



# ALP Booklet of Best Practices

AN EXPERIENCE OF DPE CUANZA SUL, IBIS, SCIA AND UNICEF LITERACY AND ACCELERATED LEARNING PROGRAMME

Summary of Best Practices 2008 – 2011  
Cuanza Sul Province - Angola



Provincial Directorate for Education in Cuanza Sul



Education for Development  
IBIS Angola



United Nations Children and Education Fund



Save The Children  
SCiA Angola

## Credits

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## Acronyms and Abbreviations

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- ❑ **CPEE:** Parents and Guardians' Committee (“Comissão de Pais e Encarregados de Educação”)
- ❑ **DPE:** Provincial Directorate for Education (“Direcção Provincial de Educação”)
- ❑ **ILG:** Interlearning Group
- ❑ **ALP:** Literacy and Accelerated Learning Programme
- ❑ **RME:** Municipal Department for Education (“Repartição Municipal de Educação”)
- ❑ **SCiA** – Save the Children in Angola

## Introduction

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Taking into account the commitment of governments and civil society organisations at global level to support education programmes that aim at promoting the Millennium Development Goals, specifically quality primary education for all, the Provincial Directorate for Education (DPE) of Cuanza Sul, in a partnership with IBIS, Save the Children and UNICEF, began in 2008 to implement the Literacy and Accelerated Learning Programme (ALP) in the province of Cuanza Sul.

This partnership, whose activities were coordinated as part of the provincial work group for accelerated learning, headed by DPE, had its responsibilities shared among the three partners.

During the 3 years of ALP implementation, the team of provincial trainers, local trainers and teachers has carried out several activities embodying best practices, among which we can mention:

- 1) The internal organisation of programme coordination;
- 2) Strengthening of the local supervisor's profile;
- 3) Development of a leaflet for awareness and information;
- 4) Production of reports reflecting the process and the results;
- 5) Reflective and progressive supervision;
- 6) Production of materials and methodological guidelines;
- 7) Development of tests reflecting the interdisciplinary nature of their contents;
- 8) The use of local resources for classes;
- 9) Promotion of girls' participation in the programme;
- 10) The follow-up of ALP final year students in secondary education.

The DPE of Cuanza Sul and its partners IBIS and SCiA found it adequate and important to share these best practices as a booklet to be used as a reference in similar programmes in Angola and at global level.

Readers will find in this booklet a short explanation of these best practices and, if they need more information, they may resort to the ALP manual, the methodological film and the supervisor manual also produced by the programme.

# 1. Internal Organisation of ALP Coordination

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## What is it?

It is a group of 17 provincial trainers<sup>1</sup> who work together in ALP for youth and to whom tasks were ascribed in three areas:

- Area of methodological approach;
- Area of systematising documentation and monitoring;
- Area of coordinating and systematising the learning.

## What do they do?

They periodically draw up monthly, quarterly and annual plans, and they also monitor the work to be done. The activities to be undertaken by the coordination include activities to support teachers and supervisors at municipal level, making of teaching aids, reporting, budgets, statistics, materials for teachers training, etc.

## Why was it necessary?

In 2008, most provincial trainers were placed in other areas, such as the Teacher Training Institute, the Municipal Department for Education (RME) and the Office for Educational Support and Development. In these departments, the trainers had other tasks in addition to being ALP trainers, which did not facilitate the effective follow-up and implementation of ALP in the province.

The performance of some tasks was not systematic, because there was not a coherent allocation of tasks. For example, one or two trainers would start processing statistics and a few days later other trainers would resume the same task from the beginning. Another example: When there was a teacher training activity to be undertaken, the teachers were invited, but not all showed up, because they were busy with other tasks. However, teachers' absence could also be due to delayed reception of the invitations to attend the training. Thus, the subjects were not duly prepared and the programme was slow.

*The creation of a stable trainers' team, with specific tasks exclusively related to the programme, allowed the implementation of IBIS support to developing the trainers' skills, through many and varied learning moments and training seminars.*

## Why did it make a difference?

By joining the trainers together in one office, and having regular meetings, the organisation, distribution and coordination of tasks and functions were improved within the team and there was a more effective and efficient implementation of activities. Now, the trainers dedicate themselves exclusively to ALP work.

