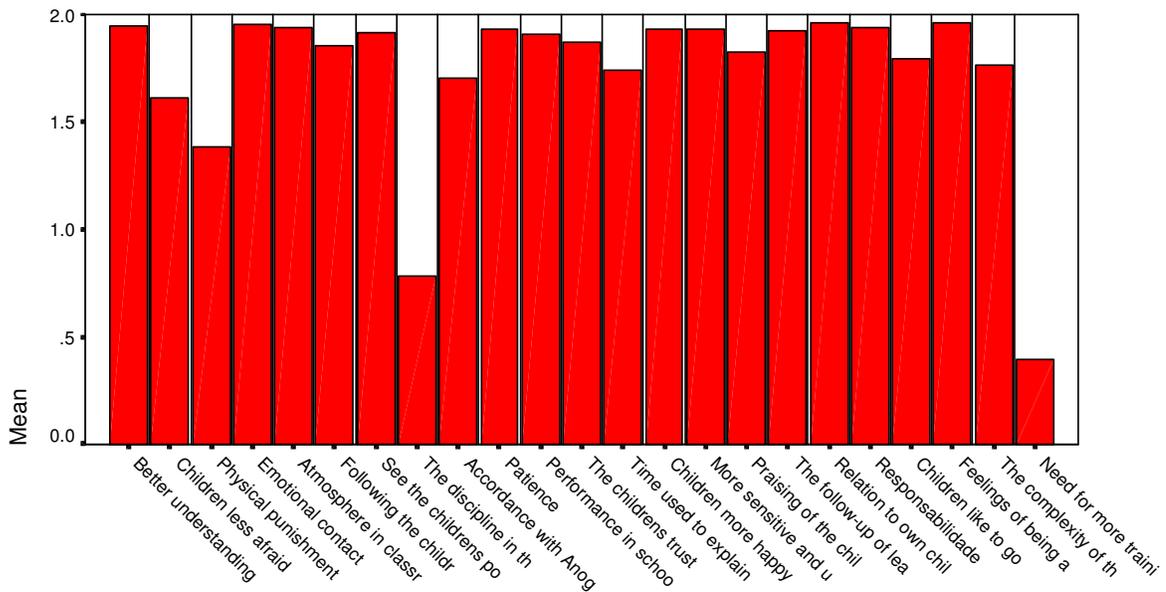
3. Results:

The question of whether age, sex and length of time since training have any significance to the responses about how the program was perceived. No significant correlations were found and a high degree of uniformity was present in the responses.

To introduce a general picture of the teachers' perceptions of the program, the mean score for all the responses are presented in Table 2. The score 0 was coded as the non supportive response to the statement; the score 1 meant that the respondent was ambiguous and 2 was the supportive score in favour of the program.

As shown in the Table 2 the general responses to the statements were very positive.

Table 2



In the following the responses will be analysed and commented on separately, when trying to investigate the questions we had about the perception of the program;

3.1 Does the ICDP program has any perceived impact on the school context ?

3.2 Does the ICDP program has an effect on the emotional contact and communication between the teachers and the children ?

3.3 Does the ICDP program has any effect on the teachers way of guiding, sharing, describing and explaining things to the child ?

3.4 Does the ICDP program has any effect on the way the teachers regulates the child, when the child is behaving in an unwanted manner ?

3.5 Does the program’s adapt to Angolan culture ?

3.6 Is the ICDP program perceived to be easy to understand, and is the format of training schedule appropriate ?

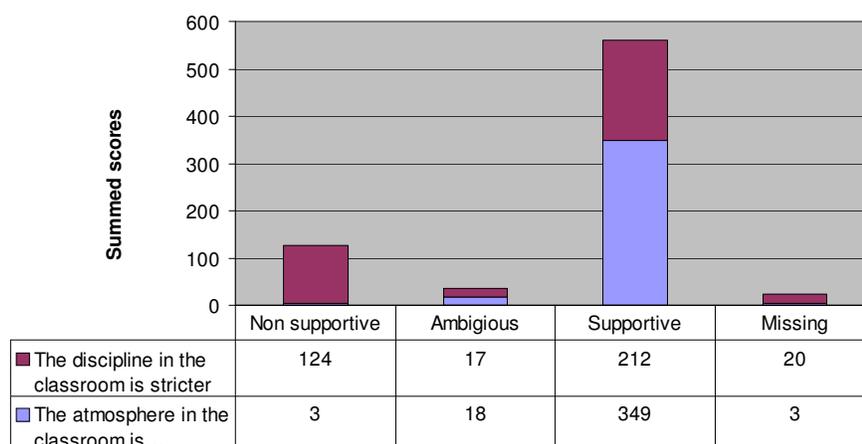
3.1 The perceived impact of the program on the school context.

From the nine statements concerning the school context directly, two addressed the climate in the class room, three focused on the program’s impact on the teachers’ performance and four statements asked about any effects of the program on the children.

Table 3 shows the responses on the statements regarding the environment in the class. In the statement “The atmosphere/climate in the classroom is....”, response categories include: better, the same as before, worse:

Table 3

Influence on the environment in the classroom



It would have been expected that these two statements would correlate, but as the table shows, the findings are not consistent. A clear majority of teachers, 93,4%, finds that the atmosphere has become better. The discipline in the classroom is reported by 212 (57%) to be less strict. It seems that although a majority reports a

better atmosphere, there is no consensus to how this relates to the discipline. From a cultural perspective the question about discipline could be ambiguous. With classes with 50 pupils or more, the teacher may regard discipline to be a positive element, synonymous with order.

