



## WCD Leadership Course – Angola program

### Summary

#### Description of the course

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From 2018 to 2022, CEPCEP and EFSE, with support from Porticus, developed, piloted and evaluated a Whole Child Development Leadership course. The aim of the course is to help school leadership teams understand the concept of WCD and apply it in their daily leadership roles. This way, the program aims at supporting a cultural shift in schools serving children living in adversity so that they go from a focus on the cognitive dimension of the child to a more holistic approach based on the six domains of WCD: (i) physical, (ii) cognitive intellectual, (iii) emotional, (iv) aesthetic-artistic, (v) social and civic, (vi) ethical-moral/spiritual.

In 2022, building on the materials created and lessons learned, mainly regarding online delivery, CEPCEP adapted the course and proposed to offer it to school leaders from public schools in Luanda, Angola. The aim was to pilot a WCD Leadership course in Luanda to understand to what extent the content and the delivery method was transferable to other Portuguese speaking countries. Though the theoretical framework of the domains of the person and the areas of leadership are universal, cultural context could make any or all of these dimensions less relevant or comprehensible.

A partnership was established with Direção Municipal de Educação de Viana-Luanda and, from February to May, 41 principals from public schools in Viana (Luanda) and one staff of the municipality enrolled for the course. 38 principals and the staffer attended and 36 principals and the staffer completed the course. This partnership and the operationalization of the course was possible due to the fact that a former UCP master degree student (from the School Administration master program) was employee of the said Direção Municipal de Educação.

The course structure is equal to the one offered in Portugal: five modules with two sessions each (three hours online for each session) with the following contents:

#### **Módulo I: A visão da escola numa liderança para a educação integral**

Unidade 1.1 – Visão da escola para a educação integral (sessão 1)

Unidade 1.2 – Liderança para a educação integral: objetivos claros, altas expectativas, ampla delegação da liderança (sessão 2)

#### **Módulo II: A LEI numa perspetiva organizacional**

Unidade 2.1 - Reorganização estratégica da escola (sessão 3)

Unidade 2.2 – Envolvimento das pessoas, comunicação interna e externa (sessão 4)

#### **Módulo III - Redesenhar o currículo para a educação integral**

Unidade 3.1 - Educação integral e projeto curricular (sessão 6)



Unidade 3.2 - Avaliação de alunos, protecção e cuidado (sessão 7)

**Módulo IV – LEI e desenvolvimento e envolvimento das pessoas: motivação e acompanhamento**

Unidade 4.1 – Supervisão e formação de professores ao serviço da EI (sessão 8)

Unidade 4.2 – Relações escola, família e contexto (sessão 9)

**Módulo V - Desenvolver um projeto de liderança de escola para a EI**

Unidade 5.1 - Preparação do projeto de intervenção na escola (sessão 5)

Unidade 5.2 - Apresentação do projeto de intervenção na escola (sessão 10)

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The students were organized in 8 groups and each group had to present two texts to the class in two of the sessions. In the last session (that had to be complemented with one extra session), each participant presented his/her school's educational project using a WCD lens (as happened in PT with small adaptations).

## Evaluation

The course was evaluated by CEPCEP both regarding student satisfaction and impact. This evaluation was conducted by two faculty members of UCP that participated with the Spanish team in the evaluation of the WCD program. Therefore, the evaluators had previous knowledge about the aims of the course and used part of the previous questionnaires. Though they are faculty of UCP, the evaluators did not participate in the design or offering of the course. The evaluation report is available in Portuguese. A summary in English is presented under.

A questionnaire regarding WCD, one's capacity as a leader and the role of leadership was given at the beginning of the course. This questionnaire was given again after the course ended. At the end of the course a questionnaire for evaluation of the course was also given. The first questionnaire had a 48,8% response rate. The response rate of the final questionnaires was 78%.

### Evaluation of the course

At the end of the course, the trainees were asked to assess some dimensions with a scale from 1 to 6 (1 – completely unsatisfied / 6 – completely satisfied). Figure 1 shows that the average assessment given to all dimensions was over 5 and that the dimension better assessed was “support and availability of the teachers” and the dimensions less well assessed (though over 5) were “management of the dynamics of the session” and “interest of the contents”.



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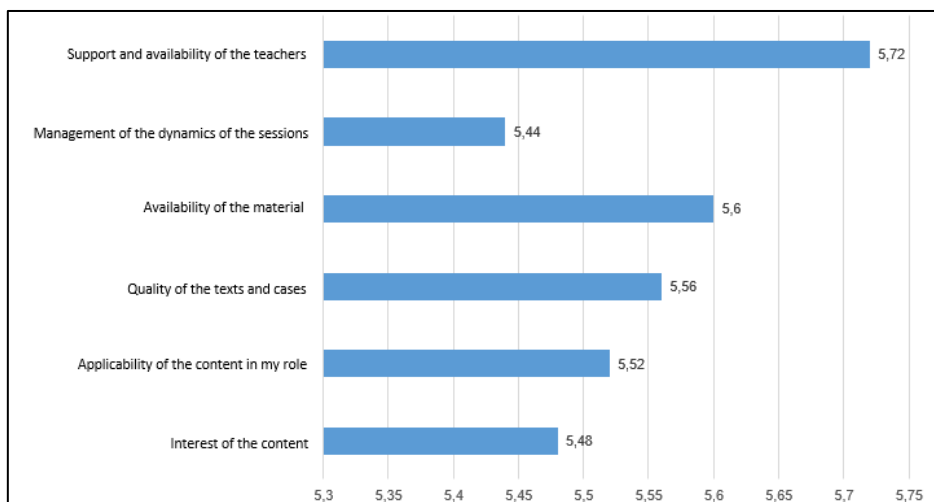


