

Independent evaluation

Technical Assistance for Angola's Entrepreneurship Curricula in Secondary Schools Programme (ECP)

UNIDO project numbers: XP/ANG/08/003, US/ANG/08/001,
 US/ANG/08/002, TF/ANG10/001



UNITED NATIONS
INDUSTRIAL DEVELOPMENT ORGANIZATION

UNIDO EVALUATION GROUP

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Glossary of evaluation related terms

Term	Definition
Baseline	The situation, prior to an intervention, against which progress can be assessed.
Effect	Intended or unintended change due directly or indirectly to an intervention.
Effectiveness	The extent to which the development intervention's objectives were achieved, or are expected to be achieved.
Efficiency	A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.
Impact	Positive and negative, intended and non-intended, directly and indirectly, long term effects produced by a development intervention.
Indicator	Quantitative or qualitative factors that provide a means to measure the changes caused by an intervention.
Intervention	An external action to assist a national effort to achieve specific development goals.
Lessons learned	Generalizations based on evaluation experiences that abstract from specific circumstances to broader situations.
Log frame (logical framework approach)	Management tool used to facilitate the planning, implementation and evaluation of an intervention. It involves identifying strategic elements (activities, outputs, outcome, and impact) and their casual relationships, indicators, and assumptions that may affect success or failures. Based on RBM (results based management) principles.
Outcome	The likely or achieved (short-term and/or medium-term) effects of an intervention's outputs.
Output	The products, capital goods and services which results from an intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
Relevance	The extent to which the objectives of an intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donor's policies.
Risks	Factors, normally outside the scope of an intervention, which may affect the achievement of an intervention's objectives.
Sustainability	The continuation of benefits from an intervention, after the development assistance has been completed.
Target groups	The specific individuals or organizations for whose benefit an intervention is undertaken.

Abbreviations and acronyms

CABOG	Cabinda Golf Oil Company
DNEG	Direcção Nacional de Educação Geral
DNES	Direcção Nacional de Educação Superior
DNETP	Direcção Nacional de Ensino Técnico e Profissional
ECP	Entrepreneurship Curriculum Programme
GDP	Gross Domestic Product
INIDE	Instituto de Investigação e Desenvolvimento da Educação
MED	Ministério da Educação
PRODOC	Project Document
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNIDO	United Nations Industrial Development Organization

Executive summary

Background and purpose of the evaluation

The introduction of entrepreneurship curricula to foster entrepreneurial competencies among Angolan youth was first explored in October 2004 in the context of a programming mission to Angola. One year later, two officials from the National Institute for Research and Education Development (INIDE) of the Ministry of Education (MED) participated in a UNIDO workshop for several African countries to share and exchange on experiences with entrepreneurship education. INIDE pursued the idea of introducing entrepreneurship education with strong commitment, and it was decided that a project should be developed to introduce the Entrepreneurship Curriculum Programme (ECP) in Angola with UNIDO's technical assistance and UNDP's financial and administrative support. The Programme document was signed in December 2008 and operation started in January 2009 with an expected duration of 4.5 years.

The purpose of the evaluation was to assess the relevance of the project, the efficiency in implementation, its ownership by national and local actors, its effectiveness in contributing to the expected results and their sustainability.

The evaluation was conducted by Mr. Sergio Lenci, independent international evaluation consultant, and supported partially by the national evaluation consultant, Mr. João Milando who also participated in some of the field visits conducted.

Evaluation Scope and Methodology

The unit of analysis of the evaluation is the Programme, understood as the set of components, outcomes, outputs, activities and inputs that were detailed in the original Project document and in subsequent modifications made during implementation.

The contribution of the Programme to development results was assessed in terms of intermediate changes (behaviour, skills, attitudes towards entrepreneurship) among the students population, and in terms of enhanced institutional capacities for the effective implementation and long term sustainability of entrepreneurship teaching, in the context of the Angolan education reform. Along this line of reasoning, the evaluation explored plausible causal relations between the goods and services delivered by the Programme, its design and implementation process, the context in which it operates, and the changes that can be observed to date. In so doing, the evaluation also focused on assessing the coherence of the Programme's theory of change and on verifying the assumptions underlying the causal linkages in the hierarchy of results.

Data were collected from primary and secondary sources through semi-structured interviews, focus groups and an extensive desk review. Stakeholders consulted included students, parents, school teachers, school Directors, central and local Governments' officials, donors and UNIDO and UNDP Staff. The desk review included the available policy, strategy and programming documents; progress reports and other monitoring tools; relevant previous evaluations or studies; selected projects outputs and meeting minutes. The mission to Angola took place between September 15 and October 7 2013. During this period, in addition to Luanda, the mission visited three provinces out of the nine covered by the Programme: Cabinda, Kunene and Huambo. In each province a minimum of three schools out of five were visited.

The lack of base line data defining a starting point in the expected changes among the target population did not allow defining a trend of the emerging outcomes since the outset of the Programme and in relation to its outputs and activities. Similarly, the restriction imposed by the time and resources allocated to the evaluation did not allow conducting a beneficiary survey to quantify the findings and identify inferences that could lead to statistical generalization. The analysis was thus based on a qualitative approach, whereby the perceptions of different stakeholders, at national level and in selected provinces, were triangulated and cross-checked with the available data from secondary sources. Although data triangulation enhanced the internal validity of the findings, their external validity might be questioned because they are not statistically representative of the entire universe. However, qualitative analysis may not necessarily rely on the logic of representative sampling. Conclusions and lessons can be drawn by logically extrapolating the findings on emerging outcomes and critical factors, internal and external to the Programme, which can influence the achievements of results under given circumstances¹.

The collection, synthesis and analysis of the data was structured around a set of dimensions and lines of inquiry laid out in the analytical framework presented in the Evaluation Inception report², prior to the Country Mission.

Assessment per evaluation criteria

Relevance

The relevance of the Programme was assessed from three basic perspectives. First, the adherence of its objectives to the national development challenges and its alignment to the Government priorities as defined in relevant policy documents and plans. Second, the relevance of the programme's objectives and line of activity in relation to UNIDO's and the larger UN family and to the donors' priorities. Third, the relevance of the teaching approach and methodology proposed in relation to the education reform and to the local contexts in which the Programme operates.

The efforts of the Programme to instill an entrepreneurial spirit among the youth and provide them with skills and opportunities to structure and develop their business propositions, are highly relevant to national development challenges and fully aligned with the national poverty reduction strategy and the medium term national development plan. The latter consider economic diversification and employment generation through private sector development as key pillars for poverty reduction. The strategy is part of a larger effort to reduce the dependency of the Angolan GDP on the oil sector as well as the dependency of the labor market on the State apparatus as the primary source of employment. In fact, while the oil sector constitutes 75% of the GDP, it employs less than 1% of the population of the Country. Moreover, in the transition towards a market economy the State is no longer meant to be the primary source of formal employment. Under these circumstances, the majority of the population survives on informal jobs without much opportunity for their professional development and for improving their living conditions, thus the pressing need to generate new sources of employment and income generation.

¹ Ref. Thomas A. Schwandt *The Sage Dictionary of Qualitative Inquiry*, Third Edition, page 126-127. Sage Publications, Inc. 2007.

² Cfr. Annex II

The Programme's objectives and strategic lines of intervention are also consistent with the UN development assistance framework in Angola covering the period from 2009 to 2013 and with the strategy of the main donor. In fact, the engagement of Chevron Corporation in funding the programme is motivated by their interest in diversifying the economy and developing an efficient and competent private sector that, ultimately, may result in greater availability of national service providers to the oil sector and therefore, efficiency gains for the Company. In this connection, there is a positive coincidence between public and private interests that may lead to a win-win situation over the long term.

The proposed teaching methodology also proved to be relevant in the context of the education reform, particularly as relates to the intention of making education more practice oriented and strengthen its links with labor market, as key pillars of such reform. However, the relevance of the ECP methodology could have benefit from a more detailed analysis of the local contexts in which it was to be implemented, including a characterization of the different institutional settings, of the structure of local economies and of the local business dynamics and culture. In this connection, greater involvement of local stakeholders in the formulation of the Programme and in its strategic direction during implementation could have helped to better modulate its approach and methodology to local contexts, thus enhancing its effectiveness too.

Ownership

The Programmes is clearly owned by the national counterpart, as evidenced by the leadership assumed by INIDE in implementation and by the increasing allocation of national resources to the pilot phase and to the forthcoming national rollout. The professional commitment of the teachers and school managers, as well as the enthusiasm shown by the students could also be assumed as positive indicators of ownership at the local level. The pending challenge is that of ensuring greater involvement and ownership of the Programme's objectives and methodology by the local business communities, which did not occur as expected.

Efficiency

Overall, the programme benefited from an efficient management that allowed implementing all the planned activities within the available time. Within this framework, some challenges were faced for the timely distribution of the learner's manual produced by the Programme. In fact although 8,000 manuals were printed, suggesting a ratio of almost one manual per student, almost none of the student consulted had actually received it yet at the time of the evaluation mission. This fact suggests the existence of bottlenecks in the manuals' distribution network.

The procurement of goods and services was also challenged by extended transaction times and this occasionally affected the timely implementation of training activities. These challenges are partially due to structural factors related to the processing time of the national banking system. The latter constituted a significant bottleneck in the entire process that goes from authorizing a payment to cashing the checks. However, the evaluation also found that there is room for improvement in procurement planning, which should have taken more into account these external factors in order to prevent undesired delays.

Effectiveness and potential impact

The pilot Programme was effective in positioning entrepreneurship teaching as one of the priorities of the Ministry of Education and in creating the enabling conditions for INIDE to

lead the development and implementation of the national roll out. In this connection, the national stakeholders consulted coincide in that UNIDO added value by mobilizing financial and technical resources and by facilitating knowledge sharing on curriculum development and teaching methodologies, thanks to its international experience and network in the African region and beyond. Similarly, the donors consulted highly appreciate UNIDO as a competent and reliable partner.

Although it was not possible to quantify the emerging outcomes, the interviews and focus groups conducted during the evaluation mission suggests that positive changes are occurring within the target population. The key messages of the new curriculum are being effectively conveyed and seem to be positively influencing students' attitudes towards business and professional development in general. By the same token, practical skills are being developed to rationalize, develop and manage business initiatives. In each of the schools visited by the evaluation team, several students reported that they have been inspired by the new teaching to develop business ideas; others reported that, thanks to the technical skills acquired, particularly as relates to accounting and financial management, they are now better equipped to successfully administer their family or personal business. Some positive externalities have also been observed among the teachers and school managers who have been exposed to training and are themselves developing business in some cases. Based on these emerging outcomes, the programme may have a positive impact on the national economy over the medium to long term, by building up entrepreneurial foundations and contributing to economic diversification and employment generation

While the findings of the evaluation validate the theory of change of the Programme and the causal linkages therein identified at the design stage, some of the underlying assumptions, particularly as refers to the engagement of the local business community for the effectiveness and sustainability of the programme, did not always materialize as expected. The evidence collected with the interviews suggests that the effectiveness of entrepreneurship teaching might be hindered by some persisting challenges related to the need to make it more practice oriented, as it was originally envisaged. In fact, the students who could most benefit from the programme are those who already had personal or family links to the business community and, therefore, opportunities to practice what they were being taught. For the other students, the insufficient exposure to business practice may represent a serious limitation to the effectiveness of the teaching. In connection with the above, the Programme could have benefited from a clear and explicit partnership strategy and from the establishment of effective institutional mechanisms to support networking with the business community and bridge the gaps between the schools and the labour market in the private sector. Finally, it should be noted that the delays in distributing the students' manuals affected the possibility to validate the pedagogic material during the pilot phase.

The long term outcomes and impact of the programme may also be influenced by structural factors beyond its control, including the following: a) insufficient availability of teachers to ensure compliance with the limits set by the Government for student/teachers ratio; b) the lack of recruitment criteria for secondary school teaching that would ensure availability of more specialised professionals teaching entrepreneurship; and c) insufficient availability of financial resources for schools to fund the practical activities outside the classrooms.

Sustainability

The assessment of sustainability at this stage of the Programme is inevitably forward looking. No hard conclusions can be drawn without analyzing how the programme functions and performs without the external support, which is not yet the case. At this stage, the evaluation can identify and flag the key elements that may guarantee or not the sustainability of the programme and to which attention should be paid. These elements are discussed below.

The social and political sustainability of the Programme is enhanced by its alignment to national priorities and plans and by the perceived importance of this subject matter among the targeted student population and the school community at large. This implies a critical mass of institutions and individuals who are committed to the continuation of the Programme over the long term.

The technical sustainability will largely depend on continued efforts to refresh and upgrade the teachers' training and on some of the factors that were mentioned in relation to effectiveness, including more proactive networking with the private sector and student teachers ratio.