The question about the program’s direct impact on the teachers’ performance were monitored in three statements ;“As a teacher you are now more interested in following up the children’s learning and progress”, “As a teacher you feel you have become...” and “As a teacher you feel more responsible for the children.”. (The last statement had the response categories; worse, the same as before, better.) The two first statements allowed for the response categories: agree, not sure, disagree.

Table 4

The perceived impact on teachers performance, related to school issues:

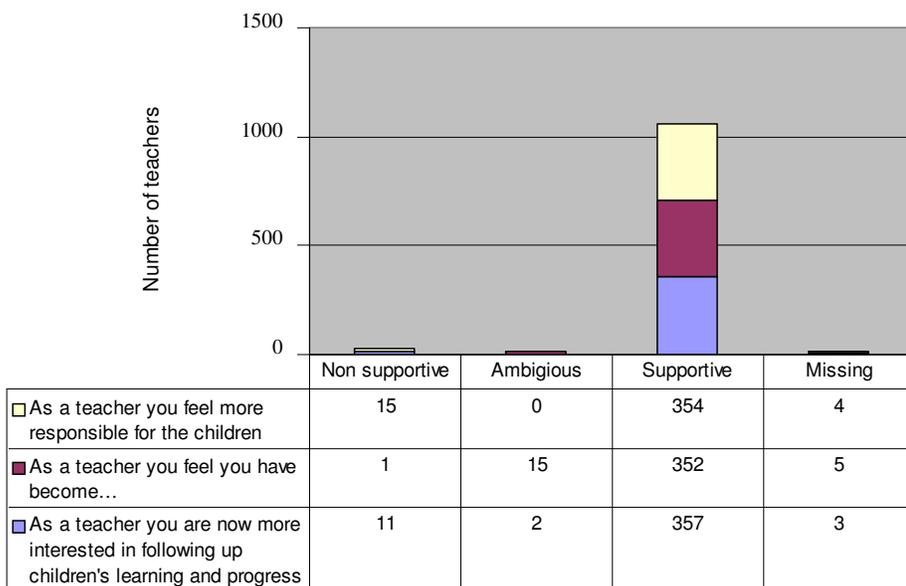
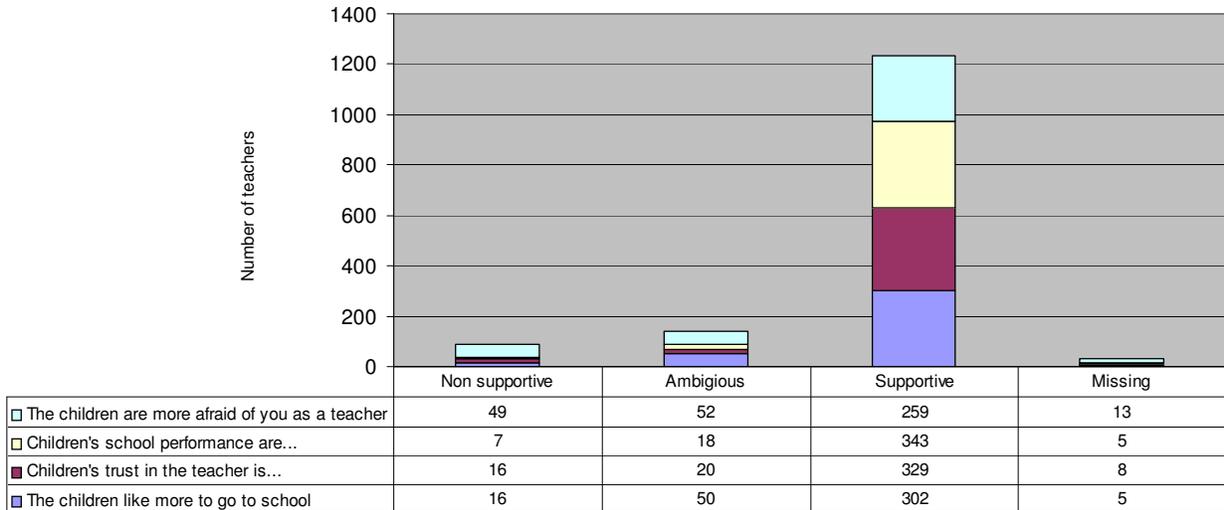


Table 4 shows a high degree of reported changes. 95% of the answers report an improvement in how the teachers perceive themselves professionally.

The last category in the statements relating directly to the school context, is the teacher’s perception of the impact on children. Four statements look at this issue: “Children’s school performance are...” and “Children’s trust in the teacher is...”, with the possible responses of ; better, the same as before and worse. “The children are more afraid of you as a teacher” and “The children like to go to school more”, where agree, not sure and disagree are choices of answers.