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<sup>1</sup> DPE/Government trainers

### Difficulties encountered

- Identifying trainers with pedagogical skills to complete the required amount of trainers
- Lack of physical infrastructure and working tools, and shortage of computers

### How were they overcome?

- The DPE made their premises available, a computer was received by ALP from the National Directorate for General Education and 2 computers were donated by IBIS.
- Besides the 6 initial trainers, 11 other trainers from other departments of the DPE were integrated. The team worked consciously with improving their pedagogical skills in practice.



**Trainers in the coordination team**

## 2. Strengthening the Local Supervisor's Profile

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### What is it?

It is a strategy for strengthening a number of qualities that the local supervisors must have for good management of ALP. These qualities were defined by the provincial coordination team and are the following:

- *Mastering **participatory methodology**;*
- *Training **teachers** in participatory methodology;*
- *Mastering **progressive and reflective supervision**;*
- *Development of **monitoring plans** at local level;*
- *Mastering the **modules' contents**;*
- *Mastering ALP regulations and educational guidelines;*
- *Mastering the development of **municipal mapping of ALP classes**;*
- *Mastering the preparation of **reports and statistics**;*
- *Mastering of the **modules' evaluation system** (e.g., development of interdisciplinary tests);*
- *Organisation and guidance of **ILGs** or meetings with teachers about methodology;*
- *Community based mobilisation and awareness raising of girls participation in the beginning of the year;*
- *Involvement of **parents** and guardians, and religious and traditional leaders.*

With this purpose, several reflection sessions were held in some municipalities, and training and field work was done with local trainers, in order to strengthen their capacity to implement the ALP.

### Why was it necessary?

- To make these trainers less dependent on provincial supervisors, who are not always able to visit all the areas;
- To streamline the work between local supervisors and RME more than between supervisors and DPE or provincial supervisors;
- To value the local supervisor's profile, since s/he is the one who directly knows the teachers and their daily routines.

### Difficulties encountered

- It is a difficult process to adapt to the participatory methodology and reflective supervision, because for many, these are new practices.
- Many difficulties persist in data processing and development of documentation by the provincial trainers.
- The profile is new and requires initiative and creativity.



### **How were they overcome?**

- With specific follow-up visits about the profile and duties of local supervisors;
- With training based on practice, to learn from the examples.

### **Some visible successes of this strategy**

- In Mussende and Libolo municipalities, refresher training for teachers has already been organised for all teachers, during the first break of the school year 2011. It was organised by the supervisors' own initiative, without waiting the provincial ALP coordination team nor depending on it.

## 3. Leaflet about the ALP

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### What is it?

It is a document with information on ALP, based on the programme's communication and dissemination strategies. These are some of the issues covered in the leaflet:

- What is ALP;
- At what levels we use accelerated learning for young people;
- What are the criteria for selecting the target group;
- How to join the programme or benefit from it;
- What are the procedures for implementation of ALP in primary schools.

### Why was it necessary?

To make the programme better known in RME, Parents and Guardians' Committees (CPEE) and among communities.

### Why did it make a difference?

Before, the population had little information about ALP. With the leaflet, the dissemination of relevant information was helpful in implementing the programme, particularly in what concerns RME, school directors and teachers.

### Difficulties encountered

- Difficulties in working with the software;
- Difficulties in making the leaflet in several national languages;
- Doubts about how to inform people who can not read or write;
- Difficulties in getting the leaflets to all communities in the province.

### How were they overcome?

Some of the difficulties were overcome thanks to the collaboration partner IBIS, which provided the copy machine to reproduce a reasonable amount of leaflets, and technical support for finishing the leaflet.

## ALP

**A Right and an Opportunity  
for all young people**



**with a priority to girls**

### ALP Partners in Cuanza Sul



Provincial Directorate for Education  
in Cuanza Sul



Support from:



*para gostar de ler e escrever*

### What is ALP?

ALP – Literacy and Accelerated learning Programme – is a programme of the Ministry of Education that is being implemented by the DPE in Cuanza Sul in a partnership with IBIS and SCiA. This programme is being financially supported by UNICEF, DANIDA and the Ministry of Education of Angola itself.