In relation to the financial sustainability, the evidence gives mixed signals. On the one hand, the increasing financial commitments of INIDE for the implementation of the Programme and its national rollout may induce to positive conclusions. On the other, the declining trend in secondary education expenditure, both in absolute values and relative to total state budget expenditure³, may be an issue of concern for entrepreneurship teaching and for the entire system of secondary education.

Recommendations

Recommendations to UNIDO

- a) It is recommended to invest the remaining balance of the project funds in two key lines of activity:
 - ✓ Support INIDE in developing a clear, realistic and manageable monitoring and evaluation framework, establishing a base line of selected indicators that can be used to monitor the national roll out of the entrepreneurship curriculum and, eventually, assess its impact in the medium to long term;
 - ✓ Support INIDE in conducting a participatory assessment of the learners' manuals, involving representatives of the teachers and school managers and of the students that have been involved in the pilot provinces, so that the manuals can be eventually revised before the national roll-out.

- b) Should a similar project be envisaged in another country, it is recommended to invest time and money to conduct a thorough analysis of the local contexts in which it will be implemented, beyond a general overview of the national development challenges and priorities. This analysis should be done prior to the project formulation and it should focus on assessing the existence of a conducive environment to partner with the private sector, including aspects related to the scale of private enterprises, their dominant ownership structure (for example whether they are predominantly large, medium, small or micro enterprises, if they are family run business or involve wider partnerships), or the type of goods and

³ Ref. Table 3 on page 8

services produced. In so doing, local stakeholders should be directly involved to identify strategic lines of action and potential risks for the effective and sustainable replication of the approaches and methodologies that UNIDO is proposing on the basis on its international experience.

Recommendations to the Government and/or Counterpart Organizations

- a) Based on its findings and conclusions, the evaluation fully supports the decision made by the Ministry of Education to roll out entrepreneurship teaching in secondary schools at national level. In view of the national roll out of the Programme, it is recommended to adopt a phased approach that could develop along the following steps: i) introduce the new curriculum in all the classes of first and second cycle of the schools in which it has been tested so far; ii) expand to all the schools in the nine pilot provinces covered so far; and iii) proceeded to the national roll out. The best timing of this phased approach should be carefully considered by INIDE, eventually in dialogue with UNIDO, UNDP or other strategic partners that could provide technical or financial support.
- b) While moving on with the roll out process, it is important to consolidate the necessary conditions to ensure its effective and sustainable implementation. These efforts should go beyond printing more manuals and training more teachers. They should also focus on the following:
 - ✓ Widening the range of strategic partners that can contribute to the effectiveness of the entrepreneurship teaching methodology and, more generally, to bridging the gaps between secondary education, vocational training and the labour market.
 - ✓ Update the normative framework of the different subsystems of secondary education to ensure that their assessment procedures and certificates explicitly include the entrepreneurship curriculum, in line with the circular of the Ministry of Education 214-A10 of 5 November 2010
- c) In connection with the above, it is recommended to identify the most suitable mechanisms that can constitute effective platforms for inter-institutional dialogue and coordination between the Ministries of Education, Labour and Industry, and other relevant state institutions or private sector associations, at national and provincial level.

Recommendation to the Donor

- a) Should additional resources be available, it is recommended to continue supporting INIDE with allocation of funds for technical and administrative assistance by UNIDO and UNDP. While the former can add value with its specialized technical expertise, the latter can contribute with its installed administrative capacity and its experience in supporting multi-stakeholders dialogues and inter institutional coordination processes.
- b) When considering the allocation of additional funds, resources for logistic requirements (including vehicles and related expenses for field monitoring missions to provinces) should also be factored in the budget.

Lessons learned

The evidence collected and analysed in this evaluation suggests that the availability and the quality of the learners' manuals and the training of teachers are important, yet these are not the only key variables for the effectiveness and sustainability of the programme. There are process dimensions and contextual factors that are as important as the timeliness and the quality of the outputs delivered.

Some of the contextual factors cannot be controlled by the programme, such as availability of human and financial resources to the secondary education system, or the local business environment. However there are dimensions of the implementation process to which greater attention could have been paid, although they may not be fully under control. More precisely, greater efforts could have been dedicated to establishing strategic partnerships with other State institutions at national and local level, so as to enhance synergies and possibly gain multiplying effects.

In this connection, it should be noted that the effective functioning of the institutional architecture of the Programme to support the partnerships with the private sector and to bridge the gaps between secondary education and the labour market was one of the key assumptions underpinning its approach and methodology. Yet, the establishment and consolidation of such architecture was taken as a point of departure: it was not explicitly considered as a line of activity and as a result to achieve in the implementation process, as evidenced by the programme's budget and corresponding work plans. Similarly, this dimension of the implementation process was not discussed in the progress reports that mostly focused in reporting implementation of activities and delivery of outputs.

The practical implication of this lesson is that a results based approach to programme management should focus more on analysing the implementation process in relation to the assumptions made at the formulation stage of the project. Along this line of reasoning, the development of partnership strategies that may help to minimize risks and optimize opportunities for the effective and sustainable use of the outputs delivered, should be given equal weight as to the timeliness and quality of the outputs themselves.

While the fact that the Programme is firmly anchored to the Ministry of Education enhances its sustainability, other partners need to be involved in the design and implementation process to have a larger critical mass of institutions and individuals who are committed to its effective functioning and long term impact.

1. Introduction

1.1. Background and purpose of the evaluation

The Government of Angola has adopted several reforms to support socio-economic progress, diversify the economy and reduce dependence on oil. The reforms fall under the umbrella of the Poverty Reduction Strategy *Estratégia de Combate à Pobreza*, which was approved in February 2004 and revised in September 2005. Priorities are the reconstruction of infrastructure, increasing access to education, health, and other basic services, as well as the decentralization of governance structures. An Enterprise Development Programme (*Programa de Fomento Empresarial*) was initiated in 2011 with a view to reducing poverty, unemployment and dependence on oil by stimulating the creation of enterprises. Measures include the simplification of startup requirements and ease access to credit through subsidized interest rates and state credit guarantees. In this context, an important field of attention is the educational system. An education reform programme was put in place to improve quality and quantity of the education in response to needs resulting from the transformation from a socialist to a market economy.

The introduction of entrepreneurship curricula to foster entrepreneurial competencies among Angolan youth was first explored in October 2004 in the context of a programming mission to Angola. One year later, two officials from the National Institute for Research and Education Development (INIDE) of the Ministry of Education (MED) participated in a UNIDO workshop for several African countries to share and exchange on experiences with entrepreneurship education. INIDE pursued the idea of introducing entrepreneurship education with strong commitment, and it was decided that a project should be developed to introduce the Entrepreneurship Curriculum Programme (ECP) in Angola with UNIDO's technical assistance and UNDP's financial and administrative support.

In July 2007 the Minister of Education approved a programme document that was subsequently presented to the Government of Angola and interested partners for possible support. UNDP allocated funds through the national execution modality to support INIDE in the implementation. The Government has steadily increased its budgetary allocations since 2009 and Portugal and the Republic of Korea agreed to finance UNIDO's technical assistance, in addition to UNIDO's own contribution. The national programme document and the project document describing UNIDO's technical assistance were signed in December 2008 and operations started in January 2009 with an estimated duration of 4.5 years. In 2010, Chevron decided to join the programme by providing additional funding for UNIDO's technical assistance.

➤ Purpose of the evaluation

As stated in the terms of reference, the purpose of the evaluation is to assess the:

- i. **Project relevance** with regard to the priorities and policies of the Government of Angola, UNDP and UNIDO;
- ii. **Project effectiveness** in terms of the outputs produced and outcomes achieved as compared to those planned;
- iii. **Efficiency of implementation:** quantity, quality, cost and timeliness of project and counterpart inputs and activities, coordination and management;

- iv. *Project **impact** in terms of instill positive attitude in youths towards entrepreneurship and business, foster in youth creativity, entrepreneurship spirit and self-confidence while carrying out their activities; and develop an entrepreneurial culture and skills among the youth in order to build up the entrepreneurial foundation that enables a sustainable Angolan private sector and plays a major role in the fight against poverty and in the personal development and of Angolan society;*
- v. *Project **sustainability and ownership** in particular focusing on institutional framework and impact.*
- vi. *Relevance and effects of the project's **public-private partnership**.*

The evaluation will provide an analytical basis for the partners to draw lessons for the design of the nationwide rollout. In addition, it will contribute to an ongoing thematic evaluation of UNIDO's public-private partnerships.

1.2. Evaluation Scope and Methodology

The unit of analysis of the evaluation is the Programme, understood as the set of components, outcomes, outputs, activities and inputs that were detailed in the original PRODOC and in subsequent modifications made during implementation. The Programme was analyzed in connection with the national and local context and with the national priorities, particularly as relates to the Poverty Reduction Strategy and the Education Reform.

As stated in the Terms of Reference of the evaluation, the assessment was based on the criteria of relevance, efficiency, effectiveness and sustainability. The contribution of the Programme to development results was assessed in terms of intermediate changes (behaviour, skills, attitudes towards entrepreneurship) among the students population, and in terms of enhanced institutional capacities of the secondary schools system for the effective implementation and long term sustainability of entrepreneurship teaching, in the context of the Angolan education reform.

Along this line of reasoning, the unit of analysis was articulated in three basic dimensions: a) programme design; b) implementation process and c) contribution to development results. The evaluation thus explored plausible causal relations between the goods and services delivered by the Programme, its design and implementation process, the context in which it operates, and the changes that can be observed to date. In so doing, the evaluation also focused on assessing the coherence of the Programme's theory of change and on verifying the assumptions underlying the causal linkages in the hierarchy of results.

A mix of quantitative and qualitative data was collected using a variety of methods, including desk review and consultation with stakeholders. The desk review mainly covered the following documents: policy, strategy and programming documents; progress reports and other monitoring tools; relevant previous evaluations or studies; selected projects outputs; meeting minutes

The consultation with stakeholders was done through semi-structured interviews, and focus groups. In order to ensure the impartiality of the assessment, all the relevant stakeholders were consulted separately and only at the presence of the evaluation team. Stakeholders consulted included: Students, Parents, School Teachers, School Directors, Central and Local Governments' Officials, Donors and UNIDO and UNDP Staff.

The interviews systematically focused on a set of key issues that were identified in the design phase and presented in the analytical framework⁴ of the evaluation that was an integral part of the evaluation inception report. The latter was submitted to UNIDO, INIDE and UNDP for comments and suggestions, before proceeding to the next phase of the evaluation. The quantitative and qualitative data collected from different sources were triangulated at different stages in the interview process and in the final synthesis, so as to validate the findings.

The mission to Angola took place between September 15 and October 7 2013. During this period, in addition to Luanda, the mission visited three provinces out of the nine covered by the Programme: Cabinda, Kunene and Huambo. In each province a minimum of three schools out of five were visited.

Limitations to the methodology

The monitoring system of the Programme included some outcome indicators (# of students with savings, #of students with a job and #of students with a business) that could have been used as a quantitative measure of progress to be further explored in the analysis so as to identify plausible causal linkages between the values expressed by the indicators and the activities and outputs of the Programme. However, the lack of base line data defining the situation at the beginning of the Programme, as well as the lack of data series showing a trend over time impeded any meaningful analysis on the basis of such indicators. Similarly, the restriction imposed by the time and resources allocated to the evaluation did not allow conducting a beneficiary survey to quantify the findings and identify inferences that could lead to statistical generalization. The analysis was thus based on a qualitative approach, whereby the perceptions of different stakeholders, at national level and in selected provinces, were triangulated and cross-checked with the available quantitative and qualitative data from secondary source. Although data triangulation from different sources enhanced the internal validity of the findings, their external validity might be questioned because they are not statistically representative of the entire universe. However, qualitative analysis may not necessarily rely on the logic of representative sampling. Conclusions and lessons can be drawn by logically extrapolating the findings on emerging outcomes and critical factors, internal and external to the Programme, which can influence the achievements of results under given circumstances⁵.

⁴ Cfr Annex II

⁵ Ref. Thomas A. Schwandt *The Sage Dictionary of Qualitative Inquiry*, Third Edition, page 126-127. Sage Publications, Inc. 2007.

1.3 Project Summary

1.3.1 Conception of the programme and subsequent revision

The overall goal of the Programme is to promote entrepreneurship culture and skills among youth in order to build up the entrepreneurial foundations that enable a sustainable and dynamic private sector.

The immediate objective is to support the Ministry of Education in developing entrepreneurship curricula in the secondary school system and to pilot test the curricula in nine provinces, namely: Huambo, Malanje, Cunene, Benguela, Cabina, Uige, Luanda Norte, Huila and Luanda. Within these provinces, the programme targeted selected secondary schools of: a) the first cycle of secondary education for grades 7-9; b) the second cycle of secondary education for grades 10-12; c) technical vocational education for grade 10-13 and d) Training of teachers for grades 10-13. Based on the pilot experience and its continued monitoring and assessment, the curriculum materials would be finalized and teachers' trainers trained for the nationwide rollout.