Table 5

The perceived impact on children on issues related to the school



The assessment shows that a majority of the teachers think that the program has had a positive impact on the children. 93.2 % find that the childrens’ school performance are better and 90 % think that the childrens’ trust in the teacher has improved. 82 % report that the children like to come to school more, and 71,9 % regard the children to be less afraid of them as teachers. One has to notice that the statement about being afraid of the teacher is reversed, and that the high score on "the disagree" signify responses in favour for the program.

3.2 The programs effect on the teachers and the children in regard to emotional contact and communication.

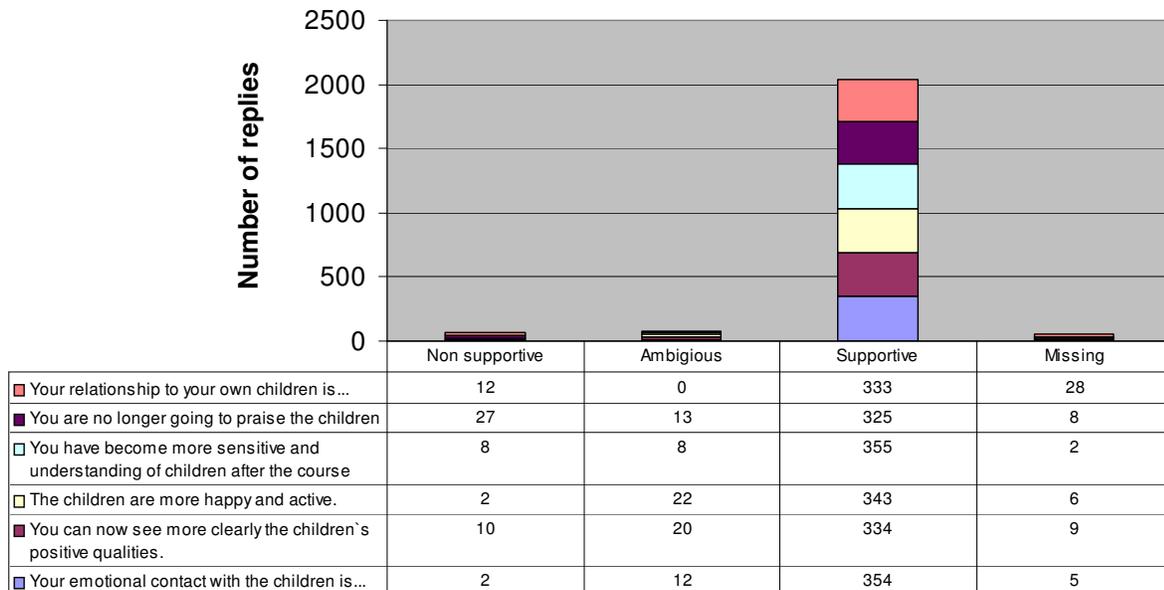
The ICDP program defines eight basic guidelines for good interaction. The first four of these guidelines relate to the emotional-expressive dialogue between caregiver and the child and focus on showing feelings and love to the child, looking for and following the child’s signals/initiatives, talking to the child: establishing non-verbal emotional communication and praising and confirming the child’s initiatives. In the questionnaire eleven statements dealt with the teachers assessment of the effects of the guidelines. Five of these questions which addresses both emotional contact and communication and school issues directly, were presented in the previous section, and thus will be excluded here.

The following statements all relate to the emotional interaction, and are presented in Table 6: “Your emotional contact with the children is..”, “You can now see more clearly the children's positive qualities.”, “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” and “Your relationship to your own children is...”

Table 6

The effects of the program on emotional and communicative interaction



The total of these responses show that 92 % perceived the program to have improved the emotional interactions between caregiver and child, 3,4% were not sure or regarded it to be on the same level as before, 1,9% did not agree and 2,6% were missing. The majority of the missing responses were connected to the statement regarding own children. Many teachers are young, and might not have children of their own.

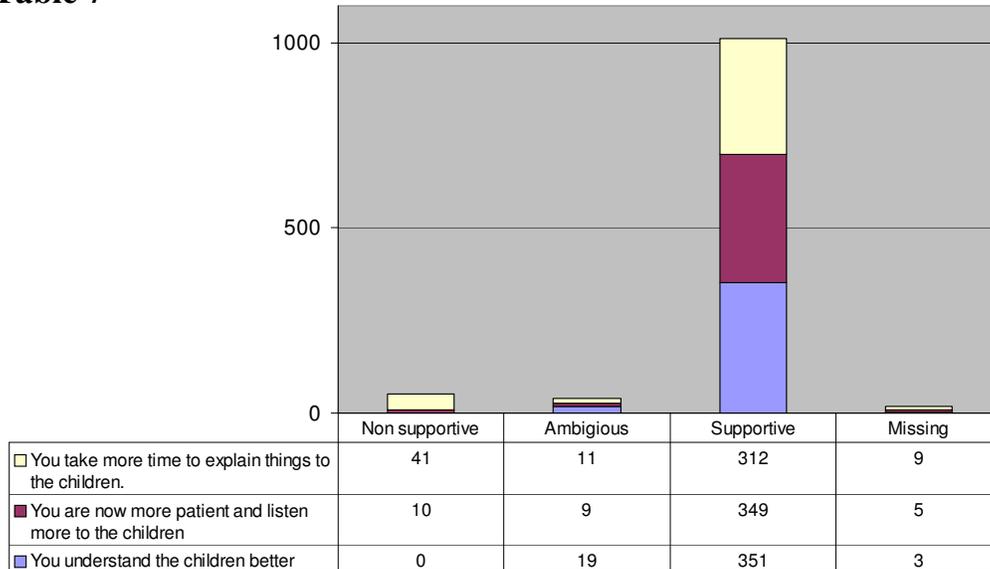
3.3 The perceived effects of mediational processes.