The programme has as its objective: To give young people the opportunity to complete primary education in a shorter time – both to 12-25 years old people outside the formal education system and students who are too old for the grades they are enrolled in.

### How to benefit from this programme?

All the young people between 12 and 25 years old who, for whatever reason, have not completed primary education must address themselves to the nearest Directorate for Primary Education, in order to enrol in ALP. Priority must be given to teenagers between 12 and 17 years old who have never had the possibility of attending school.

### Programme advantages:

- Enrollment and school material is for free.
- School schedule is negotiated, according to the pupils' occupation.
- The students complete two grades in one school year.
- Teaching methodology helps the pupil learn faster.
- At the end of each school year, the student passes on to the next grades and s/he can enter a normal school.

### Duties of the Community

Traditional leaders, catechists, church pastors, leaders of NGOs and associations, school directors, members of CPEE, RME employees, teachers and students have the basic function of ensuring that no teenagers are left outside school.

**ALP is an opportunity for all to recover from the schooling gap.**

### Julieta's Case



Julieta is a 14 years old girl. She lives in Canema, in Quibala municipality. She joined ALP in 2008, when she was 13 and had only completed 2nd grade.



Today, Julieta is happy for having completed module 3, that corresponds to 5th and 6th grade of primary school and can now move on to secondary education.

## ALP Leaflet

## 4. Reports Reflecting Processes and Outcomes

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### What are they?

They are reports that, besides describing objectives, activities to be undertaken, quality indicators to observe, duties of each individual and results, also focus a great deal on the process, i.e., on analysing how it all happened. In this analysis, we scrutinise what are the best observed or performed practices, the difficulties encountered, why certain activities were never carried out and the solutions to be applied. We also analyse the deadlines for implementation of recommendations and/or suggestions, and each person's responsibilities.

### My project - Taking processes into account:

- What to do in the same way and what to do differently next time
- Programme's most important successes
- Solutions
- Best practices
- Learning
- Why some activities were not carried out
- Difficulties
- Challenges

### Why were they necessary?

So that the readers of the reports can more easily gather the information they need to understand how the activities of the literacy and accelerated learning process are being implemented in Cuanza Sul province, in a reflective way.

### Why did they make a difference?

Because, after being prepared, the reports are submitted to a plenary session for analysis. This later stage of analysis of the results is not common in conventional reports. For example, a conventional report can tell you that 40% of girls are out of formal education and not analyse the causes of this situation, the solutions to overcome it, the deadline and the person in charge for the work.

### Difficulties encountered

- Adapt the report that mirrors the process results;
- Lack of coherence between the received forms and reports that reflect the process.

### How were they overcome?

- Debating between colleagues how reports should be presented and why.

## 5. Reflective and Progressive Supervision

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### What is it?

It is a process of systematic monitoring of teaching practice. The objective of supervision is to support and help teachers to develop their skills through the teaching practice. To be effective, pedagogical supervision should be progressive and reflective.

### a) Progressive supervision

Supervision becomes progressive when:

- It values what the teacher can do;
- It is persistent;
- It is systematic (step by step);
- It is made at regular intervals.

### b) Reflective supervision

It is an innovation. It is the way the teacher her/himself can scrutinise her/his practice (self-assessment). It is the teacher who analyses her/his own practice and identifies what s/he did well in the classroom and where s/he needs to improve, building from a dialogue with questions and answers that the supervisor starts after observing a class. Self-analysis can also be achieved without the presence of a supervisor or a colleague, and in this way the teacher learns to be more aware and more attentive to her/his own practice.