The original Programme document (PRODOC) was signed in December 2009 with duration of 4.5 years (until June 2013). The key expected outputs were phrased as follows:

1. Entrepreneurship concept and methodologies for 2 cycles of secondary education
2. Entrepreneurship curriculum piloted in selected secondary schools
3. Entrepreneurship concept and methodologies revised and ready for nationwide rollout

These three outputs are in line with the approach to curriculum development described in the PRODOC. The latter also articulates the UNIDO approach to teaching entrepreneurship, which is based on a learner-centred approach, where the focus shifts from teaching to learning and from the teacher to the learner who drives the learning process while the teacher guides it. As it reads in the PRODOC⁶, *students will learn through carrying out business simulation games or actual business activities, role plays, solving business challenges, interacting with the local business community to gather information or even being attached to them to get the practical exposure. Existing entrepreneurs and other people with specialised business management knowledge and skills will be mobilised and sensitised to come to classes and share their experience with the learners. To be able to effectively adopt and apply the learner-centred approach of teaching entrepreneurship, the schools will need to establish networks with their local communities and in particular, existing entrepreneurs.*

The assumption about the networking and partnering with the local business community for the effective application of the proposed approach is an important aspect of the conception of the programme and will be further discussed in the section of this report analysis the programme design.

Based on the expected outputs and proposed approaches, the Programme aimed at contributing to the following outcomes:

⁶ Ref. Original Prodoc pag. 11

Concerning the learners:

- a) *Exhibit and display entrepreneurial attitude in whatever they are doing (business, employment and ordinary life)*
- b) *Spot and select feasible business opportunities from their environment as well as other subjects learn in school*
- c) *Create and carry out simple business tasks in a small business*

Concerning the education system

- a) *Entrepreneurship methodologies will have been produced through the national curriculum development process for the secondary education system, consisting of syllabi, teacher's guide, students textbooks, teacher training manual, monitoring and evaluation tools and assessment guidelines.*
- b) *The entrepreneurship curriculum will have been piloted in 30 schools/institutes, in grades 7 to 9 of the first cycle and 10 to 12 of the second cycle, and lessons learnt used in revising the methodologies in preparation for the roll out to all secondary schools in the country.*
- c) *24 specialists for entrepreneurship curriculum development and introduction will have been trained to teach entrepreneurship in secondary schools.*
- d) *About 60 teachers will have been trained to teach entrepreneurship in secondary schools.*
- e) *About 35 teachers' trainers will have been trained to train in service teachers for rolling out the curriculum.⁷*

The Programme is also expected to contribute to women's participation in economic activities. In this connection, the PRODOC states the following: *In order to encourage the female students to complete a full school period, the project will pay particular attention to increase the number of female teachers who successfully complete teacher-training programmes. The curriculum development will consider gender specific topics such as female drop out and concrete application of entrepreneurship in managing business⁸.*

The original PRODOC was slightly revised in the first quarter of 2010. The revision consisted of an increase in the number of pilot schools, that went up from 30 to 45, in the number of teachers that went up from 60 to 135 and in the number of students that are expected to have taken a full cycle of entrepreneurship, going from 3,200 to 6,750. No significant changes were introduced with respect to the expected outputs, outcomes and the proposed approach to curriculum development and teaching. To the increased coverage corresponded a budget increase by USD 1,000,000.00 (including support costs) thanks to the contribution of Chevron Corp. and Cabinda Gulf Oil Company (CABGOC). As of today, the total budget allocated to the Programme for the period 2009-2013, is USD 5,118,629.00, out of which 1.9 million for technical assistance.

1.3.2 Budget overview and Management Arrangements

According to the arrangements laid out in the PRODOC, the Programme is managed by the Ministry of Education, through the National Institute for Education Research and Development (INIDE⁹) as the implementing partner. UNIDO supports the Government efforts by providing technical expert advice on entrepreneurship education and on the strategy and work plan for curriculum development and piloting.

⁷ Ref. Original Prodoc pag 15

⁸ Ref. Original Prodoc pag. 5

⁹ Portuguese acronym for Instituto Nacional para Investigação e Desenvolvimento de Educação

INIDE executes and manages the contribution from UNDP through the national execution modality, as well as the contribution of the Government of Angola. The contributions from UNIDO, Korea, Portugal, Chevron and CABGOC are directly executed and managed by UNIDO. Table 1 illustrates the total Programme budget by source of funding with subtotals by management modality.

Table 1. ECP Total Budget allocation 2009 – 20013 by Source of funding and management modality (excluding programme support costs)	
Budget managed by UNIDO	1,692,920
Republic of Korea	353,982.0
Portugal	353,982.0
UNIDO own contribution	100,000.0
CABGOC	442,478.0
Chevron Corp.	442,478.0
Budget managed by INIDE	3,425,709.0
Contribution of the Government of Angola	1,950,358.0
UNDP Contribution through national execution	1,475,351.0
Total Programme Budget	5,118,629.0
<i>Source: UNIDO and INIDE progress reports</i>	

Table 2 illustrates the items around which the portion of the budget managed by UNIDO is structured. Regarding the detailed structure of the budget managed by INIDE there is no information available to the evaluation team.

Table 2. ECP UNIDO Managed Budget by Item (excluding programme support costs)	
Budget item	Total Allotments
International Experts	456,858.45
Travel of Project Staff	84,007.95
Other Personnel Costs	62,362.30
National Experts	180,191.18
Subcontracts	50,000.00
Trainings/Fellowships/Study Tours	599,166.65
Exchange visits	71,329.87
Printing text books, exchange visits, documents, sundries	189,716.46
TOTAL	1,693,632.86
<i>Source: UNIDO Progress Report April 2013</i>	

In order to ensure the efficient and effective implementation of the Programme, INIDE appointed a National Coordinator with the overall responsibility and accountability for implementation. In addition, according to the PRODOC, the following implementation structures were envisaged for the governance of the Programme:

✓ One Technical working groups (TWG)

The TWG are integrated by five officials from the Ministry of Education, representing INDE (2), DNES¹⁰ (1) DNETP¹¹ (1) and DNEG¹² (1). The TWG is responsible for working with all

¹⁰ Direcção Nacional da Educação Superior

¹¹ Direcção Nacional de Ensino Técnico e profissional

¹² Direcção Nacional da Educação Geral

stakeholders to build a consensus to guide and supervise the designing, developing and introducing of entrepreneurship curriculum into the education system.

✓ Five Subject Panels

i) Secondary education first cycle; ii) Secondary education, second cycle; iii) Technical-Professional Education; iv) Training of teachers for grade 10-13; v) Assessment and Evaluation.

Each subject panel is led by a staff a staff form INIDE and another 1-2 permanent MED staff. In addition, each subject panel may bring in on an *ad hoc* basis various expertise required for the particular topic, such as curriculum development specialists, teachers, private sector or other concerned Ministries. This is meant to ensure that key local education concerns as well as environmental factors and business sector concerns are adequately addressed while developing the syllabus.

✓ 9 Provincial Working Groups (PWG)

A PWG would be established by INIDE in each of the nine provinces selected. The PWG would follow similar principles as for the Subject Panels and function under the responsibility of the respective Provincial Directors, in line with the established reporting lines within MED.

2. Overview of Country and Project Context

2.1. Socio-economic overview of the country and development priorities

Since the end of the civil war in 2002, Angola has embarked on a recovery path and growth is expected to remain robust over the next few years with rates of about 6% per year. Economic growth is underpinned by a strong oil sector that covers more than 2/3 of exports but employs less than 1 per cent of the labor force and mostly concentrated in Luanda, which produces about 75% of the GDP. Self-employment in the informal sector is the main source of labor in Angola. High oil prices and foreign direct investments have helped to kick start the reconstruction of infrastructure (roads, railways, etc), after the long lasting internal armed conflict, but education and health services are lagging behind expectations.

According to the 2010 MDG report, people living below the poverty line dropped from 58% in 2001 to 36.8% 2008. Yet a large divide between rural and urban areas persists: in 2008 the poverty rate in rural areas was still 58.3%, while only 18.7% in urban areas.

In response to the national development challenges the Government of Angola laid out a Poverty Reduction Strategy identifying ten priority areas of intervention, namely: i) Social reintegration; ii) Security and civil protection; iii) Food security and rural development; iii) HIV Aids; iv) Education; v) Health; vi) vii) Basic Infrastructure; viii) Employment and Professional Training; ix) Governance and x) Macroeconomic Management.

These priorities have been further refined in the Government's Draft National Medium-Term Development Plan [2009-2013] where they read as follows:

- i) Promote national unity and cohesion and the consolidation of democracy and national institutions
- ii) Guarantee sound and sustainable economic development, with macroeconomic stability, transformation and diversification of economic structures
- iii) Promote human development and social wellbeing;

- iv) Stimulate the development of the private sector and support national entrepreneurship;
- v) Promote the equitable development of the national territory
- vi) Strengthen national competitiveness in international trade

2.2. Overview of Education Sector in Angola

According to the 2010 MDG report, primary school enrollment in Angola has grown by 206% between 2001 and 2009, going from 1.296.560 students to 3.967.886. Within this framework of impressive improvements, some important challenges are still being faced regarding the quality of and access to the education services. In particular, availability of infrastructure and human resources are among the key challenges. Schools are often forced to work on two or three shifts per day due to insufficient space and students/teachers ratio tend to be often higher than the limit of 45 students per class set by the Government. The socio economic conditions of students is also a critical factor influencing both enrollment and dropout rates, and the latter has been stable around 20% from 2007 to 2009.

Based on the data reported in the web site of the Angolan Ministry of Finance, expenditure in the education sector has almost doubled during the last five years: it went from approximately 201 billion Kwanzas in 2008 to almost 377 billion Kwanzas in 2012. The share of education in total public expenditures grew by 0.46 per cent point from 7.91 percent in 2008 to 8.37% in 2012. Expenditure in primary education grew approximately from 37 to 233 billion. As a percentage of total public expenditure this sub sector went from 1.45% in 2008 to 5.66% 2012. However, expenditure in secondary education has diminished over the last five years: in absolute values it went from approximately 60 billion Kwanzas in 2008 to less than 50 billion in 2012, which relative to total public expenditures meant going from 2.36% to 1.09% during the same period of time. Table 3 below illustrates the trends in public expenditures in primary and secondary education over the last five years.

Year	Primary Education	Secondary Education	Total Education expenditure
2008			
Absolute value	36.936.359.983,00	60.051.737.054,00	201.291.490.288,00
% Over total state budget expenditure	1.45%	2.36%	7.91%
2009			
Absolute value	40.271.135.663,00	53.587.416.317,00	250.840.214.343,00
% Over total state budget expenditure	1.27%	1.69%	7.90%
2010			
Absolute value	NO DATA	NO DATA	NO DATA
% Over total state budget expenditure	NO DATA	NO DATA	NO DATA
2011			
Absolute value	233.193.035.477,00	39.469.801.746,00	341.169.176.178,00
% Over total state budget expenditure	5.59%	0.95%	8.18%
2012			
Absolute value	254.638.745.366,00	48.847.762.822,00	376.762.061.335,00
% Over total state budget expenditure	5.66%	1.09%	8.37%

Source: <http://www.minfin.gv.ao/docs/dspOrcaPass.htm>
 Resumo da despesa por Função exercícios 2009, 2010, 2011, 2012.

As part of the Poverty Reduction Strategy, the Government of Angola embarked in a reform of the education sector, with the objective of improving its quality and making it more practice oriented so as to contribute to bridging the gap between education and the labor market.

2.3. The UN and UNIDO response to National Priorities

The UN response to national development priorities for the period of time covered by this evaluation is outlined in the United Nations Development Assistance Framework (UNDAF) 2009-2013. Within this framework, and in the context of increased Government budget allocations for social sector, *the UN is committed to support national ownership and leadership of the institutional reform agenda, and contribute to greater development effectiveness and impact, by building on the organization's comparative advantages, with a strong focus on developing the country's capacity to promote Human Development. The agencies of the United Nations will support the Government in the implementation of its Human Development goals, namely in: i) Improving the living conditions of Angolans, eradicating hunger and poverty and promoting adequate levels of education and basic sanitation; ii) Promoting national cohesion and the consolidation of democracy, and; iii) Ensuring sustainable economic development, freedom and fundamental rights.*¹³

In dialogue with the Government of Angola the UN identified four outcomes to which its interventions are expected to contribute, namely:

*I) Institutional capacity developed for improved planning and policy making based on reliable data and for accountability mechanisms within governance structures and the legal environment, to address the needs of the poor and vulnerable while strengthening community engagement, civic participation towards social cohesion, national reconciliation and the **empowerment of women**.*

II) Increased and equal access and utilization of quality and integrated social services at national and sub-national levels with emphasis on MDG targets.