When the adult participates in the child’s activities, guides and helps the child to carry out his/her projects, shares, describes and explain what they are experiencing together, what they are doing and what they are going to do, then the adult mediates to the child. (Hundedeide, ICDP programme for early facilitation). This assessment included five statements about this interactional aspect: “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”.

Two of these have already been presented in the section on the program effect on the school. The other three are graphically represented below, in Table 7.

Mediational communication.

Table 7



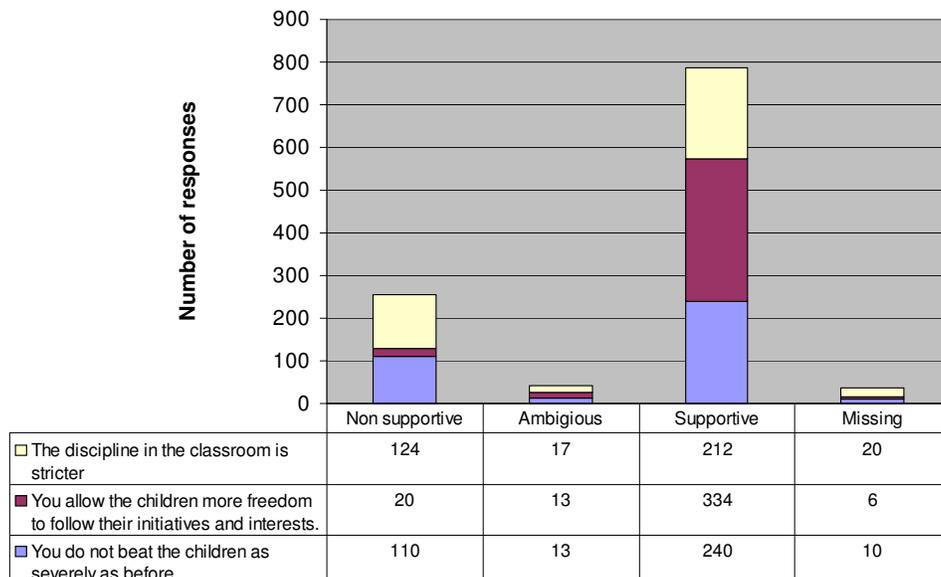
Also in the aspect of mediation, the teachers replies that the training has had a positive impact on their interactions with the children: 90,5% agree, 3,5 % are not sure and 4,5% disagree. 1,5% did not reply.

3.4 The perceived effects on regulational aspects.

In relation to regulating and controlling the child’s behaviour, the ICDP program offers help to caregivers to regulate the child in a positive way by means of support, explanation, setting limits in a positive way and helping the child to find positive alternatives. This assessment focused on this issue in four statements: “You do not beat your child as severely as before”, “You allow the children more freedom to follow their initiatives and interests”, and “The discipline in the classroom is stricter”. The replies to the three statements are shown in Table 8 below:

Table 8

Regulation

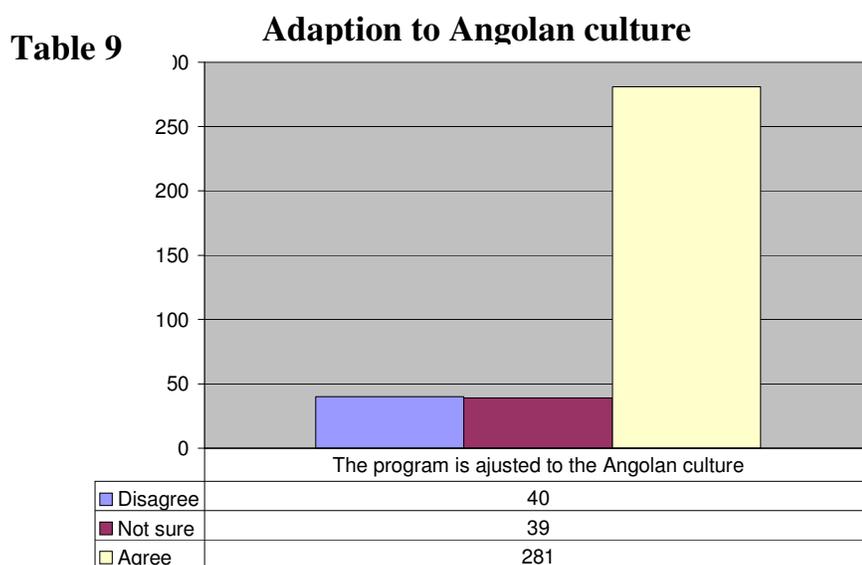


The graph shows the majority of teachers allow the children to follow their initiatives and interests to a higher degree. 89,5% agree only 5% disagree. The statement about an eventual reduction of physical punishment tells us that 64,4% now beat the children less than before, 29,5% disagree, which means that they do not regard there to be any difference where as 3,5% are not sure and 2,6% did not respond. The question about discipline was presented in section 3.1.