Figure 1. Average assessment of the course on a scale from 1 to 6

### Impact

Regarding most of the statements regarding the students` perceptions on leadership and their personal context, we only observed slight changes, which can be explained not only by the impact of the course, but also by having a higher response rate in the post-test than in the pre-test. The biggest discrepancies found were a greater agreement with the statements “I consider myself to be a well prepared leader and to have the knowledge to set and achieve the goals of my school” and “My training in leadership is adequate to be a school leader”, which points to the fact that the course has contributed to the trainees feeling more empowered to exercise their professional positions. There is also greater agreement with the statement “A good leadership team makes students` and staff`s life`s better””, which may indicate that a greater awareness of the importance of the roles they perform is more motivating and responsible. On the other hand, there is less agreement with the statement “My personal traits are adequate to be a school leader”, which indicates that self-knowledge is a prerequisite for personal development, and that the course may have helped the trainees to recognize some dimensions in which they can improve.

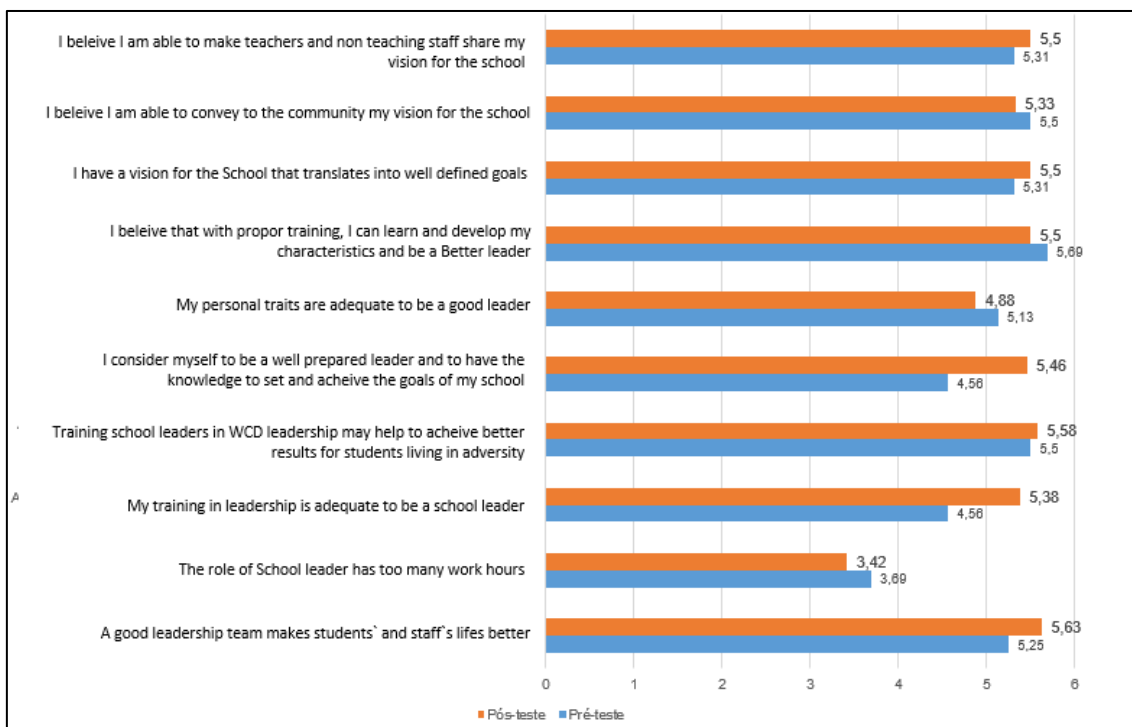


Figure 2. Students' perceptions on leadership and their personal context on a scale from 1 to 6.

Regarding the importance conveyed by the trainees to each dimension of WCD, we observed that all dimensions of WCD are more valued after attending the course. Even though their importance is relatively well evaluated in the pre-test, all dimensions' importance is close to the top of the scale in the post-test. The "social and civic" dimension stands out as the one whose valuation has increased the most, followed, curiously, by the "cognitive".