III) Strengthened institutional and technical capacity of the national response to HIV/AIDS to ensure the expansion of prevention, treatment, care and support so as to make universal access one more step on the road to achievement to the MDGs by 2015, to eradicate stigma and discrimination and to meet the epidemic's multigenerational challenge

IV) Strengthened pro-poor economic growth and accountable macroeconomic management and integrated rural development, natural resources and energy management to promote environmental protection and adaptation to climate change.

In the UNDAF results matrix, the introduction of entrepreneurship curriculum programme fits under outcomes 2, an area in which UNDP, UNICEF, UNFPA and UNV are also active with different programmes aiming at enhancing access to education as well as the quality of the latter.

¹³ UNDAF 2009-2013

3. Programme Identification and Formulation

This chapter discusses the Programme's identification and formulation process, including the intervention logic and the structure of the results framework.

a) Actors involved in the identification and formulation

The introduction of entrepreneurship curricula to foster entrepreneurial competencies among Angolan youth was first explored in October 2004 in the context of a UNIDO programming mission to Angola. Based on previous experiences in other Countries, UNIDO was able to raise the interest of the Government. As the outcome of this mission, one year later two officials from the National Institute for Research and Education Development (INIDE) of the Ministry of Education (MED) participated in a UNIDO workshop for several African countries to share experiences with entrepreneurship education. INIDE pursued the idea and it was decided that the Entrepreneurship Curriculum Programme (ECP) should be developed and implemented in Angola with UNIDO's technical assistance and UNDP financial support.

The logic of intervention and the corresponding lines of activity are articulated in a Programme document signed by the Government of Angola and UNIDO. The drafting of the PRODOC and the development of its content were led by UNIDO Head Quarters, in close consultation with INIDE. The project concept was presented to several international partners during the formulation process. Some schools in Luanda, as well as potential partners from the private sector were also consulted during the formulation. However, based on the interview conducted, there was no consultation at this stage with local stakeholders at provincial level. Similarly, international donors, while involved in some discussion for the allocation of their funds, were not involved in the formulation of the Programme.

b) Situation analysis

The development objective of the Programme and its expected results are well grounded in a situation analysis that stresses the need to diversify the national economy and the labor market structure to foster socio economic development and reduce poverty. One of the national needs to which the Programme is directly related is that of developing human capital and providing the new generations with tools to develop and manage their own business and, more generally, to have a more practice oriented education and be better prepared to enter the labor market. In this context, the situation analysis of the PRODOC focuses on the objectives of the education reform that is one of the Government's responses to these challenges.

While the PRODOC refers to some general challenges of the education sector, regarding access to and quality of the services, it does not provide a detailed analysis of the secondary education system beyond mentioning an increase in school enrollment from 2004 to 2005 and persisting challenges related to the availability of school infrastructure. Other factors that characterize the context of secondary education and that could influence the development and implementation of the Programme are not addressed. The latter may include human and financial resources available to the schools at the provincial level, student teachers ratio, or the availability of time and space *vis a vis* the existing school calendar and available infrastructure for the effective implementation of the proposed teaching methodology.

In connection with the above, it should be noted that the situation analysis presented in the PRODOC does not provide a characterization of the private sector in the local economies of

the selected provinces, including aspects related to the scale of private enterprises, their dominant ownership structure (for example whether they are predominantly large, medium, small or micro enterprises, if they are family run business or involve wider partnerships), or the type of goods and services produced.

c) The intervention logic

The expected outputs of the Programme and the assumptions underlying the causal relations by which they are linked to national development results are articulated in different sections of the Programme document, as it was already illustrated in the project Summary section of this report.

Although the narrative of the PRODOC explains what changes are expected to occur among the target population and at the institutional level, the document does not include a framework with a hierarchy of results clearly distinguishing between outputs delivered by the Programme and the outcomes to which it may contribute in the medium term. This is particularly the case for the expected results related to the institutional capacity of the secondary education system. For example, the development of the curriculum and of pedagogic material and their testing in pilot schools are equally referred to as expected outcomes, expected outputs or outputs indicator in different sections of the PRODOC. On the other hand, the expected outcomes among the student population are clearly defined in terms of behavioural changes and enhanced skills to which the teaching can directly contribute. However, these outcomes are mentioned in the narrative of the document but not included in the results framework.

A key point on which the logic of intervention could have been more articulated relates to the assumptions regarding the enabling conditions for the applicability of UNIDO's approach and methodology to entrepreneurship teaching in the contexts where the Programme was to be implemented. As already mentioned, the situation analysis does not problematize the existence of an enabling environment for schools to establish networks with the local business community. In this respect, there is no documentary evidence of any strategy developed to help the schools identifying concrete opportunities and modalities by which they could establish and operationalize strategic partnerships with relevant actors. The willingness of the private sector to be involved in the programme was given for granted, although the evaluation revealed the latter to be one of the key challenges faced during implementation.

4. Project Implementation

This chapter discusses the implementation of the project, particularly as it refers issues of: a) budget execution and revisions; b) implementation of activities and delivery of outputs; c) institutional mechanisms for Programme implementation; and d) emerging outcomes.

4.1. Budget Execution and Revisions

The budget information is presented in this section as a starting point for the description and analysis of the progress made in the implementation of the Programme and achievement of expected results. However, it should be noted that budget delivery rates, while providing elements for the analysis of timeliness in implementation, do not indicate quality as far as the criteria of relevance, effectiveness and sustainability are concerned.

As of 31 December 2012¹⁴ the Programme delivered 91% of the total budget, excluding support costs. Table 4 illustrates expenditures and corresponding delivery rates by management modality: i.e. UNIDO and INIDE managed budget. The latter includes contribution from UNDP and from the Government of Angola.

Budget Modality	Total allotment	Total Expenditure	Delivery rate (Expenditure over allotment)
Budget Managed by UNIDO	1,692,920.0	1,338,556.0	79%
Budget Managed by INIDE	3,425,709.0	3,315,709.0	97%
TOTAL	5,118,629.0	4,654,265.0	91%

Source: UNIDO Progress Reports and Power Point presentation to the Project Board 29-4-2103

Table 5 illustrates the details of initial resource allocation within the UNIDO managed budget, with subsequent revision and corresponding delivery rates, updated to August 2013.

Budget Line	Description	Initial Allocation (USD)	Percentage of initial allocation over total budget	Final Allocation (USD)	Percentage of final allocation over total budget	Delivery Rate
1100	International Experts/Consultants	456.858,45	27%	507.753,02	33,6%	111,1%
1300	Administrative Support	0	0%	19.476,30	1%	0%
1500	Travel of Project Staff	84.007,95	5%	73.944,63	5%	88%
1600	Other Personnel Costs	62.362,30	3,7%	64.728,45	4%	103,8%
1700	National Experts	180.191,18	10,6%	32.716,18	2%	29%

¹⁴ UNIDO budget information is available as of 29 August 2013, while the Govt. budget information is available as of 31 12 2012. Moreover, INIDE and UNDP did not provide breakdown information on budget execution. However, for the purpose of consistency in presenting the aggregated data in table 3, it was opted to use the same time cut for both portions of the budget. The next table presents the UNIDO delivery by item as of 29 Aug. 2013.

2100	Subcontracts	50.000,00	3%	21.959,90	1%	43,9%
3000	Trainings/Fellowships/Study Tours	599.166,65	35, %4	630.972,56	42%	105,3%
3300	In-service training	0	0%	0	0%	0%
3500	Exchange Visits	71.329,87	4,2%	69.016,59	5%	96,8%
5100	Printing, documents, counterpart travel, sundries	189.716,46	11,2%	91.048,61	6%	48,0%
	TOTAL	1.693.632,8 6	100.0%	1.511.616,24	100.0%	89,3%

Source: UNIDO

Altogether, 75.6% of UNIDO's managed budget was allocated to activities related to training and technical assistance, which is in line with the role of the organization in the Programme. The most significant revisions relate to lines 11.00 and 17.00, reflecting a decrease by 8.6% in the amount allocated to national expert and an increase by 6.6% in the allocation to international consultants. Based on the interviews conducted, these changes were due to the difficulty in finding qualified national experts and therefore the need to draw more on international consultants. The allocation to budget line 33.00, related to training, has also been increased during implementation, approximately by 7%. As of the end of August 2013 the total budget delivery rate was 89.3%, reflecting an increase by 10% as compared to the 31 December 2012 (ref. Table 3). The relatively minor percentage of delivery by UNIDO, as compared to the INIDE managed budget, is explained by the fact that there still are some funds to be spent for the impact assessment of the Programme and for the revision of the pedagogic material.

4.2. Implementation of activities and delivery of outputs.

This section presents the progress made in the implementation of key activities and delivery of outputs. In so doing, it discusses issues of timeliness and management efficiency, when relevant, as well as of quality of the outputs. For the purpose of clarity it is structured around the following headlines, which are in line with the expected results of the Programme: a) Curriculum development and training of teachers; b) Coverage of the programme, including production and distribution of pedagogic material c) Monitoring system.

a) Curriculum development and training of teachers

The syllabi for entrepreneurship curriculum for grades 7, 8, 9, 10, 11 and 12 have been prepared, formally approved and adopted by the Ministry of Education under the circular 214-A10 of 5 November 2010. In support of the curriculum development process and its piloting, several initiatives have been taken to strengthen national and local institutional capacities. In this context, UNIDO has played an important role in facilitating the access of INIDE staff to experiences and knowledge of similar institutions in other African countries, including Mozambique, Uganda and Namibia.

In addition, nine provincial focal points, 55 pedagogical directors and school inspectors and 35 school directors were trained on the concept and methodology of entrepreneurship curriculum and how to carry out their roles and responsibility. At the national level, 18 INIDE staff members were involved in the teacher training workshops, including seven subject panels' heads.

The programme also put significant efforts in training school teachers. Based on the available data¹⁵, six training sessions were held between April 2010 and June 2012. As a result, today there are 139 teachers able to teach entrepreneurship in the nine provinces. The entrepreneurship teachers consulted in the three provinces visited by the evaluation team positively value the quality of the training received. Interestingly, some teachers reported that they are using the notions and skills acquired in the training not only for the entrepreneurship teaching, but also for themselves to develop their own business, parallel to their teaching activity. On the other hand, while all the teachers consulted feel that they are now equipped to teach the basics of the entrepreneurship programme, some of them feel they should gain more specific knowledge in order to teach the more advanced components of the programme. The training was more effective for those teachers who had a background in economics or other related disciplines that better position them to teach entrepreneurship. For those teachers who come from a background in human or social sciences, it was not easy to keep up with the rhythm of the training and they stressed the need for refreshment courses to further address issues that are perceived as more complex, such as business planning or financial administration. Reportedly, these issues were addressed only towards the end of the sessions, so some teachers felt that time was not enough for them to properly assimilate the training.

Another important concern relates to the timing of the courses. In principle, the training sessions had been planned to take place during the school breaks, so as not to interfere with the teaching of other curricula. This was particularly important given that all the teachers involved are also teaching at least another subject matter, in some cases more than one. However, due to delays in the disbursement of the necessary funds, the courses had to be rescheduled and finally took place outside of the school break, ultimately affecting the teaching rhythm of the schools and the students. These delays in disbursements are partially due to contextual factors. In fact, according to the interviews conducted, once a payment has been authorized by UNDP, who provides administrative support to the Programme, it takes 15 working days for the national banking system to process it, which adds to the five days needed by UNDP. This reality points to the need for greater accuracy in procurement planning with a medium to long term vision, so that the necessary financial inputs can be available in a timely fashion.

b) Coverage of the Programme

The coverage of the Programme is in line with the targets set in the initial phase: 45 secondary schools across the nine provinces selected for the pilot testing. Within this framework, almost ten thousands students were expected to be taking the entrepreneurship course in the school year 2012. The percentage of female students is 42% of the total population and the variation of the gender ratio across provinces is not very high, ranging from a maximum of 50% to a minimum of 39%. On the other hand, it is not clear how many students have actually completed a full cycle (three years) of entrepreneurship course, since the beginning of the piloting in 2010. According to the data presented by the programme coordination to the project board in April 2013, approximately¹⁶ 2,000 students completed a cycle. However, this figure is not confirmed in the official UNIDO Progress Report dated 17 April 2013, which does not provide any data on this respect. The Progress Report refers to the target number of students who were expected to complete a three year cycle during the pilot programme (6,750 students) and compares this figure with the number of students

¹⁵ UNIDO Progress Report April 2013.

¹⁶ No exact figure is reported.

estimated to be taking the course in 2012 (9.799 students)¹⁷, which is presented as the result. Similarly, no data are reported on the trend in the number of students who took the course in each of the last three years, i.e.: 2010, 2011 and 2012.