#### Progressive

- 1) Planning – tool: weekly and daily plan, terms of reference
- 2) Class observation – tool: classroom observation form
- 3) Class facilitation – tool: lesson plan
- 4) Demonstration class – tools: lesson plan and minutes (after reflection).
- 5) ILGs in pedagogical meetings – tools: minutes of the meeting and plan

#### Reflective

- 6) Pre-Observation Dialogue
- 7) Post-Observation Dialogue
- 8) Ongoing training based on practice

### Supervision strategies and its tools

## 5.1. Progressive Supervision: Planning with the Teacher

### What is it?

It is defining targets and indicators (object to be observed or terms of reference) of one's supervision; and it is also helping teachers plan their lessons, especially the most difficult ones, choose the education materials, and choose and diversify participatory methods to be used during the class.

### Why was it necessary?

There are many things that must be observed, but one cannot do everything at the same time. Supervision is about helping the teacher, who will not improve everything at once. We need to do it piecemeal. The terms of reference help supervisors use a common language during the visit. The decision about what must be observed may be influenced by the recommendations made during previous visits to follow up on teachers' progress in certain matters.

Supervision criteria	Activities	Results
Participation and involvement of RME, school directors and provincial and local supervisors	Check whether the municipal education department has an activity plan Check ALP class mapping	RME has a municipal plan for supervision in ALP classes RME leaders and directors understand how classes are made
.../...	.../...	.../...

### Example of Terms of Reference prepared by the Provincial Supervisors

## 5.2. Progressive Supervision: Class Observation

### What is it?

It is a time for gathering information about the achievement of the objectives planned in the pre-observation meeting. The data collected will form the basis for reflection in the post-observation periods, which will focus on the supervisor and the supervised teacher. They should be matter for reflection and experimentation in teacher training. The supervisor should:

- Sit at the back of the classroom, without interrupting the class or the students;
- Record her/his observations in a class observation form;
- Not try to change every aspect at once, but choose instead the priority areas to work with the teacher first ('progressive counselling').

### Why did it make a difference?

It helps the teacher to differentiate what was done well and what was not done well (self-assessment), which makes it easier for her/him to sketch or improve new work strategies.



**Supervisor sitting in the back watching without interrupting**

### Difficulties encountered

In the beginning, teachers resisted a lot to abandoning the traditional methods and replacing them with participatory methods.

### How were they overcome?

By insisting. By explaining the advantages of using these methods.

### **5.3. Progressive Supervision: Classroom Animation**

#### **What is it?**

It is a lesson given by the supervisor. After observing the teacher's lesson, if you have noticed many methodological weaknesses or errors in content, you plan again the same lesson for the following day with the same students and the teacher. The supervisor gives the lesson and the teacher is an observer. The joint analysis then follows.

#### **Why did it make a difference?**

The difference is that it helps the teacher to improve with practical examples rather than theory. With this classroom animation, the supervisor proposes solutions to overcome the difficulties encountered during the observation. It also makes a difference because the supervisor feels her/himself the difficulties met by the teacher in her/his environment.

### **5.4. Progressive Supervision: Demonstration Class**

#### **What is it?**

It is a lesson planned by the supervisor or a more experienced teacher of the group, which is given in the presence of all teachers. This can be done in the ILGs or in a meeting about methodology. It is a way for the supervisor to address the difficulties he noticed during the classroom observations of several teachers during the field visit.

#### **Why did it make a difference?**

This was not done before. The teacher's lesson was observed and discussed. Now the supervisor concentrates on taking notes of all the weaknesses he observes and plans a lesson that will help address them in a direct and practical way, in the presence of all visited teachers or not.

### **5.5. Progressive Supervision: Inter-Learning Groups (ILGs)**

#### **What are they?**

They are regular meetings which can be weekly, biweekly, monthly, etc., where teachers working in the same geographical area come together to plan, exchange experiences, analyse policy documents, and practise more complex issues encountered in the classroom. Teachers at an ILG may also decide to observe each other's classes, so that they can better support each other. At an ILG meeting, is not necessarily the supervisor who plays the central role. These meetings can be facilitated by the teachers on a rotating basis.

The supervisor or one of the teachers may also give her/his demonstration class at the meeting and draw up the minutes of that day. At the end of each ILG meeting, a report is drawn up which is filed in the supervisor's archive and that will be read at the beginning of the following meeting.



### **Why did they make a difference?**

They help the teachers to understand that supervision is not an inspection and a collection of errors, but a reflective practice that helps them improve their work with the students in the classroom. It is in-service training.