3.5 The programs adaptation to Angolan culture.

The ICDP program is an international program, developed to be implemented wherever there is a need and request for it. This approach requires a high degree of cultural flexibility, something kept in focus both in the initial phase when the program is introduced in a new country, and also throughout the facilitation process. This investigation addressed this question of cultural relevance through the statement: “In your opinion the program is in accordance with the Angolan culture”.

Table 9 on the next side illustrates the replies in this category:



A majority of 75,3% find that the program is well adapted to the Angola culture, 10,7% disagree, 10,5% are not sure and 3,5% did not reply.

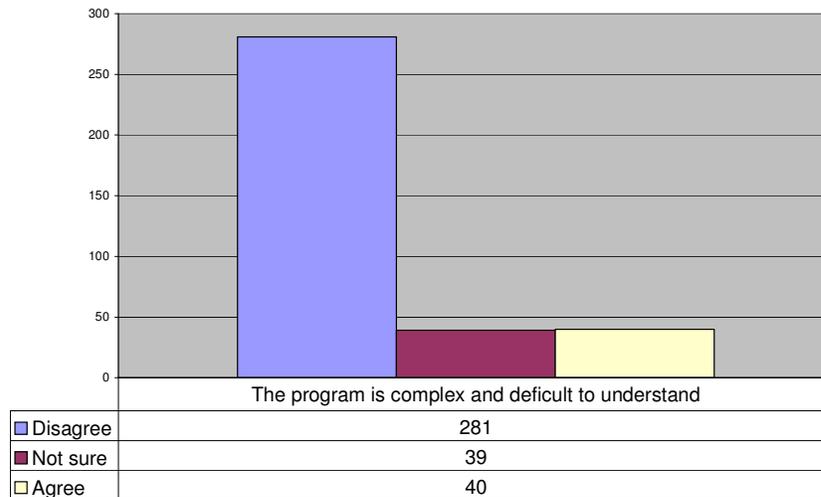
3.6 The perceived format of the training schedule and the degree of complexity.

The ICDP program is meant to be applicable for a wide variety of caregivers, both professionals and parents. In Angola the ICDP teams often work in very vulnerable

communities where the caregivers are illiterate and thus require a program that is fairly easy to understand.

The teachers were asked the following question: “The program is complex and difficult to understand”, and the replies are shown in table 10:

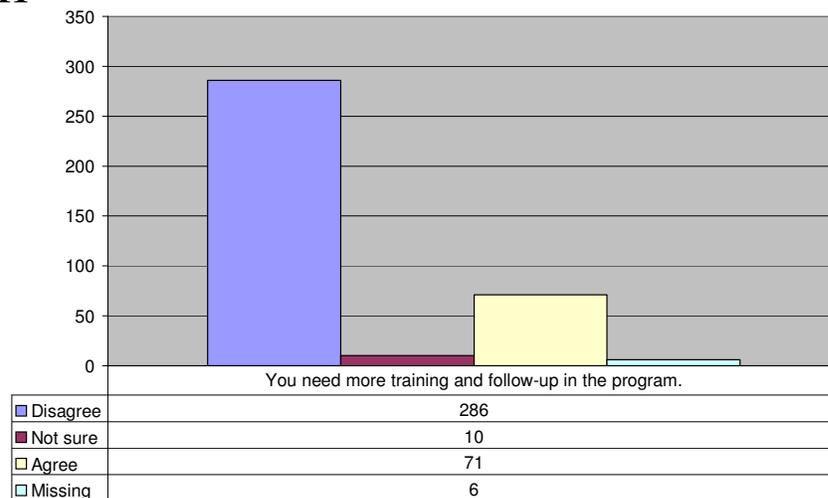
Table 10 Complexity of the program



75% of the teachers replied that they did not find the program complex and difficult to understand, 10,5% were not sure, 11% found it complex and 3,5 % did not answer.

The teachers were also asked to assess whether they found the time used to implement the program sufficient. The statement on this issue was “You need more training and follow-up program”. Results are shown in table 11.