Regarding the production and distribution of pedagogic material, teachers' Guide and Learners' Manuals for grades 7, 8, 10 and 11 have been prepared and approved by INIDE Scientific Council, while the draft Teachers Guide and the Learners Manual for grades 9 and 12 are being enriched with inputs from three specialists (accountant-teachers) for the financial management. In addition, the exam guides are ready for printing, while assessment guidelines are being reviewed by INIDE for printing. As of today, a total of eight thousands learners' manuals and eight hundreds teachers' guides for grades 7, 8, 10 and 11 have been distributed. The teachers' guides produced and distributed are more than sufficient for the number of qualified teachers so far available and their quality is positively valued by the teachers. They are perceived to be fairly clear in their orientations while leaving space for the teachers to be creative in adapting the methodology to the local constraints and opportunities. Table six presents the balance of pedagogic materials printed and distributed to the time of the evaluation mission. Table seven illustrates the overall coverage of the Programme by Province, including number of schools, number of students, gender ratio and student teachers ratio.

GRADES	LEARNERS' MANUALS		TEACHERS' GUIDES	
	PRINTED	DISTRIBUTED	PRINTED	DISTRIBUTED
7 ^a	4.000	2.500	250	230
8 ^a	1.500	1.500	250	150
9 ^a	Content under development		Under development	
10 ^a	4.000	2.500	250	200
11 ^a	1.500	1.500	250	220
12 ^a	Content under development		Under development	
Assessment manuals	To be printed			
Exam note books	To be printed			
TOTAL	11.000	8.000	1.000	800

Source: INIDE

	PROVINCES									TOTAL
	Huambo	Malanje	Cunene	Benguela	Cabinda	Uige	Luanda Norte	Huila	Luanda	
N. of Schools	5	5	5	5	5	5	5	5	5	45
N. of Students expected to be taking Entrepreneurship Course in SY 2012 per province	1,251	1,380	1,249	944	1,091	1,336	1,032	811	705	9,799
N. of Students who actually completed a full cycle of entrepreneurship course (3 years)	nd	nd	nd	nd	nd	nd	nd	nd	nd	nd

¹⁷ Ref. UNIDO Progress Report April 2013, page 5 table 2.

Percentage of female students among population of SY 2012 (9,799) by province	50%	39%	50%	43%	42%	36%	35%	45%	41%	42%
N. of Teachers qualified by province	15	14	16	17	17	15	16	16	13	139
Average student teacher ratio by province for school year 2012	83	99	78	56	64	89	65	51	54	70 ¹⁸
<i>Source: UNIDO Project Progress Report April 2013</i>										

Although the number of manuals compared to the number of students expected to be enrolled in 2012 suggests a ratio of almost one to one, all the interviews conducted during the evaluation mission highlighted that the insufficient availability of learners manuals has been one of the challenges faced throughout the Programme, and that the actual student/manuals ratio has been much less than the figures reported suggest.

Almost none of the students consulted had received the manuals. In this connection, the school Directors and school Teachers consulted confirmed that the number of manuals received was highly insufficient. In several cases, it amounted to a ratio of less than one manual per ten students. Under these circumstances, some schools opted not to distribute the manuals to any one, so as to be fair to all the students and avoid confusion. In other cases, photocopies were made for wider distribution of the material, but the costs had to be covered by the students.

Although in the course of the evaluation process it was not possible to clarify exactly when the manuals were delivered, it is an uncontested fact that there were significant delays in their production and distribution. The delay in delivering these outputs was mainly due to the time needed to develop the manuals, translate the inputs of the international consultants into Portuguese and adapt the content to the national context. This process took longer than expected and added to the time spent to identify, select and recruit the international consultants. Finally, based on the interviews conducted in the field, an unknown number of manuals might still be stocked in the Provincial Secretariats of Education, and this may explain why they are officially registered as “distributed” although they have not yet actually reached their final destination, i.e. the students.

The delays in production and distribution of pedagogic material did not impede the pilot teaching to take off, but the students expressed a sense of frustration in this respect. On the other hand, it should also be noted that while the time spent for the adaptation of the manuals to the national context affected their timely delivery, it did enhance their quality in terms of relevance, so that the efforts put in this process might be rewarded in the medium to long run.

Based on the consultation with teachers and students, the manuals are considered of good quality. However, considering that so far they have hardly been used, it is not possible to fully evaluate their effectiveness at this stage. The interviewees raised some issues regarding the type of language used. It is was noted that the interpretative capacity of students in the

¹⁸ This number is not a total, but the average ratio considering the total number of students and the total number of qualified teachers.

7th or 8th grade is not the same as of those in the 11th and 12th grades, yet all the manuals use the same language and terminology. By this token, they are perceived to be less appropriate and, potentially less effective for younger students. Concerns were also raised with respect to some duplication or minor contradictions between the entrepreneurship manuals and other manuals that are already being used in similar subject matters. This is particularly the case for technical schools such as the Institutes for Administration and Management (IMAD for its acronym in Portuguese) where the content of the entrepreneurship teaching partially overlaps with other curricula. A concrete example is the classification of the type of enterprises that are legally recognized in Angola. In this respect, the entrepreneurship manual addresses the same issues that are addressed in the management manuals of the IMAD, but uses different categories and terminology. Interestingly, while these issues were raised in interviews with school teachers, they were actually spotted by the students themselves who manifested some confusion and requested the teachers to clarify, thus showing focus and commitment in their study.

c) Monitoring system

The establishment of a monitoring system was one of the key expected results of the Programme. It was meant as a tool to monitor the pilot phase, as well as a legacy of the Programme to better equip INIDE to lead and coordinate the national roll out of entrepreneurship teaching. For this purpose, a strategy was laid out by INIDE and a number of monitoring tools were developed and distributed to the provincial focal points, as well as a guide for their application. Moreover, each of the focal point was given a laptop computer and Internet access to send the data to the national level.

The proposed system included 6 different surveys to be conducted with samples of students, teachers, school managers and parents, plus other six reporting or self-evaluation tools to be used by students, teachers or school managers. In developing these tools efforts were made to codify qualitative perceptions of informants so as to enable its quantification and statistical processing. Nevertheless, the qualitative indicators are not operationally defined and leave ample room for subjective interpretations by different informants, thus creating problems for a meaningful data aggregation and analysis. A large set of quantitative data was also meant to be collected to classify the target population, control compliance of local actors with instructions from the national level and check progress towards expected results. On the other hand, the monitoring system is not focused on assessing the risks and validating the assumptions underlying the programme theory, which constitute enabling conditions for the applicability of the proposed approach and methodology and, ultimately, for its effectiveness and sustainability.

As a matter of fact, the system proved to be too cumbersome and too ambitious in its scope. As of today, there is no functioning monitoring system in place: only few of the monitoring tools were actually applied and the information collected was not synthesized, analyzed or used in any way. Interviewees noted that the available resources did not allow for regular field monitoring visits to the pilot provinces during implementation, pointing to the need for more realistic budget allocations to monitoring activities. However, it should also be acknowledged that, even in an environment of abundant financial resources and with the most updated information and communication technology, the operationalization of the system, as it was designed, would imply collecting and processing, on a regular basis, extremely large data sets of questionable validity and of little utility for the purpose of strategic management. In this connection, the evaluation revealed the need for greater efforts in providing technical assistance to support monitoring and evaluation capacity development of the national and local counterparts.

4.3. Institutional mechanisms for Programme implementation

This section analyses the setting up and consolidation of the institutional mechanisms envisaged for the governance and coordination of the programme, including the establishment of strategic partnerships.

The Project Board was put in place as planned and held regular meetings throughout the implementation of the programme. Based on the available evidence, the Board meetings were important moments for the national institutions, the UN organizations and the international donors to share information, discuss progress and participate in decision making regarding substantive and budget revisions, or other strategic issues such as the extension of the Programme duration. Some of the Board meetings also benefited from the participation of other actors, such as the Ministry of Labor, the Ministry of Industry or representative of other institutions involved in professional training and youth development. While these were important opportunities to explore wider strategic partnerships to enhance the effectiveness and sustainability of the initiative, they have not yet led to concrete operational agreements.

Five subject panels for each subsystem of the secondary education were also put in place as planned, namely: i) Secondary education first cycle; ii) Secondary education, second cycle; iii) Technical-Professional Education; iv) Training of teachers for grade 10-13; v) Assessment and Evaluation. The subject panels played a pivotal role in the curriculum development process and in the development of pedagogic materials. However, while the Programme largely benefited from the substantive inputs of INIDE staff, the interviews conducted suggest that their participation was uneven. Some staff members perceived the work of the panels as an extra load to their ordinary tasks and did not actively participate in the absence of economic incentives. In addition, the panels did not involve other expertise external to INIDE such as teachers, private sector associations, other concerned Ministries or relevant institutions, as it was originally envisaged. This external expertise was meant to add value to the development and revision of particular topics or to the establishment of strategic partnership to bridge entrepreneurship teaching in secondary schools with professional orientation and the private sector labor market.

The equivalent of the Subject Panels at the provincial level were meant to be the Provincial Working Groups, however these were never set up. This fact resulted in the absence of an institutional mechanism at the local level to analyze the pilot experience and to support the full implementation of the proposed teaching methodology. All the school managers interviewed stressed that their capacity to outreach and convene the actors with which they were supposed to partner, including individual entrepreneurs and different private sector associations, was hindered by the absence of a platform that could provide institutional back up to their efforts from the national and provincial levels.

4.4. Effectiveness of the proposed teaching methodology and emerging outcomes in the target population

As mentioned in the methodology section, the behavioural changes and the enhanced skills expected as a result of the entrepreneurship teaching could not be quantified. However, the focus groups held with students and parents, crossed with the interviews with teachers and school managers, allowed to explore the effectiveness of the teaching from a qualitative point of view, particularly as relates to the following dimensions: a) how the key messages of

entrepreneurship teaching are being received by the target population, and b) what changes is the introduction of the new curriculum contributing to, or not, and why.

The evaluation revealed that, in spite of the limited availability of pedagogic material, the key messages on the concept of entrepreneurship and its importance for the national development challenges are being effectively conveyed to the target population. The notion of entrepreneurship is mostly associated with doing business, particularly in the commercial sector, but “being an entrepreneur” is also understood as having the capacity for long-term strategic thinking or the ability to rationalize an idea and put it into practice. Students also seem to understand the importance of work ethic as a key issue for one’s own professional development and success, which is an integral part of the entrepreneurship curriculum. Not surprisingly, considering that self-employment is the main source of labour in Angola, the students proved to be familiar with the idea of having to do some kind of business to increase their income and some of them already had direct experiences with different kind of micro enterprises.

In this context, the programme added value by helping students to develop skills to assess local demands for goods and services, identify business opportunity and manage risks. Other skills, including accounting and financial administration, as well familiarity with the norms and procedures to legalize an informal business are also being developed. In some cases, these newly acquired skills helped students to better manage their existing personal or family business, in others, gave them the initial kick to develop and, eventually realize new business ideas. Though in an anecdotic fashion, the evaluation identified several such examples in the three provinces that were visited. Moreover, it was also found that several schoolteachers or school managers were positively influenced by the Programme and decided to start up new businesses as a result of their participation in the trainings.

The practical orientation of the teaching methodology is highly appreciated and demanded. Some entrepreneurship fairs have been organized in the schools, so as to give students the opportunity to show their talent. These fairs were also opportunities for different schools of the same province to meet and exchange experiences. However, they were not held as regularly and as systematically as originally envisaged. Several schools have not yet held their own fair, and in the best cases no more than two fairs were organized in the same school in a period of three years. Other activities that were meant to give students the opportunity to be exposed to real business practices, including visits to local entrepreneurs for empirical research or, eventually, internships, proved quite challenging to be put into practice. The stakeholders interviewed in the school community explicitly referred to this type of activities as the most innovative dimension of the teaching methodology, yet the one that still needs to be fully operationalized.

One of the factors that are challenging the application of the practice-oriented methodology relates to the local business structure and culture. With the exception of very few big companies, the local business community is made of small and micro, family run, enterprises. In this context, business people are not always willing to receive people whom they do not know personally and to share with them what is perceived to be sensitive information on their business. Interviewees in the schools reported that business owners’ tended to avoid meeting the students, or provided elusive answers to their question, and often perceived as if their research activities were some kind of audits, or attempts to steal the secret of their success.

Even with big companies the relation was not as smooth as originally envisaged. In this regard, several issues may come into play. Some companies have denied permission for students to visit their premises because they had no clarity on the objectives of these visits or because it was not clear who would be responsible for the students in case an incident occurs to them or damages are caused to the companies' properties during the visits. Moreover, larger companies are often outside the city limits, or not necessarily close to the schools, so the lack of logistic facilities and financial resources for transportation becomes an issue. By the same token, time is also an issue of concern. The two hours per week of entrepreneurship teaching in the classroom are not enough to conduct visits that may actually take an entire morning or afternoon. On the other hand, the four hours of practice that are included in the entrepreneurship curriculum are meant to be done in a counter shift (in the afternoon for those who go to school in the morning and vice versa); however, complying with this proposal proved not very realistic for both students and teachers. Sometimes there is overlap with other school activities, such as physical education, which students are not necessarily willing to drop. In other cases, the four hours of practice may become an overload for the professors who are also teaching other subject matters. Finally, reportedly, some of the parents perceived that their children are spending too much time in the school and do not have enough time to do their homework.