**Interlearning Group**

## 5.6. Reflective Supervision: Pre-Observation Dialogue

### What is it?

It is a dialogue between supervisor and teacher in the beginning of the observation, before entering the classroom (pre-observation). A brief small talk the supervisor has with the teacher, to make her/him more comfortable, inquiring about her/his health, family and mood, and if s/he has any doubts about the planning they made the day before or if the teacher predicts any specific difficulties during the lesson. It is a dialogue, in short, that allows for creating trust between the teacher and the supervisor. Only after this conversation the supervisor enters the classroom, greets the students and sits in the back row of the classroom.

### Why did it make a difference?

Before, there was an authoritarian supervision by a chief who knew everything. Now the supervisor is more like a friend, a co-worker. He makes the teacher more comfortable.



**Pre-Observation Dialogue between the Teacher and the Supervisor**

## 5.7. Reflective Supervision: Past-observation Dialogue

### What is it?

It is the meeting between the supervisor and the teacher at the end of class, in the absence of students. This dialogue begins with questions such as, "What did you like best in your class? What did you not like? Why, and how can you do then to improve in your next class?"

### Why did it make a difference?

Before, this moment was used to point out mistakes and give the teacher recommendations. Now, the teacher recognises her/his own weaknesses and successes, and establishes the rule of how to improve. It is a time of great learning for the teacher, because s/he is the one to suggest strategies for her/his own improvement.



Post-Observation Dialogue between Teacher and Supervisor

## 5.8. Reflective Supervision: Practice-based Ongoing Training

### What is it?

It is an approach used during the training sessions, where teachers practise the activities they will perform with students. In the meetings with teachers, we try to make them accustomed to produce badges, to work in groups, to develop lesson plans, to tell stories, to do role-plays, to handle the very objects of the region, etc.

### Why did it make a difference?

In the beginning, training sessions relied much more on theory. After several reflections on the activities observed with teachers in the field during the pedagogical supervision, it was found that teachers could not combine theory with practice in the classroom. It was therefore necessary to move on to practice in training sessions, in the ILGs, and in meetings about methodology. This is very important for the teachers, because they can

experience their daily praxis in the training session. You learn by doing. With this change, we obtained a better application of participatory methods and use of local materials (leaves, cardboard, grass, plants, glue from trees, plastic bottles, corks, etc..), in order to embellish the learning environment (students' works on the wall or hanging on a rope).



**Practice-based training session**

## 6. Production of Materials and Methodological Guidelines

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### What are they?

Methodological guidelines are teaching aids aiming at help the teacher plan her/his lessons. They contain a number of methodological strategies for working with pupils in the classroom and proposals for how to deal with the contents to be taught in an interdisciplinary way.

### Why were they necessary?

- Because, since the programme is new, it has concepts such as interdisciplinarity and active methodology that still seemed very difficult for teachers.
- Because when the programme started, there were only manuals for modules 1 and 2, while for module 3 there was only the integrated educational programme. The methodological guidelines helped teachers who were teaching module 3 to plan their lessons, based on the manuals for 5th and 6th grade after the educational reform, but complying with the ALP methodological guidelines.
- Because, even with modules 1 and 2, it was necessary to provide material to help teachers in this methodology, like, for example, the list of alternative activities for module 1, dosages of contents, map for guidelines to work with cross-cutting issues, lesson plan, etc.

### Why did they make a difference?

Because the training period for teachers to work in ALP was not enough to enable them to work in a different way compared to normal schools, where they taught and were planning by subjects.

Themes	Contents	Students' activities	References
Geometric solid objects	We say that the Earth has the shape of a ball or a sphere. We are going to study the different shapes solid geometrical bodies can have: – Sphere – Cylinder – Cone	Observing concrete objects, e.g., ball, can, box, etc. Comparing objects in their abstract geometric shape and real life objects Drawing the geometric solid objects that were studied	Module 2, pages 223 to 225 Maths manual for the reformed 5 <sup>th</sup> grade, pages 86 to 88
Straight and semi-straight lines, flat surface figures	.../... .../... .../...	.../... .../... .../...	.../... .../... .../...