Table 11 Length of training and follow-up

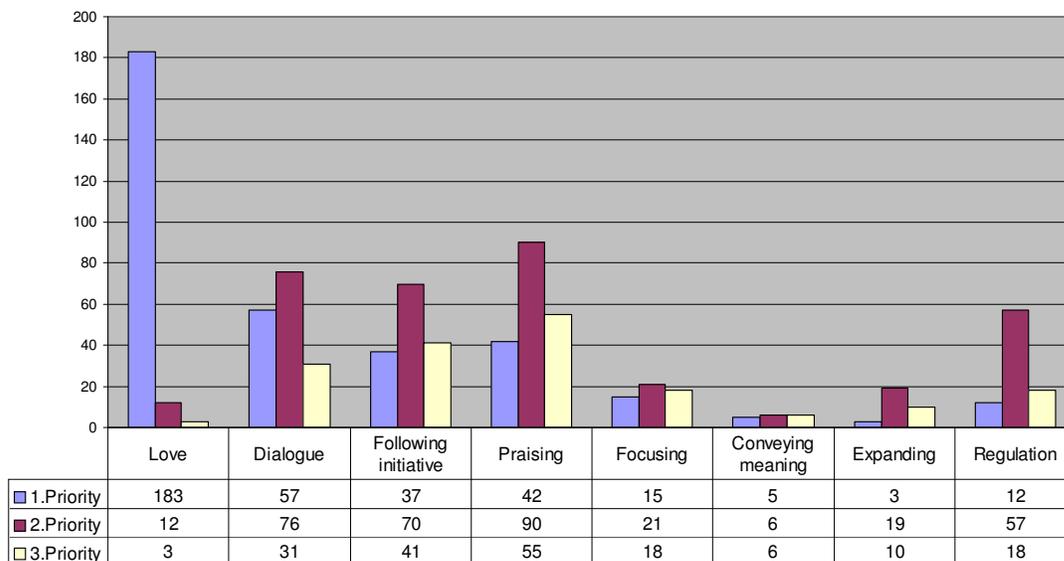


A majority of the teachers found the program to be sufficient in terms of the time dedicated to training and follow up. 77% responded that they did not need more time, 2,5 % were not sure, 19% indicated that they would like more training and follow-up and 1,5 % did not reply.

3.7 The respondent’s prioritisation of the most important guidelines within the content of the ICDP program.

The teachers were, as the last request on the questionnaire, asked to prioritise between the eight different guidelines in the program. This was done in order to get an expression of where the teachers felt they benefited the most from the program. Responses are shown in table 12.

Table 12 **Prioritisation of guidelines by teachers**



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, and a much less emphasis on the mediational aspects.

4. Discussion.

4.1 Consistency of the responses.

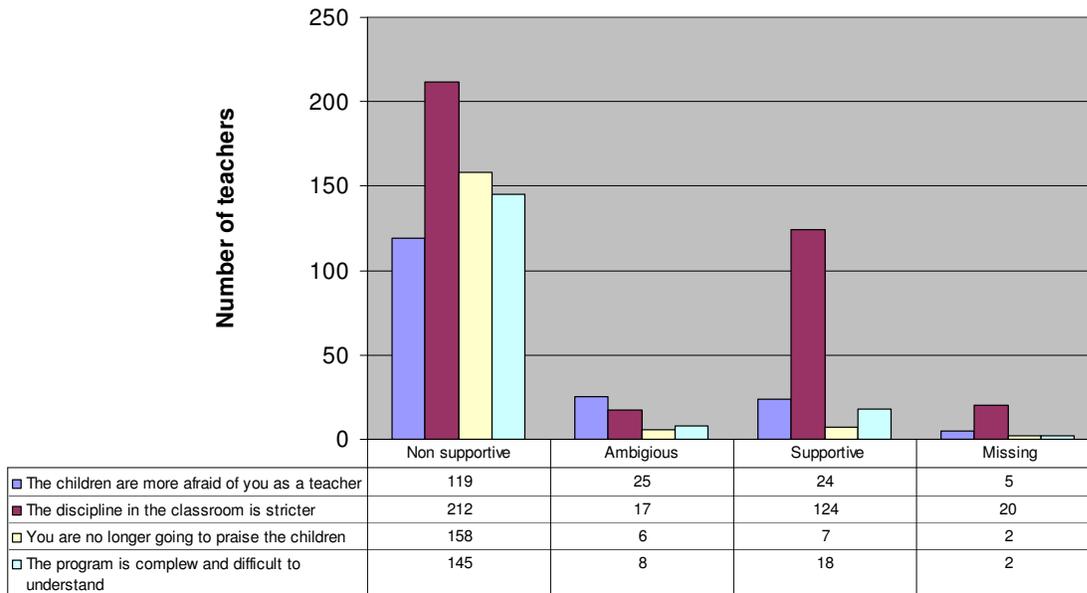
The overall responses were in support of the programme. The general impression from the questionnaires is that the teachers seemed to benefit from the program in a number of ways.

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 whether the respondents replied automatically. If participants had answered automatically, one would expect the reversed questions to reflect the responses of the others.

Looking at the dispersion in the answers from the reversed questions (“ The children are more afraid of you as a teacher”, “The discipline in the classroom is stricter”, “You are no longer going to praise the children” and “ The program is complex and difficult to understand.”) one can say that the answers do not suggest any habitual responses.

The table 13 below shows the replies from the reversed questions.

Table 13 Reversed questions



As mentioned in the previous chapter the question about the discipline in the classroom requires some analysis. This is the only statement of the reversed questions that was responded to with a significant number (33%) against the program, and may relate to aspects other than habitual marking. Thus the findings in this evaluation may be regarded as reliable in terms of excluding automatic responses.

In a assessment like this the question about validity is complex: in terms of the face-validity one can say that the construction was meant to ensure that the statements actually were relevant and helped to track the effects of the program. Looking at the aims of the program and asking teachers what they found most important was the basis of the structure of the questionnaire. But in terms of concurrent validity we are

left with only the data from the questionnaire. The question is whether we get a picture of the actual situation through this questionnaire. It would have been useful to examine other sources as well. In relation to the perceived increase in the children's school performance, comparisons with the tests of the children's schoolwork would have been interesting. Assessing the perceived changes according to the parents' points of view and cross-examining the results with schools who had not been sensitised through the program would also have contributed to the findings.