Some of these problems have been addressed, especially those related to the need for better conveying the objectives of the visits to the business community. In some provinces, partnerships with business associations or professional training institutions that are linked to the labour market are being explored. However, schools' networking with entrepreneurs to engage them as active contributors to the programme's objectives and methodology is still a key challenge to be faced.

As mentioned in the previous section of this report, schools' capacity to outreach and convene the actors with which they are supposed to partner suffered from the absence of an effective institutional platform at provincial and national level that could back them up, giving greater legitimacy and political weight to their efforts.

5. Conclusions

This is the conclusive chapter that provides the final assessment of the project based on the evidence presented in the previous chapters. The assessment is structured around the following criteria: relevance, ownership, efficiency, effectiveness and sustainability.

5.1. Relevance

The relevance of the Programme was assessed from three basic perspectives. First, the adherence of its objectives to the national development challenges and its alignment to the Government priorities as defined in relevant policy documents and plans. Second, the relevance of the Programme's objectives and line of activity in relation to UNIDO's and the larger UN family and to the donors priorities. Third, the relevance of the teaching approach and methodology proposed in relation to the education reform and to the local contexts in which the Programme operates.

The efforts of the Programme to instill an entrepreneurial spirit among the youth and provide them with skills and opportunities to structure and develop their business propositions, are highly relevant to national development challenges and fully aligned with the national poverty reduction strategy and the medium term national development plan. The latter consider economic diversification and employment generation through private sector development as key pillars for poverty reduction. This strategy is part of a larger effort to reduce the dependency of the Angolan GDP on the oil sector as well as the dependency of the labor market on the State apparatus as the primary source of employment. In fact, while the oil sector constitutes 75% of the GDP, it employs less than 1% of the population of the Country. Moreover, in the transition towards a market economy the State is no longer meant to be the primary source of formal employment. Under these circumstances, the majority of the population survives on informal jobs without much opportunity for their professional development and for improving their living conditions, thus the pressing need to generate new sources of employment and income generation.

These objectives and strategic lines of intervention are also consistent with the UN development assistance framework in Angola covering the period from 2009 to 2013 and with the strategy of the main donor. In fact, the engagement of Chevron Corporation in funding the programme is motivated by their interest in diversifying the economy and developing an efficient and competent private sector that, ultimately, may result in greater availability of national service providers to the oil sector and therefore, efficiency gains for the Company. In this connection, there is positive coincidence between public and private interests that may lead to a win-win situation over the long term.

The proposed teaching methodology also proved to be relevant in the context of the education reform, particularly as relates to the intention of making education more practice oriented and strengthen its links with labor market, as key pillars of such reform. However, the relevance of the ECP methodology could have benefit from a more detailed analysis of the local contexts in which it was to be implemented, including a characterization of the different institutional settings, of the structure of local economies and of the local business dynamics and culture. In this connection, greater involvement of local stakeholders in the formulation of the Programme and in its strategic direction during implementation could have helped to better modulate its approach and methodology to local contexts, thus enhancing its effectiveness too.

5.2. Ownership

The Programme is clearly owned by the national counterpart, as evidenced by the leadership assumed by INIDE in implementation and by the increasing allocation of national resources to the pilot phase and to the forthcoming national rollout. The professional commitment of the teachers and school managers, as well as the enthusiasm shown by the students could also be assumed as positive indicators of ownership at the local level. The pending challenge is that of ensuring greater involvement and ownership of the Programme's objectives and methodology by the local business communities, which did not occur as expected.

5.3. Efficiency

Overall, the Programme benefited from an efficient management that allowed implementing all the planned activities within the available time. Within this framework, some challenges were faced for the timely distribution of the learner's manual produced by the Programme. In fact although 8,000 manuals were printed, suggesting a ratio of almost one manual per student, almost none of the student consulted had actually received it yet at the time of the evaluation mission. This fact suggests the existence of bottlenecks in the manuals' distribution network.

The procurement of goods and services was also challenged by extended transaction times and this occasionally affected the timely implementation of training activities. These challenges are partially due to structural factors related to the processing time of the national banking system. The latter constituted a significant bottleneck in the entire process that goes from authorizing a payment to cashing the checks. However, the evaluation also found that there is room for improvement in procurement planning, which should have taken more into account these external factors in order to prevent undesired delays.

5.4 Effectiveness and potential impact

The pilot Programme was effective in positioning entrepreneurship teaching as one of the priorities of the Ministry of Education and in creating the enabling conditions for INIDE to lead the development and implementation of the national roll out. In this connection, the national stakeholders consulted coincide in that UNIDO added value by mobilizing financial and technical resources and by facilitating knowledge sharing on curriculum development and teaching methodologies, thanks to its international experience and network in the African region and beyond. Similarly, the donors consulted highly appreciated UNIDO as a competent and reliable partner.

Although it was not possible to quantify the emerging outcomes, the interviews and focus groups conducted during the evaluation mission suggests that positive changes are occurring within the target population. The key messages of the new curriculum are being effectively conveyed and seem to be positively influencing students attitudes towards business and professional development in general. By the same token, practical skills are being developed to rationalize, develop and manage business initiatives. In each of the schools visited by the evaluation team, several students reported that they have been inspired by the new teaching to develop business ideas; others reported that, thanks to the technical skills acquired, particularly as relates to accounting and financial management, they are now better equipped to successfully administer their family or personal business. Some positive externalities have also been observed among the teachers and school managers who have

been exposed to training and are themselves developing business in some cases. Based on these emerging outcomes, the programme may have a positive impact on the national economy over the medium to long term, by building up entrepreneurial foundations and contributing to economic diversification and employment generation

While the findings of the evaluation validate the theory of change of the Programme and the causal linkages therein identified at the design stage, some of the underlying assumptions, particularly as refers to the engagement of the local business community for the effectiveness and sustainability of the programme, did not always materialize as expected. The evidence collected with the interviews suggests that the effectiveness of entrepreneurship teaching might be hindered by some persisting challenges related to the need to make it more practice oriented, as it was originally envisaged. In fact, the students who could most benefit from the programme are those who already had personal or family links to the business community and, therefore, opportunities to practice what they were being taught. For the other students, the insufficient exposure to business practice may represent a serious limitation to the effectiveness of the teaching. In connection with the above, the Programme could have benefited from a clear and explicit partnership strategy and from the establishment of effective institutional mechanisms to support networking with the business community and bridge the gaps between the schools and the labour market in the private sector. Finally, it should be noted that the delays in distributing the students' manuals affected the possibility to validate the pedagogic material during the pilot phase.

The long term outcomes and impact of the programme may also be influenced by structural factors beyond its control, including the following: a) insufficient availability of teachers to ensure compliance with the limits set by the Government for student/teachers ratio; b) the lack of recruitment criteria for secondary school teaching that would ensure availability of more specialised professionals teaching entrepreneurship; and c) insufficient availability of financial resources for schools to fund the practical activities outside the classrooms.

5.5 Sustainability

The assessment of sustainability at this stage of the Programme is inevitably forward looking. No hard conclusions can be drawn without analyzing how the programme functions and performs without the external support, which is not yet the case. At this stage, the evaluation can identify and flag the key elements that may guarantee or not the sustainability of the programme and to which attention should be paid. These elements are discussed below.

The social and political sustainability of the Programme is enhanced by its alignment to national priorities and plans and by the perceived importance of this subject matter among the targeted student population and the school community at large. This implies a critical mass of institutions and individuals who are committed to the continuation of the Programme over the long term.

The technical sustainability will largely depend on continued efforts to refresh and upgrade the teachers' training and on some of the factors that were mentioned in relation to effectiveness, including more proactive networking with the private sector and student teachers ratio.

In relation to the financial sustainability, the evidence gives mixed signals. On the one hand, the increasing financial commitments of INIDE for the implementation of the Programme and

its national rollout may induce to positive conclusions. On the other, the declining trend in secondary education expenditure, both in absolute values and relative to total state budget expenditure¹⁹, may be an issue of concern for entrepreneurship teaching and for the entire system of secondary education.

¹⁹ Ref. Table 3 on page 8.

6. Recommendations

The recommendations are structured by addressees, namely: UNIDO, the Government and/or Counterpart Organizations and the Donor.

6.1. Recommendations to UNIDO

- a) It is recommended to invest the remaining balance of the project funds in two key lines of activity:
 - ✓ Support INIDE in developing a clear, realistic and manageable monitoring and evaluation framework, establishing a base line of selected indicators that can be used to monitor the national roll out of the entrepreneurship curriculum and, eventually, assess its impact in the medium to long term;
 - ✓ Support INIDE in conducting a participatory assessment of the learners' manuals, involving representatives of the teachers and school managers and of the students that have been involved in the pilot provinces, so that the manuals can be eventually revised before the national roll-out.

- b) Should a similar project be envisaged in another country, it is recommended to invest time and money to conduct a thorough analysis of the local contexts in which it will be implemented, beyond a general overview of the national development challenges and priorities. This analysis should be done prior to the project formulation and it should focus on assessing the existence of a conducive environment to partner with the private sector, including aspects related to the scale of private enterprises, their dominant ownership structure (for example whether they are predominantly large, medium, small or micro enterprises, if they are family run business or involve wider partnerships), or the type of goods and services produced. In so doing, local stakeholders should be directly involved to identify strategic lines of action and potential risks for the effective and sustainable replication of the approaches and methodologies that UNIDO is proposing on the basis on its international experience.

6.2. Recommendations to the National Counterpart

- a) Based on its findings and conclusions, the evaluation fully supports the decision made by the Ministry of Education to roll out entrepreneurship teaching in secondary schools at national level. In view of the national roll out, it is recommended to adopt a phased approach that could develop along the following steps: i) introduce the new curriculum in all the classes of first and second cycle of the schools in which it has been tested so far; ii) expand to all the schools in the nine pilot provinces covered so far; and iii) proceeded to the national roll out. The best timing of this phased approach should be carefully considered by INIDE, eventually in dialogue with UNIDO, UNDP or other strategic partners that could provide technical or financial support.

- b) While moving on with the roll out process, it is important to consolidate the necessary conditions to ensure its effective and sustainable implementation. These efforts should go beyond printing more manuals and training more teachers. They should also focus on the following:

- Widening the range of strategic partners that can contribute to the effectiveness of the entrepreneurship teaching methodology and, more generally, to bridging the gaps between secondary education, vocational training and the labour market.
 - Update the normative framework of the different subsystems of secondary education to ensure that their assessment procedures and certificates explicitly include the entrepreneurship curriculum, in line with the circular of the Ministry of Education 214-A10 of 5 November 2010
- c) In connection with the above, it is recommended to identify the most suitable mechanisms that can constitute effective platforms for inter-institutional dialogue and coordination between the Ministries of Education, Labour and Industry, and other relevant state institutions or private sector associations, at national and provincial level.

6.3. Recommendation to the Donors

- a) Should additional resources be available, it is recommended to continue supporting INIDE with allocation of funds for technical and administrative assistance by UNIDO and UNDP. While the former can add value with its specialized technical expertise, the latter can contribute with its installed administrative capacity and its experience in supporting multi-stakeholders dialogues and inter institutional coordination processes.
- b) When considering the allocation of additional funds, resources for logistic requirements (including vehicles and related expenses for field monitoring missions to provinces) should also be factored in the budget.

7. Lessons learned

The evidence collected and analysed in this evaluation suggests that the availability and the quality of the learners' manuals and the training of teachers are important, yet these are not the only key variables for the effectiveness and sustainability of the programme. There are process dimensions and contextual factors that are as important as the timeliness and the quality of the outputs delivered.

Some of the contextual factors cannot be controlled by the programme, such as availability of human and financial resources to the secondary education system, or the local business environment. However there are dimensions of the implementation process to which greater attention could have been paid, although they may not be fully under control. More precisely, greater efforts could have been dedicated to establishing strategic partnerships with other State institutions at national and local level, so as to enhance synergies and possibly gain multiplying effects.

In this connection, it should be noted that the effective functioning of the institutional architecture of the Programme to support the partnerships with the private sector and to bridge the gaps between secondary education and the labour market was one of the key assumptions underpinning its approach and methodology. Yet, the establishment and consolidation of such architecture was taken as a point of departure: it was not explicitly considered as a line of activity and as a result to achieve in the implementation process, as evidenced by the programme's budget and corresponding work plans. Similarly, this

dimension of the implementation process was not discussed in the progress reports that mostly focused in reporting implementation of activities and delivery of outputs.