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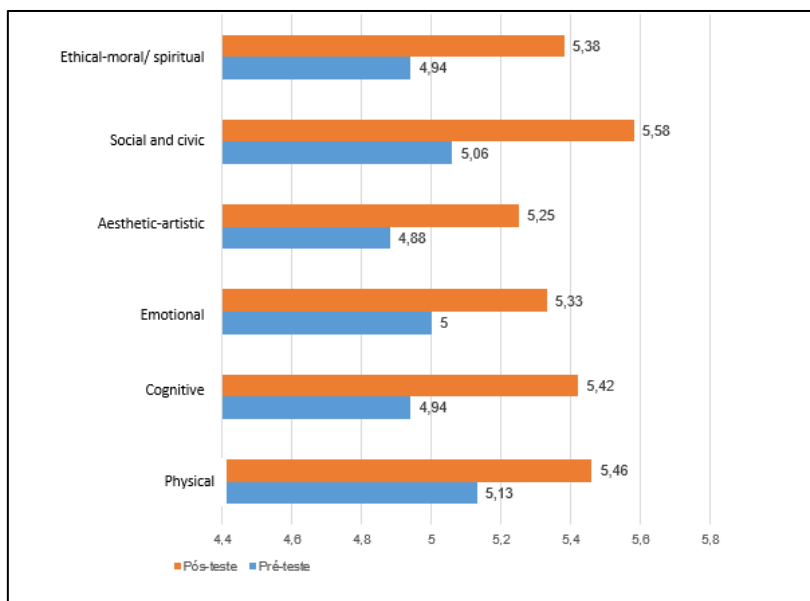
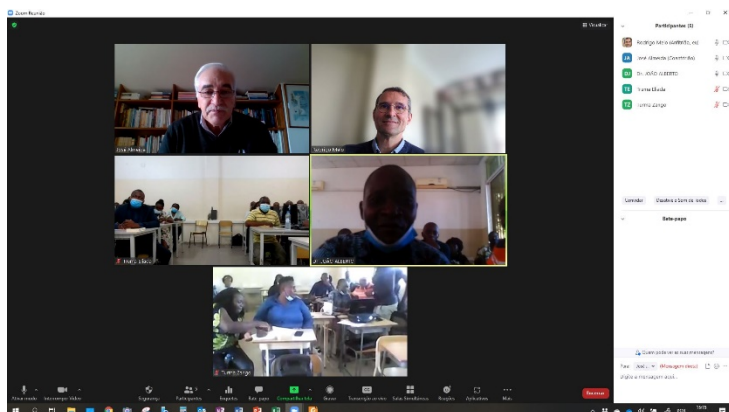


Figure 3. Students` perceptions on the importance of the WCD dimensions on a scale from 1 to 6.

### View of the trainers

The trainers consider the course to have been very interesting though challenging to teach. Firstly, the public school system in Luanda faces huge challenges that the school leaders have to address on a daily basis. Both regarding material needs and human resources. This fact has to be considered when addressing the use of a WCD lens in the leadership role. Secondly, though the course was attended in two rooms in Luanda prepared for this event, the internet connection was not always stable and this was a challenge during the sessions. Thirdly, there are important cultural differences that impact interpersonal relations between trainers and trainees. This, added to the fact the course was online, brought extra challenges.

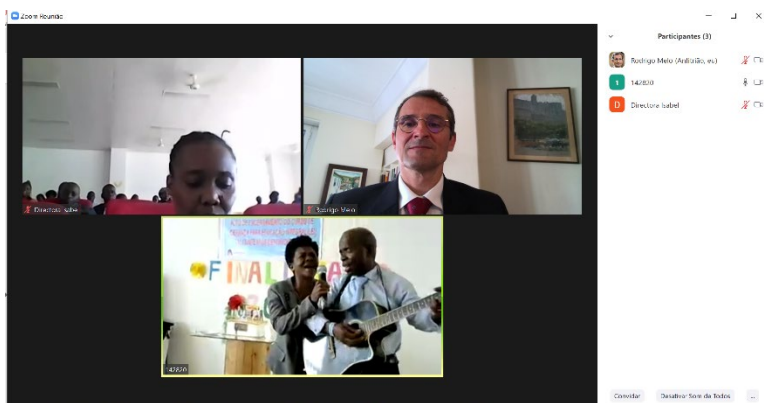
However, both trainers and trainees value the experience very much. This appreciation was translated in the fact that the trainees organized a “graduation ceremony” with speeches and online participation by the trainers.



Screenshot of one session (25/02/2022). The two trainers and the two classrooms.



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Screenshot of the graduation ceremony (17/06/2022). A cultural moment.



Picture of one student receiving her diploma from a Chief of Division from the Municipal Direction of Education of Viana-Luanda.

Pictures and video of the event: <https://www.dropbox.com/sc/fo/s6idao411wh565se0j1w/h?dl=0&rlkey=6q6vkdsontx9kbgqsgpxkl4ce>

## Conclusion

The pilot program in Luanda was a successful experience. The syllabus proved adequate and the trainees evaluated their experience very positively. The main problem was internet connection. In all sessions we experienced difficulties in setting up the zoom meeting for all and from time to time we would lose connection and have to wait for a new setup.

We are planning to offer a new edition of the WCD Leadership course for school leaders in Luanda. This time, the challenge will be to train trainers that may in the future offer parts of the course face to face or at least that on a role of local teaching assistants.