### Example of methodological guidelines to address the subjects of mathematics - Module 3, Project 11

## 7. Tests Reflecting Interdisciplinary Contents

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### What is an interdisciplinary test?

It is a test that reflects the relationship between the contents of the different subjects, such as mathematics or geography, and the same centre of interest or the same theme. Each project in an ALP module has an interdisciplinary test.

### Why was it necessary?

Because one of the fundamental characteristics of the contents of ALP modules is its interdisciplinarity, but there was not yet a test format that was also interdisciplinary.

### Why did it make a difference?

Because we were able to make adapted tests that fit into the interdisciplinary teaching approach that students are accustomed to. This test format demonstrates that it is possible to test the students in an interdisciplinary way in many areas of knowledge interconnected in a single issue/test (e.g. the world map).

### Example of an interdisciplinary test

On the subject of the African continent, an interdisciplinary test may consist of the following questions:

- 1) Geography – Identify the continents and the oceans that surround Africa
- 2) Mathematics – The Asian continent has an area of 44,080,000 km<sup>2</sup>. How much is 4% of this area?
- 3) History – Are the following statements true (T) or false (F)?  
“The proclamation of Angola’s independence was on November 10, 1975 \_\_\_\_, or  
“Nzinga Mbandi was the queen of Congo in the 18<sup>th</sup> century \_\_\_\_,
- 4) Language – African environment is attractive due to its vegetation, rivers and mountains. Write a text about the environment, mentioning the basic principles of environmental education (minimum: five lines).
- 5) Etc.

## 8. Use of Local Resources in the Classroom

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### What are they?

Local resources are objects that the teacher uses in her/his lessons, which can be found in the community and do not need to be purchased. Examples: cans, market boxes, machetes, hoes; in one word, everything that can be related to the content being taught.

### Why were they necessary?

Because there were logistical difficulties of time, quality and quantity of DPE and partners' capacity to provide the schools with industrial teaching aids and the schools cannot just stop while they wait for these materials to come.

### Why did they make a difference?

- Because teachers use resources from the students' environment. They do not have to rely on others to be able to work;
- Because this teaches the students how to use what is close to their own reality and to recognise the importance of resources that can be found in nature;
- Because it facilitates the learning-teaching process by using familiar materials to consubstantiate abstract ideas. It goes from the particular to general.

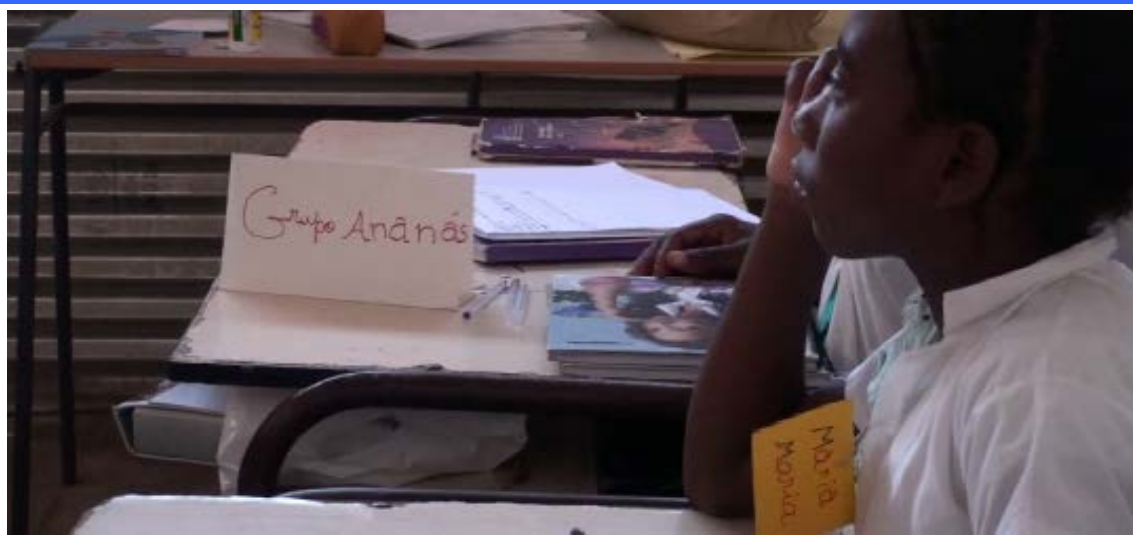
### Difficulties encountered

Low creativity of some teachers, who do not follow the idea of using local materials.

### How were they overcome?

Thanks to pedagogical the training and the supervision done on the field, it has been possible to encourage teachers to develop a creative mindset, by suggesting very concrete examples such as:

- When there is no cardboard, you can use the boxes from the local market;
- When there is no glue, you can use grass "humbi", which has a sticky liquid, and the sap of some trees that give brown or white glue;
- When there is no paint for artwork, you can use some flowers that you grind and mix with water;
- In a maths class, the teacher may ask students to work with beautiful sticks, stones, dried tree leaves, cork, seeds, nuts, etc., in order to make a more pleasant classroom.



1. Good literacy environment with local materials / 2. Materials produced by students and teachers are displayed in the classroom and used during classes / 3. Cardboard with the name of a group, 'Pineapple', and badge with a student's name, Maria.



## 9. Stimulation of Girls' Participation

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### What is it?

It is the programme's strategy for integrating in ALP many of the girls that are too old for the grade they are attending. For various reasons, these girls could not attend or complete primary education when they were supposed to. Therefore, ALP aims at giving priority to 12-25 years old girls. The result achieved from 2007 to 2010 is 50%. Of a total of 30,564 students who joined the programme, 16,391 were girls (Report 2007/2010).



**Girls' participation**

### Why did it make a difference?

- Many girls had not had the possibility to attend school, because of family poverty or because they had to help at home, taking care of siblings or doing housework;
- Because pregnant girls or girls with babies are not allowed to attend school during the day in normal primary schools, but only in evening classes. In ALP, girls are welcome in the classes, even if they are pregnant or have babies;
- Because the content of teaching materials is quite relevant and consistent for young boys and girls' everyday life. The modules include cross-cutting themes, such as sexuality and law, puberty and sexuality, family planning, pregnancy, prevention of Sexually Transmitted Infections and HIV/AIDS. These themes make girls more interested in school;
- Because it helps to prevent marriages, early pregnancies and teenage motherhood, by keeping girls busy and informed.

### **Difficulties encountered**

- Girls continue not to have access to school in some municipalities, since many parents prefer that their daughters get married rather than they study.
- The rate of school completion amongst girls remains low, and statistics show that they drop out of school more than boys (Report 2007/2010).
- Poor information about the programme and the limited presence of trainers in some municipalities has made it difficult to promote the strategy of girls' participation in school – and in many cases, even referral.

### **How were they overcome?**

- Through awareness meetings with communities, traditional and religious leaders and CPEEs, for them to encourage their sons and daughters to go to school.
- Involvement of CPEEs in the municipalities where those councils are dynamic enough.

## 10. Follow-up in Lower Secondary of Final Year Students of Primary School

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### What is it?

It is the systematic follow-up of ALP final year students in lower secondary school (7th, 8th and 9th grades)



**Follow-up of final year students**

### Why did it make a difference?

- In the past, there was no follow-up. After finishing module 3, students could not be located. Now, the follow-up allows for systematising the data on students who complete the ALP and continue schooling in lower secondary or vocational training;
- It also makes it possible to get to know the reasons for dropout amongst students who do not continue in lower secondary, such as lack of ID documents or living too far from the municipal capital where lower secondary schools are situated.

### Difficulties encountered

- Unawareness of the programme and its strategies, especially amongst many directors of lower secondary, which were not involved in the follow-up of students coming from ALP
- The lack of a follow-up culture.

### How were they overcome?

- As a result of regular meetings between DPE, RME, social partners, directors, supervisors and teachers, directors of lower secondary are already involved in the monitoring. Secondary schools already have follow-up lists.
- Through meetings between DPE and RME, to explain that students from ALP can study for some time without an ID document, to give the pupil's parents time to obtain that document.