The practical implication of this lesson is that a results based approach to programme management should focus more on analysing the implementation process in relation to the assumptions made at the formulation stage of the project. Along this line of reasoning, the development of partnership strategies that may help to minimize risks and optimize opportunities for the effective and sustainable use of the outputs delivered, should be given equal weight as to the timeliness and quality of the outputs themselves.

While the fact that the Programme is firmly anchored to the Ministry of Education enhances its sustainability, other partners need to be involved in the design and implementation process to have a larger critical mass of institutions and individuals who are committed to its effective functioning and long term impact.

ANNEX I

TERMS OF REFERENCE OF THE EVALUATION

UNITED NATIONS INDUSTRIAL DEVELOPMENT ORGANIZATION

TERMS OF REFERENCE (Draft)

Independent Evaluation of the “Entrepreneurship Curricula in Secondary Schools Programme in Angola”

I. BACKGROUND

1. Country Context

Since the end of the civil war in 2002, Angola has embarked on a recovery path and growth is expected to remain robust over the next few years with rates of about 6% per year. Yet, growth is underpinned by a strong oil sector which covers more than 2/3 of exports but employs less than 1 per cent of the labour force and mostly concentrated in Luanda, which produces about 75% of the GDP. Income distribution is highly unequal and about 36% of the population lives below the poverty line (in rural areas even 58%). High oil prices and foreign direct investments have helped to kick start the reconstruction of infrastructure (roads, railways, etc), but education and health services are lagging behind expectations.

The Government of Angola has adopted several reforms to support socio-economic progress in order to cope with these difficulties. The reforms fall under the umbrella of the Poverty Reduction Programme “Estratégia de Combate à Pobreza - ECP”, which was approved in February 2004 and revised in September 2005. Priorities are the reconstruction of infrastructure, increasing access to education, health, and other basic services, as well as the decentralization of governance structures. An Enterprise Development Programme (Programa de Fomento Empresarial) was initiated in 2011 with a view to reducing poverty, unemployment and dependence on oil by stimulating the creation of enterprises. Measures include the simplification of startup requirements and ease access to credit through subsidized interest rates and state credit guarantees.

An important field of attention is the educational system. Government expenditures for education in the period of 2005-2010 only stood at 2,7 per cent of GDP, but are increasing and school enrollment has increased significantly since the end of the civil war. An education reform programme was put in place to improve quality and quantity of the education in response to needs resulting from the transformation from a socialist to a market economy. As part of the qualitative reform and introduction of competency-based curricula, the Ministry of Education decided to introduce entrepreneurship curriculum on a pilot basis with a view to prepare youth for their future careers in private sector.

2. Origin of the Project

The introduction of entrepreneurship curricula to foster entrepreneurial competencies among Angolan youth was first explored in October 2004 in the context of a programming mission to Angola. One year later, two officials from the National Institute for Research and Education Development (INIDE) of the Ministry of Education (MED) participated in a

UNIDO workshop for several African countries to share and exchange on experiences with entrepreneurship education. INIDE pursued the idea of introducing entrepreneurship education with strong commitment, and it was decided that a project should be developed to introduce the Entrepreneurship Curriculum Programme (ECP) in Angola with UNIDO's technical assistance and UNDP financial support.

A comprehensive document reflecting the entrepreneurship concept, curriculum development process, products to be produced and inputs required was approved in July 2007 by the Minister of Education for action. Subsequently, the programme was presented to the Government of Angola and interested partners for possible support.

UNDP allocated funds through the national execution modality to support the government counterpart INIDE in the implementation. The Government has steadily increased its budgetary allocations since 2009.

Portugal, the Republic of Korea agreed to finance UNIDO's technical assistance, in addition to UNIDO's own contribution. In 2010, Chevron decided to join the programme by funding technical assistance by UNIDO.

The national programme document and the project document describing UNIDO's technical assistance was signed in December 2008 and operations started in January 2009.

3. Counterparts

The national counterpart is the Ministry of Education, through the National Institute for Educational Research and Development (INIDE). The Ministry has set up a Technical Working Group and five subject panels to implement the project, i.e. for general secondary education first cycle, general secondary education second cycle, technical education, teacher training as well as monitoring and evaluation. Each panel consists of a leader and 3 – 5 members. INIDE also designated a National Project Coordinator.

Nine pilot provinces were selected and in each province, there is an Entrepreneurship Focal Point in the provincial Directorate for Education and five pilot schools. In each school, 2- 3 teachers were selected for the piloting of the entrepreneurship discipline. Directors and pedagogical inspectors were also indicated to support the pilot teachers and students.

4. Main Objectives, outcomes, main outputs

The overall goal is to introduce an entrepreneurship culture to youth in Angola and to promote a positive attitude towards business and self-employment. Entrepreneurship education will strengthen the youth's self-confidence and foster their creativity. By building up this entrepreneurial foundation, the Angolan private sector becomes more sustainable in a long-term perspective. This will help to alleviate poverty and support human development. The immediate objective is to introduce an Entrepreneurship curriculum for secondary schools as part of the current reform of the education sector in Angola.

Outputs, as formulated in the project document, are the following:

1. Entrepreneurship Concept and Methodologies for two Cycles of Secondary Education
2. Entrepreneurship Curriculum piloted in selected schools in 9 provinces
3. Entrepreneurship concept and methodologies revised and ready for nationwide rollout

5. Progress as at 30 April 2013

(1) Entrepreneurship Concept and Methodologies for 2 Cycles of Secondary Education

- Teachers' guides and students' books for grades 7,8,,10 and 11 have been finalized, printed and distributed, while for grades 9 and 12 work has been delayed and need to be finalized.
- A draft In-service Teacher Training Manual ahs been prepared.
- Basic tools for the curricula monitoring are available.
- Draft assessment and examination guidelines have been printed and distributed.
- 24 education officials were trained to support the development and implementation of the ECP.

(2) Entrepreneurship Curriculum Piloted in selected secondary schools in 9 provinces

- All activities have been completed. The project is exceeding expected results with 139 teachers trained, 9800 students covered and 2,000 graduates.

(3) Entrepreneurship Concept and Methodologies revised and ready for nationwide rollout

- Scenarios for roll out have been developed and the Government is strongly committed to a second phase, by including all provinces with five schools. Implementation of an impact study, evaluation, awareness campaign and project for the second phase require an extension until December 2013.

6. Budget information

Table 1: Expenditures 2009 – 2012, Budget 2013

Years	Government	UNDP	UNIDO (Chevron, Portugal, Republic of Korea)
2009	89,800	648,746	199,544
2010	500,295	499,715	305,019
2011	650,000	418,646	318,343
2012	700,263	302,960	515,651
Total	1,940,358	1,375,351	1,338,556
<i>2013(*)</i>	<i>10,000,000</i>	<i>100,000</i>	<i>353,777</i>

Table 2: Breakdown of UNIDO expenditures by donor, 2009 - 2012

Breakdown of UNIDO expenditures by donor, 2009 - 2012	
Portugal	US\$ 328,261
Republic of Korea	US\$ 242,597
Chevron	US\$ 668,285
UNIDO	US\$ 99,413
Total	US\$ 1,338,556

II. PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the independent evaluation is to assess the:

1. **Project relevance** with regard to the priorities and policies of the Government of Angola, UNDP and UNIDO;
2. **Project effectiveness** in terms of the outputs produced and outcomes achieved as compared to those planned;
3. **Efficiency of implementation:** quantity, quality, cost and timeliness of project and counterpart inputs and activities, coordination and management;
4. Project **impact** in terms of instil positive attitude in youths towards entrepreneurship and business, foster in youth creativity, entrepreneurship spirit and self-confidence while carrying out their activities; and develop an entrepreneurial culture and skills among the youth in order to build up the entrepreneurial foundation that enables a sustainable Angolan private sector and plays a major role in the fight against poverty and in the personal development and of Angolan society;
5. Project **sustainability and ownership** in particular focusing on institutional framework and impact.
6. Relevance and effects of the project's **public-private partnership**.

The evaluation will provide an analytical basis for the partners to draw lessons for the design of the nationwide rollout.

The evaluation will also contribute to an ongoing thematic evaluation fo UNIDO's public-private partnerships.

III. METHODOLOGY

The evaluation will be carried out in keeping with agreed evaluation standards and requirements. More specifically it will fully respect the principles laid down in the "UN Norms and Standards for Evaluation" and Evaluation Policies of UNIDO.²⁰ The evaluation shall determine as systematically and objectively as possible the relevance, efficiency, effectiveness, impact and sustainability of the project. To this end, the evaluation will assess the achievements of the project against its key objectives, as set out in the project document and, including a review of the relevance of the objectives and of he design. It will also identify factors that have facilitated or impeded the achievement of the objectives. The steps of the evaluation will include the following:

1. Document review (1 week)

Desk review of project documents, including annual reports, monitoring reports, relevant correspondence and notes from meetings. On this basis the evaluators will elaborate on the above evaluation issues, produce a detailed list of evaluation questions that will be used in stakeholder interviews. The team leader will analyse the intervention logic (theory of change) of the project with special emphasis on identifying those assumptions1 that are critical for project success. The actual work programme of the evaluation will be

²⁰ All documents available from the websites of the UN Evaluation Group:
<http://www.uneval.org/>

defined in a brief inception report to be prepared by the team leader before start of the field mission.

2. Interviews and field visits (4 weeks)

Vienna:

The team leader will receive a briefing from the Evaluation Officer and the Project Manager in Vienna. The evaluation team leader will also meet with the Evaluation Officer responsible for a thematic evaluation of UNIDO's public-private partnerships to concrete evaluation questions to be taken into account with regard to the partnership aspects of the project.

Luanda:

The evaluation team will interview representatives of the Ministry of Education, INIDE, UNDP, Chevron, Portugal, Republic of Korea and other public institutions, development partners and private sector associations.

Field visits to 4 provinces:

The evaluation mission will visit a sample of schools enrolled in the pilot phase and interview students, teachers. The sample will be drawn from a list of schools provided by the Ministry of Education. In addition, the evaluation mission will realize a survey among the supported students to assess the impact of entrepreneurship education. Out of nine pilot provinces, the evaluation team will visit 4 provinces to cover north, center and south of the country, tentatively: Cabinda, Lunda Norte, Huambo, Cunene.

Presentation of raw results and preliminary findings in Luanda:

The evaluation mission will present preliminary findings to counterparts, donors, UNDP and UNIDO (participation via teleconference) and collect their feedback.

3. Production of a **draft evaluation report** (1 week),
4. **Submission** of the draft report by UNIDO evaluation to the government, project participants and stakeholders for comments (3 weeks) ;
5. Incorporation of comments into **final report** (1 week).

V. EVALUATION TEAM AND TIMING

The evaluation will be conducted by one independent international evaluation consultant acting as team leader and one national evaluation consultant. Job descriptions are attached.

UNIDO evaluation group will be responsible for the quality control of the evaluation process and report. It will provide inputs regarding findings, lessons learned and recommendations from other UNIDO evaluations, ensuring that the evaluation report is useful for the project stakeholders in terms of organizational learning (recommendations and lessons learned) and its compliance with these terms of reference.

All consultants will be contracted by UNIDO. They will be selected by UNIDO and cleared by the Ministry of Education and UNDP. The tasks of each team member are specified in the job descriptions attached to these terms of reference. The members of the evaluation team must not have been directly involved in the design and/or implementation of the project.

The evaluation is scheduled to take place over a period from July 2013 to September 2013:

- Desk review of documents and telephone interviews would be conducted in July 2013 and result in an inception report by 31 July 2013.
- Field visit for information collection will be in August/September 2013 to Luanda and four provinces (Cabinda, Lunda Norte, Huambo and Cunene) : 3 weeks
- Presentation of preliminary findings during ½ day meeting in Luanda, to be organized jointly by the Ministry of Education, UNPD and UNIDO, obtain feedback and fill evaluation information gaps, (1 week in September)
- The draft report will be prepared subsequently and a draft version of the evaluation report should be submitted by 30 September 2013 for review and comments.
- Thereafter, the report will be finalized.

VI. REPORTING

Inception report: After the evaluation team has been constituted and a first set of interviews and review of key documents has been carried out and before the other evaluation activities start (including especially the field visits), the team leader will present an inception report, in which the evaluation approach outlined here is operationalized.

Presentation of preliminary findings: At the end of the field visit, a ½ day workshop will be organized in Luanda where the evaluation team will present the preliminary findings for consultation to the main stakeholders in the form of a power point presentation.

Final report with an executive summary: The report is the main deliverable of the evaluation exercise is the report should cover the key evaluation issues outlined in section II and Annex 1. It should describe the methodology used and highlight any methodological limitations, identify key concerns and present evidence-based findings, conclusions, recommendations and lessons learned. The evaluation report shall follow the structure given in Annex 2. Reporting language will be Portuguese with an executive summary in Portuguese and English.