Another issue to be addressed here is the limitations in the response categories as each statement allowed for only three possible answers. These categories were chosen to make the questionnaire easy to administer. Many of the respondents do not have sufficient education and the idea was not to make the response categories too complicated. On the other hand this limits range of the replies.

The reliability of this assessment needs also to be commented on. As illustrated in the section on the results, the very positive feedback is striking. Can one have confidence in these findings. The objective of this assessment was to evaluate teachers' perceptions about the impact of the ICDP program. Assessing 19 different schools, and not finding any significant differences between them, indicates that the answers are trustworthy. But it has to be stressed that the results only count for the perceived impact as experienced by the teachers. The force of the findings are that a high number of teachers agree that the program has had a significant impact in different areas. Further assessment, using alternative measures, is necessary to discover if these subjective replies can be considered as objective findings.

It is relevant to ask whether the generally positive response can be understood differently; in the Angolan culture there is a strong hierarchical structure in the society, and in general the Angolans are very polite people who make a great effort to make others feel welcome. Therefore one would be specially concerned about the "willingness to please". As previously 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. From the current material we are not able to detect whether the responses reflect such a tendency. During the rest of this analysis, the findings will be treated as reliable in terms of understanding the teacher's perception of the program.

4.2 Discussion of results:

The overall impression of the assessment is very positive in favour of the program. As mentioned in the previous chapter, the duration of time since the training took place was not reported to have any effect on the outcome. This apparent sustainability may be understood as a result of follow-up visits. After accomplishing training, the ICDP teams continue to support the institutions through regular visits where the ideas of the ICDP training are enforced.

The previous section showed that the program was perceived positively in relation to the following aspects:

1. In the school context the program was credited for promoting a better atmosphere in the classroom. The teachers responded that they now regarded themselves to be more interested in the pupils' learning and progress, they felt more responsible and they viewed themselves as better teachers. From the teachers perception the children benefited from the program in terms of better school performance and in terms of a better interaction with the teachers, because they are reported to have more confidence and to be less afraid of teachers. The children also liked to go to school more now.
2. With regard to the specific effects of some of the important principles of the program, the teachers reported changes in the area of emotional interactions. They reported that they now had a better emotional contact with the children, and that they have been more focused on the children's positive qualities. In terms of understanding and being more sensitive about the children they also described an improvement. They understand the necessity of praising children and feel that their relation to own children has improved. Their perception of the children is that they have become more active and happy.
3. The sensitisation around the importance of mediational processes has also caused a change: a significant number of the teacher's report that they are now more efficient listeners and focus on understanding the children. They use more time to explain things and are more concerned about the children's learning and progress. They describe the children's school performance as better than before.
4. The question about regulation was answered ambiguous. This will be discussed below. But one of the aspects connected to positive regulation, allowing the children to have more freedom to follow their initiatives and interests, was regarded by a majority to have increased.
5. The program seems to adapt well to the Angolan culture, and is regarded as easy to understand.

In spite of these positive findings, it is relevant to discuss some of the questions that emerge from the responses: The priority of the guidelines shows that there is a strong emphasis on the guidelines related to emotional processes. This corresponds well to the reported changes in the field of interaction as well. But surprisingly there is no strong emphasis on the mediational processes, especially taking into account that the assessment was done in the school context where learning children to focus, giving meaning and expanding it, is of great importance. The teachers report that they do use the principles, but it seems that they do not consider them as important as the emotional interactions with the children. One way of understanding this is that up till now the educational system in Angola has been quite authoritarian; the teachers give lessons orally or on the blackboard, and the pupils respond, when requested, often in chorus. There have not previously been many possibilities for interactions and focusing on the pupils as individuals. Through the program the teachers might have found a way to do this. Another aspect is that understanding and using the mediational principles require a profound understanding of how important the process of learning is. In the authoritarian teaching there may have been a focus on the content to be learned, whereas the ICDP program also try to promote an understanding of the process by which the children learn. Although the program tries to facilitate the

importance of the mediational aspects, one might ask if these aspects have been poorly received or overlooked by the teachers. Their emphasis on the emotional processes shows us that the teachers have paid attention to these, and others they may not have noticed to the same degree. This again raises some important questions related to the structure of the program. Does the program need to focus more on mediational aspects: on developing ways to make these principles understood, or should the program rather focus mainly on the emotional aspects, since they seem to be of major importance for the participants ?

Regulation is an important issue, especially for teachers dealing with average size classes with often above 50 pupils. Traditionally regulating unwanted behaviour has been connected with physical punishment in many of the Angolan schools. The ICDP program tries to sensitise teachers to use others ways of regulating: dialog, explanations; understanding different perspectives and allowing more freedom for children to comment, ask questions and clarify when approached with things they do not know how to handle. The findings in this assessment tell us that the teachers feel that the program has developed changes in the class that would be associated with positive regulation. The atmosphere is better, the teachers are listening and understanding more and there is more freedom and activity. At the same time 29,5% reports that they do not experience any changes in the use of physical punishment. One could ask why these teachers still are using physical punishment? Have the ideas of positive regulation not been received, or is the method of physical punishment so strong a principle of the culture, that many teachers do not experience the need to use alternatives?