Review of the Draft Report: A draft report will be shared with UNIDO evaluation group for review and consultation by 30 September 2013. They may provide feedback on any errors of fact and may highlight the significance of such errors in any conclusions. The evaluators will take the comments into consideration in preparing the final version of the report.

Quality Assessment of the Evaluation Report: All UNIDO evaluations are subject to quality assessments by UNIDO Evaluation Group (ODG/EVA). These apply evaluation quality assessment criteria and are used as a tool for providing structured feedback. The quality of the evaluation report will be assessed and rated against the criteria set forth in the Checklist on evaluation report quality (Annex 3).

Guiding questions/ criteria for assessment:

Relevance

- How aligned are the project objectives to the Government's strategies and policies?
- Is the project relevant to the needs and priorities of the target group and beneficiaries?
What benefits are generated via the project?
- What is the relevance with respect to inclusive growth, education reform, rural entrepreneurship and gender equality?

Effectiveness

- Have the outputs been produced as planned?
- Are the outputs being used by the target population? Do users consider the outputs useful?
- What is the qualitative and quantitative contribution of the outputs and outcomes to Angola's ongoing education reform?
- Have the main outcomes been achieved or are they likely to be achieved?
- Has the partnership approach in this project been effective to achieve the objectives?

Impact and sustainability

- Which long-term developmental changes (economic, environmental, social) have occurred or are likely to occur via the introduction of Entrepreneurship Curriculum Programme?
- To what extent has the project generated co-financing from the host country? Is co-financing ensured for the time period after project closure?
- To what extent do the national counterparts assume ownership of the Entrepreneurship Curriculum Programme and have the capacities and willingness to continue?
- To what extent does the project contribute to the objective of creating human resources that are ready to respond to a competitively changing environment?
- Have there been any unintended (positive or negative) effects of the project?

Efficiency of implementation

- Were UNIDO, UNDP and counterpart inputs provided as planned?
- Were the activities carried out within the foreseen timeframe? If not, what led to the delays?
- Have project management and implementation modalities been adequate?

Template of in-depth evaluation reports

I. Executive summary

- Must be self-explanatory
- Not more than five pages focusing on the most important findings and recommendations
- Overview showing strengths and weaknesses of the project

II. Introduction

- Information on the evaluation: why, when, by whom, etc.
- Information sources and availability of information
- Methodological remarks and validity of the findings
- Project summary (“fact sheet”, including project structure, objectives, donors, counterparts, timing, cost, etc)

III. Country and project context

This chapter provides evidence for the assessment in chapter VI, in particular regarding relevance and sustainability.

- Brief description including history and previous cooperation
- Project specific framework conditions; situation of the country; major changes over project duration
- Positioning of the project (other initiatives of government, other donors, private sector, etc.)
- Counterpart organisation(s); Project partners

IV. Project Planning

This chapter describes the planning process as far as relevant for the assessment under chapter VI:

- Project identification (stakeholder involvement, needs of target groups analysed, depth of analysis, etc.)
- Project formulation (stakeholder involvement, quality of project document, coherence of intervention logic, etc.)
- Description of the underlying intervention theory (causal chain: inputs-activities-outputs-outcomes)
- Funds mobilization

V. Project Implementation

This chapter describes what has been done and provides evidence for the assessment under chapter VI:

- Financial implementation (overview of expenditures, changes in approach reflected by budget revisions, etc.)
- Management (in particular monitoring, self assessment, adaptation to changed circumstances, etc.)
- Outputs (inputs used and activities carried out to produce project outputs)
- Outcome, impact (what changes at the level of target groups could be observed, refer to outcome indicators in prodoc if any)

VI. Assessment

The assessment is based on the analysis carried out in chapter III, IV and V. It assesses the underlying intervention theory (causal chain: inputs-activities-outputs-outcomes). Did it prove to be plausible and realistic? Has it changed during implementation? This chapter includes the following aspects:

- Relevance (evolution of relevance over time: relevance to UNIDO, Government, counterparts, target groups)
- Ownership
- Efficiency (quality of management, quality of inputs, were outputs produced as planned? were synergies with other initiatives sufficiently exploited? Did UNIDO draw on relevant in-house and external expertise? Was management results oriented?)
- Effectiveness and impact (assessment of outcomes and impact, reaching target groups)
- Sustainability including post-project follow up
- If applicable: overview table showing performance by outcomes/outputs

VII. Recommendations

- Recommendations must be based on evaluation findings
- The implementation of the recommendations must be verifiable (indicate means of verification)
- Recommendations must be actionable; addressed to a specific officer, group or entity who can act on it; have a proposed timeline for implementation
- Recommendations should be structured by addressees:
 - Government and/or Counterpart Organisations
 - Unido
 - Undp
 - Donor
 - Other

VIII. Lessons learned

- Lessons learned must be of wider applicability beyond the evaluated project but must be based on findings and conclusions of the evaluation

ANNEX II

Analytical framework of the Evaluation

Dimensions of Analysis	Lines of inquiry (the list below does not imply an order of priority or a logical sequence)
<i>A) Programme design</i>	A1. Programme's theory of change and working hypothesis underlying programme design and implementation.
	A2. Alignment to national priorities and plans.
	A3 Participation of local and national actors in the design process.
	A4 Alignment to UNIDO and UNDP priorities and policies
	A5. Relevance of the original geographical coverage of the Programme
<i>B) Implementation process</i>	B1. Functioning of the programme governance bodies in the curriculum development process and pilot testing;
	B2. Advocacy, communication and engagement of business community at national and local level;
	B3. Operationalization of the "learner-centred" approach to teaching.
	B4. Relevance of the Curriculum and of the teaching approach for different target population (urban/rural, male/female) and for the demands of the business community;
	B5 Modalities of technical assistance and externalities of the work done by international consultant: experts' contribution to national capacity development.
	B6. Relation between increased coverage of the programme and quality of teaching.
	B7 Ownership and leadership of national and local institutions in the implementation process;
	B8. Operationalization of the monitoring system and tools for on going assessment of pilots
	B9. Coordination of activities and strategic positioning of the programme relative to other development partners (national and international)
	B10. Mainstreaming gender equality approach;
	B11. Efficient management and timely delivery of inputs;
	B12. External factors influencing implementation pace in delivery of goods and services;

<i>C) Outcomes and sustainability</i>	C1 Enhanced entrepreneurship skills and attitudes among target students, as measured by: # of students with savings, #of students with business and # of students with a job. Other possible indicators might be developed and measured during the mission.
	C2 Enhanced knowledge of entrepreneurship concepts and teaching methodologies among teachers and other institutional actors.
	C3. Existence and functioning of consolidated institutional mechanisms for continued monitoring of the teaching and revision of the curricula beyond the duration of UNIDO's technical assistance.
	C4. Effectiveness of public private partnership at international national and local level.
	C5. Contributions to relevant national policies and/or strategy development
	C6. Availability of resources for national roll out.
	C7. Other unintended consequences at the students or at the institutional level.
	C8. Exit Strategy of the Programme

ANNEX III

LIST OF MAIN DOCUMENTS CONSULTED

- Estratégia de Combate a Pobreza, Ministério de Planeamento, Republica de Angola, 2005.
- Médium Term Development Plan (2009-2013), Ministry of Planning, Republic of Angola.
- Ficha Técnica da Comissão de Acompanhamento das Acções da Reforma Educativa (CAARE), Ministério da Educação, Republica de Angola.
- Resumo da despesa por Função exercícios 2009, 2010, 2011, 2012. Ministério de Finanças da Republica de Angola. <http://www.minfin.gv.ao/docs/dspOrcaPass.htm>
- United Nations Development Assistance Framework (UNDAF) 2009-2013
- Original Programme Document and subsequent revision.
- Available UNIDO and INIDE Progress reports 2009, 2010, 2011, 2012 and 2013.
- Project Board Minutes Meetings
- UNIDO Head Quarter Missions Reports
- UNIDO Experts Missions Reports
- Pilot Schools Monitoring Tools
- Estratégia de Generalização do Programa de Emprendedorismo, INIDE 2012.
- Thomas A. Schwandt *The Sage Dictionary of Qualitative Inquiry*, Third Edition, page 126-127. Sage Publications, Inc. 2007

ANNEX IV

MISSION AGENDA 15 September to 8 October 2013

Data	Lugar	Atividade
Domingo 15 Setembro	Luanda	Chegada em Angola
Segunda-feira 16 Setembro	Luanda	Trabalho de escritório e revisão agenda de missão com Coordenador Nacional do Projeto.
Terça-feira 17 Setembro	Luanda	Trabalho de escritório
Quarta-feira 18 Setembro	Luanda	Reunião com pessoal de INIDE e trabalho de escritório
Quinta-feira 19 Setembro	Luanda	<ul style="list-style-type: none"> - Grupo Focal com Membros dos Painéis Temáticos da INIDE - Entrevista com Chevron - Entrevista com PNUD
Sexta-feira 20 Setembro	Luanda	Trabalho de escritório
Sábado 21 Setembro	Cabinda	Viajem a Cabinda
Domingo 22 Setembro	Cabinda	Reunião com Ponto Focal e trabalho de escritório
Segunda-feira 23 Setembro	Cabinda	<ul style="list-style-type: none"> - Entrevista com Secretaria Provincial de Educação y com Ponto Focal de Empreendedorismo - Entrevista com Diretor Fundo de Assistência Social (FAS) - Entrevista com Diretor Escola Luvassa - Grupo Focal com Estudantes 9 Grau da Escola Luvassa, - Entrevista com Professores de Escola Luvassa
Terça-feira 24 Setembro		<ul style="list-style-type: none"> - Entrevista com Diretor Escola de Formação de Professores; - Grupo Focal com Estudantes escola de Formação de Professores; - Entrevista com Professores de Empreendedorismo da Escola de Formação de Professores; - Entrevista com Diretor Instituto Politécnico; - Grupo Focal com Estudantes de Instituto Politécnico; - Entrevista com Professores de Empreendedorismo do Instituto Politécnico.
Quarta-feira 25 Setembro	Luanda	Trabalho de Escritório
Quinta-feira 26 Setembro	Huambo	Viajem a Huambo
Sexta-feira 27 Setembro	Huambo	<ul style="list-style-type: none"> - Grupo Focal com alunos da Escola do I Ciclo do Ensino Secundário da Caála - Entrevista com Professores e Membros de Direcção da Escola do I Ciclo da Caála - Entrevista com com Director Executivo e Director Pedagógico do IMAG (Instituto Médio de

Data	Lugar	Atividade
		Administração e Gestão) <ul style="list-style-type: none"> - Grupo Focal com alunos da Escola de Formação de Professores Escola do II Ciclo Geral - Entrevista com Professores da Escola de Formação de Professores Escola do II Ciclo Geral
Sábado 28 Setembro	Huambo - Luanda	<ul style="list-style-type: none"> - Grupo Focal com Encarregados de Educação da Escola de Formação de Professores e da Escola do II Ciclo Geral - Viagem a Luanda.
Domingo 29 Setembro	Luanda	Trabalho de Escritório
Segunda-feira 30 Setembro	Luanda	Trabalho de Escritório
Terça-feira 1 Outubro	Cunene	Viajem a Cunene
Quarta-feira 2 Outubro	Cunene	<ul style="list-style-type: none"> - Entrevista com Diretor e Professores do Instituto Médio de Gestão do Kunene, situada no Bairro Naipalala - Grupo Focal com Estudantes do Instituto Médio de Gestão do Kunene, situada no Bairro Naipalala - Entrevista com Diretor e Professores da Escola do II Ciclo do Ensino Geral Padre Mittel Benger, Missão Omupanda. - Grupo Focal com Estudantes da Escola do II Ciclo do Ensino Geral Padre Mittel Benger, Missão Omupanda.
Quinta-feira 3 Outubro	Cunene	<ul style="list-style-type: none"> - Entrevista com Diretor da Escola do I Cclo do Ensino Secundário 22 de Novembro; - Grupo Focal com Estudantes Escola do I Cclo do Ensino Secundário 22 de Novembro
Sexta-feira 4 Outubro	Cunene - Luanda	<ul style="list-style-type: none"> - Entrevista com Diretor Escola de Formação de Professores de Odjiva Dr. António Agostinho Neto; - Entrevista com Professores Escola de Formação de Professores de Odjiva Dr. António Agostinho Neto <p>Viajem a Luanda</p>
Sábado 5 Outubro	Luanda	Trabalho de Escritório
Domingo 6 Outubro	Luanda	Trabalho de Escritório
Segunda-feira 7 Outubro	Luanda	Apresentação de resultados preliminares da avaliação a pessoal da INIDE, Chevron e ONUDI.
Terça Feira 8 Outubro	Viaje de Volta ao Brasil	