Discipline is also an ambiguous matter. As mentioned earlier, more than one third of the respondents say that the discipline has become stricter. We are not sure what that means, in the Angolan context. Maybe the teachers find discipline valuable since they are dealing with many children at a time. But from the prioritising of the guidelines, we know that regulation was prioritised higher than the mediational guidelines. This indicates that regulation is of relevance to many, even though not all agree that it influences their ways of handling the children. It seems that discipline and physical punishment are areas where the teachers find it more difficult to change. And the results give the impression that they might not even reflect on this as an inconsistency to the ideas of the program.

Although a majority of the teachers indicate that the program is easy to understand, the above discussion about the mediational and regulational aspects could suggest that not all was sufficiently understood and used in practice.

A last issue to be commented on is the perceived format of the training. The question of sustainability is of great importance in the program, and therefore the answers to the statement about time scheduled for the training was important. A majority of 77% found the time dedicated to the training and follow-up to be sufficient, but 19% would have liked more time on the training. The assessment does not tell us whether this need for more time is related to follow-ups or the actual training sequence.

1. Final comments.

This evaluation is meant to be the initial step in collecting documentation of the work of the ICDP project in Angola. 373 teachers were asked to respond to a questionnaire as honestly and freely as possible. A majority responded that overall the ICDP program has helped them to cope differently not only with their pupils but also their own children. They report that they have found new ways to create better relations to children. In spite of the limitations of this evaluation; that the questionnaire reflects subjective reports about changes mainly in the respondent themselves, the results are important. Only further assessment can verify the findings, but this sample of teachers from 19 different schools in Luanda and Lubango, perceive the ICDP program to have had a significant effect on their patterns of psychosocial interaction with children.

Appendix 1: Construction of the questionnaire.

In order to create consistency of analysis, the questionnaire contains three formats of response-categories: 12 positive, 4 negative and 7 neutral statements.

The positive and negative statements may be answered as “agree”, “not sure”, “disagree”. Possible responses for the 7 neutral statements are: “is better”, “the same as before”, “is worse”. The replies are randomised to prevent routine marking. The four negative statements have the same purpose; to avoid automatic answers, and furthermore to make the responder reflect and reverse his replies. When analysing the responses the response-categories were all coded as; non-supportive, ambiguous and supportive in favour of the program.

Since this evaluation is meant to be continued with other groups, 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.

General statements:

You understand the children better.
You do not beat the children as severely as before.
Your emotional contact with the children is.. (better, same worse)
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.. (better, same worse)
The program is complex and difficult to understand.
You need more training and follow-up in the program

Statements related to school context:

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 is.. (better, same, worse)
Children's trust in the teacher is.. (better, same, worse)
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 going to school more than before.. (better, same, worse)
As a teacher you feel you have become.. (better, same, worse)

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

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

Statements about emotional contact and communication:

The children are more afraid of you as a teacher.
Your emotional contact with the children is.. (better, same, worse)
The atmosphere/climate in the classroom is.. (better, same, worse)
You can now see more clearly the children's positive qualities.)
Children's trust in the teacher is.. (better, same, worse)
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. (better, same, worse).
As a teacher you feel more responsible for the children.
The children like going to school more than before.

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.. (better, same, worse)
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.

As seen on the questionnaire in Appendix 2, the questionnaire also contains demografical questions: age, sex, name of school and city. Furthermore the teachers were asked to prioritise the three most important guidelines, from their point of view.

Local ICDP staff handed out the questionnaire and the teachers were instructed to answer the questions individually. The questionnaire was anonymous.

Appendix 2

Questionnaire to teachers about the effects of the ICDP program.

School: _____ City: _____

Age: _____ Sex: _____

Date: _____

READ CAREFULLY EVERY STATEMENT BEFORE YOU CHOSE THE ANSWER.

Underline the answer which is most in accordance with your opinion, and chose only one answer.

Ex.: DISAGREE AGREE NOT SURE

1. You understand the children better.

Agree Not sure Disagree

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

Agree Not sure Disagree

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

Disagree Agree Not sure

4. Your emotional contact with the children is.....

Better The same as before Worse

5. The atmosphere/climate in the classroom is....

The same as before Better Worse

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

Disagree Not sure Agree

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

Not sure Agree Disagree

8. The discipline in the classroom is stricter

Agree Not sure Disagree

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

Disagree Agree Not sure

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

Agree Disagree Not sure

11. Children's school performance is.....

The same as before Better Worse

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

Worse The same as before Better

13. You take more time to explain things to the children
Disagree Agree Not sure
14. The children are more happy and active
Agree Not sure Disagree
15. You have become more sensitive and understanding of children after the course
Not sure Agree Disagree
16. You are no longer going to praise the children
Agree Disagree Not sure
17. As a teacher you are now more interested in following up children's learning and progress
Disagree Not sure Agree
18. Your relationship to your own children is.....
Better The same as before Worse
19. As a teacher you feel more responsible for the children
Disagree Not sure Agree
20. The children like going to school more than before.
Agree Not sure Disagree
21. As a teacher you feel you have become.....
A better teacher As before Worse
22. The program is complex and difficult to understand
Disagree Not sure Agree
23. You need more training and follow-up in the program
Agree Not sure Disagree
24. Indicate, in order from 1 to 3, the guidelines that you feel are most important
1. _____
2. _____
3. _____

If you want you can make comments about the ICDP Programme:
