

Financing and commercial technical rationality in teacher training programs in Angola: a study of the Aprendizagem para Todos Program – PAT (Learning for All Program) ☐

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1. Introduction

This chapter aims to analyse the construction and the consolidation of the agenda based on the technical mercantile rationality for programs of initial and on-going training of Angolan teachers in the 2010-2020 period. To this end, it focuses on examining the Education for All Project (PAT), in implementation since 2013, with funding and technical assistance from the World Bank and the *Calouste Gulbenkian Foundation*.

It is understood that commodification is inseparable from the State agency and, therefore, from the classes and local classes fractions and their links with the hegemonic capital fractions. In education, it is associated with the process by which facets related to school education are transformed into a niche market and the subsumption of education to entrepreneurship and global guidelines related to capital, such as international organizations (Motta; Andrade, 2020). In this process, actors who build, create, and implement educational policies emerge within the national borders. Among them, there are transnational private actors, research organizations, and entrepreneurs, who promote the educational policies they consider appropriate (Ball, 2014).

The research that underlies this text has a qualitative approach and was carried out from a bibliographic and documentary survey, whose documentary corpus was composed of PAT plans and reports, World Bank (WB) documents for the African continent, Angolan educational legislation, and other documents that support the right to education. It is organized into two main topics: the first deals with aspects that integrate the development of global technical rationality aligned to the New Public Management (NPM) and privatization elements, where one of the main disseminators is the World Bank with a teacher training project; then we examine the PAT as part of a mercantile agenda of skills, as an empirical representation of the perspective

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of the mercantile fundamentals under teacher training in Angola; in the end, we draw conclusions about the risks that the movement of technical mercantile rationality brings to the studied region.

2. Global technical rationality and its relations with education

Since the threshold of the 21st century, the world has been undergoing transformations involving the State's action in the search for efficiency and quality standards. One of the forms of this change has been occurring through the privatization of services and the economization of knowledge, accepting that, at the political level, the modes of regulation of educational policies are increasingly convergent and that, at the cultural level, common standards are trans-nationalized, that results from the recognition of principles about ways of being and living (Bortot, 2022). A characteristic of these standards is the rise of the discourse of good practices that place mercantile standards in education at the centre, an increase closely related to a global educational policy (GEP) existence (Robertson, 2012).

According to Verger and Normand (2015), in recent years, these elements have integrated the NPM and the GEP, both in industrialized and developing countries. NPM aggregates a set of private management principles that are indicated for services optimization within the public sector, which starts to incorporate values and market strategies to optimize its action with flexibility, efficiency, and low cost (Scaff; Souza; Paxe, 2018). Verger and Normand (2015, p. 614-615) affirm that "their discourses and instruments circulate globally but are reformulated and translated into national and local contexts in such a way that the policies developed can have very differentiated approaches".

The growing presence of non-state actors in public policy formulation processes contributes to redefining governance relationships and responsibilities in different spheres. The increased role of non-state actors must be understood in relation to the paradigm shift from government to governance, whereby the state loses exclusive control over policy formulation (Rhodes, 1994). In these terms, the State is influenced by capitalist rationality to adopt a new governance model, centred on the effective implementation of competitive logic to the detriment of the principle of public law and policies for the protection and promotion of social justice (Dardot; Laval, 2016).

In this scenario, under the discourse of efficiency and modernization from the global to the local, there is a vast openness to commodification and rationality, which also affected the educational field through the exogenous and endogenous privatization

of education. According to Ball and Youdell (2008), exogenous privatization is defined by the authors as that which involves opening public education services to the private sector through agreements based on economic benefit and the use of the private sector in the design, management, or provision of different aspects of public education. On the other hand, endogenous privatization involves importing ideas, methods, and practices from the private sector to make the public sector increasingly commercial. (Ball; Youdell, 2008). It is indicated that, for the most part, these types of privatizations tend to be intertwined and hybrid (Fontdevila, Verger & Avellar, 2023).

Based on Adrião (2022), Martins and Krawczyk (2016), and Fontdevila, Verger & Avellar (2023), privatization in education occurs on several fronts, whether through the educational offer, public education management, and curriculum. It ranges from the transfer of assets, creation of new markets, liberalization, and transfer of responsibilities from the public sector to the private sector, in addition to influencing, in the form of capital, the content of public education policies. Such actions are especially explored with the policies of institutions such as the OECD, WB, and IDB, as well as international private conglomerates, which focus, for this, on specialists and finance the government in the orientation of its educational projects to its objectives, whose education standards are defined internationally that originate quality education for all has been directly affecting teacher training. These discourses circulate among organizations and, later, among ministries and other actors as good practices to be followed.

This can be observed in Angola and Brazil when the WB finances and influences good practices and programs based on these characteristics for education, whose teacher training is one of its main fronts of action (Bortot, Brás, Scaff, 2022). Since the 1990s, teachers, in WB documents, have been seen as key players in improving student learning rates. Since *Prioridades y estrategias para la educación* (World Bank, 1996, p. 4), teachers are considered an educational input like so many others. More recently, in 2011, the WB launched the “2020 Strategy for Education: Education for All – Investing in People’s Knowledge and Skills to Promote Development”, built through consultations with governments, development partners, students, teachers, researchers, civil society, and business representatives from more than one hundred countries, according to the participation guideline adopted by the WB in recent years (World Bank, 2011).

According to the 2011 document, there is a gap between the years of schooling and the *knowledge and competencies* people need to develop to contribute to the economic growth of their countries based on the right to learning. In this sense, it is part of the Bank’s agenda:

[...] support reforms of educational systems. The term “educational system” typically refers to public schools, universities, and training programs that provide education services. In this strategy, the “educational system” includes the **full range** of learning opportunities that exist in a country, **whether they are provided or funded by the public or private sector (including religious organizations, non-profit or profit organizations)**. It includes formal or non-formal programs in addition to the full range of beneficiaries and stakeholders in these programs: **teachers, trainers, administrators, staff, students and their families, and employers**. It also includes the rules, policies, and accountability mechanisms that agglutinate an education system, as the resources and financing mechanisms that support it (World Bank, 2011, p. 5, emphasis added).

Years later, the World Bank (2017) listed dimensions of what it called a learning crisis, namely: unsatisfactory learning outcomes; a break of the relationship between teaching and learning; systemic causes of a political nature; “Teachers do not have the skills or motivation to teach effectively. Teachers are the main factor affecting learning in schools” (World Bank, 2017, p. 1-3, our translation). In this direction, in the following year, the WB published a new study entitled “*Informe sobre el desarrollo mundial 2018: aprender para hacer realidad la promesa de la educación*” (World Bank, 2018), highlighting that educational reforms allow countries to enjoy long-term economic development benefits, preparing people for work and life. It brings the concept of learning in its instrumental sense and dissolves the function of education, of the historically accumulated appropriation of culture and science. In this perspective, based on Libâneo (2012), the concept of learning for the WB expresses, once again, a restricted view when referring to minimum learning, that is, basic skills for survival, with teaching, and, consequently, learning, reduced in skills and competencies.

In this context, the WB is an important agent of a continuum of teacher training, based on “competencies, the definition of learning goals embodied by descriptors, external and census evaluation, technological intensification and the corresponding expropriation of teachers’ knowledge” (Leher, 2019, p. 8). From this perspective, the Bank’s technical rationality comes to organize, under the discourses of good practices and the importance of partnerships, the pedagogy of competencies, where the exogenous dynamics of privatization interact dialectically with endogenous technologies of political privatization strongly influenced by a global policy with “accountability relationships between the various actors and participants in the

education system so that this relationship is clear, consistent with functions, measured, monitored and supported” (World Bank, 2011, p. 6).

Recently in Angola, the reformist agenda of educational policies has been constituted in such a way that teachers are the centre of the programs and agendas modelled by the WB, which has been outlining funding goals and training content, mobilizing partners, and instituting the discourse of economics and social development based on market logic and skills, consistent with economic imperatives and educational management models focused on decentralization, evaluation and teacher accountability; to rationality and performativity (Paxe; Scaff; Souza, 2018; Marques, 2021). In this sense, with a view to professionalizing teachers, the following programs were implemented: in 2008, PREPA (Teacher Training Project for Primary Education in Angola), in 2009, SABER MAIS (Program to improve the teachers’ skills in Teaching Schools for the I Cycle of Secondary Education) and, from 2013, the PAT (Learning for All Project), which has the collaboration of the international business sector, namely: the World Bank and the Calouste Gulbenkian Foundation (CGF).

In the next item, we seek to apprehend current teacher training policies in Angola and their articulation with the PAT to subsequently analyse the program’s mercantile agenda of competencies.

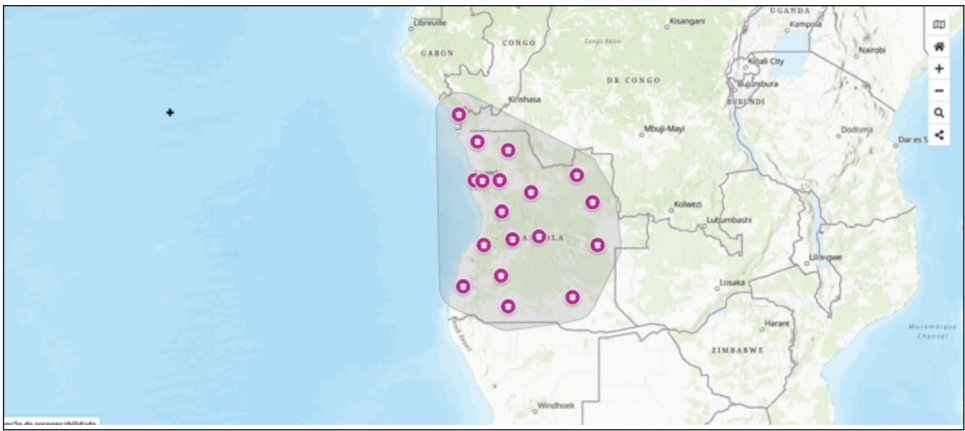
3. Implementation of the mercantile agenda of competencies in teacher training programs in Angola

Since 2007, with the approval of the Teacher Training Master Plan, the Angola Ministry of Education has implemented a set of training programs for teaching staff aimed at improving the efficiency of the education system, as provided for in the Integrated Strategy for Improvement of the Education System for the period 2001-2015, formulated by the Government of Angola, with the support of United Nations agencies such as UNESCO and UNICEF, after the 2000 Dakar Education Framework. Teaching professionalization focuses on training, mentoring, monitoring teachers, and evaluating their performance in the classroom, through short-term training.

PAT is a national program approved in September 2013 and managed by the World Bank. The Program is one of the actions created within the macro-political framework of the Angolan government, in partnership with the World Bank, namely the Long-Term Strategy Angola 2025 (Angola, 2007) and the National Development Plans 2013-2017 and 2018-2022 (Angola, 2012; 2018) which elected basic education and higher education as its main priorities, to promote human development and education of the Angolan citizen, which is based on education and lifelong learning.

The effective start of its implementation was in June 2014, with the objective of preparing, implementing, and testing a training program for basic education teachers whose activities directly impact teachers, school principals, and central and municipal education technicians (PAT, 2022). With the first phase ending in March 2022, it reached more than 15,000 teachers across the country, as can be seen in Figure 1.

Figure 1. Geographical Representation of Points where Pat was located in Angola



Source: World Bank – PAT, 2022.

The PAT integrates the actions of the Angolan government concerning teacher training, corroborating the objective of:

To ensure that, according to the quantitative needs of the educational system, teaching functions in preschool education, primary education, and in each discipline of the I and II Cycles of Secondary Education (general, technical-professional, and pedagogical) are ensured, in each province, by teachers who are properly qualified and well-performing (Angola, 2018, p.4396).

In Angola, the Legal Regime for the Initial Training of Childhood Educators, Primary School Teachers, and Secondary School Teachers approved in 2020 (Angola, 2020), is a foundation for regulating the structure and functioning of pedagogical secondary and higher education institutions. The teaching professional qualification

areas that each institution and initial teacher-training course certifies and enables are described in Table 1.

Table 1. Initial teacher Education Levels by Professional Qualification Areas

Teaching professional qualification area	Education Level	Courses of Study
Childhood Educator	College	Degree in Childhood Education
	High School	Secondary Course in Childhood Education
Elementary School Teacher	College	Degree in Primary Education
	High School	Secondary Course in Primary Education
Teacher of the I Cycle of Secondary Education	College	Degree in Teaching: (specific scientific areas of the I Cycle subjects - 7th to 9th Grade)
	High School	Secondary Course in Teaching: (specific scientific areas of the I Cycle subjects - 7th to 9th Grade)
Teacher of the II Cycle of Secondary Education (high school)	College	Degree in Teaching: (specific scientific areas of the subjects of the II Cycle - high school)

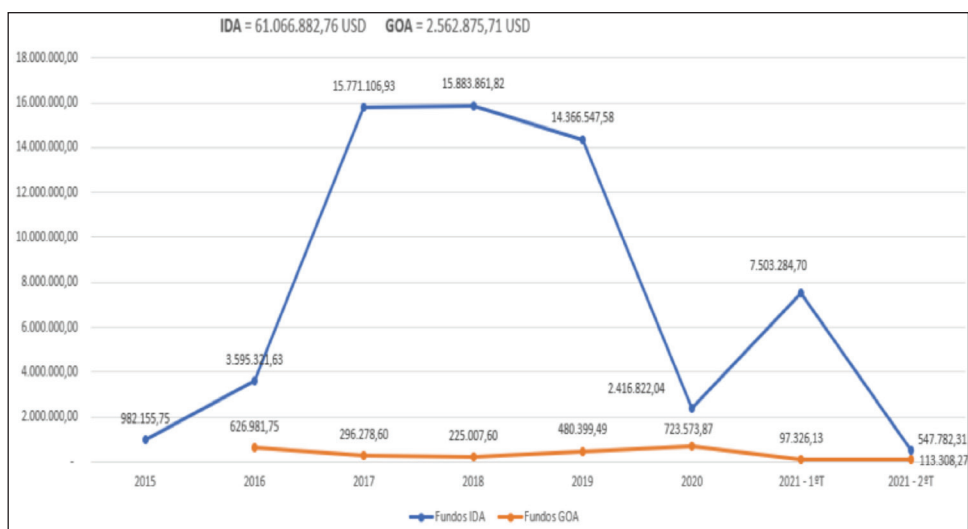
Source: Elaboration of authors based on the Legal Regime of Initial Training of Childhood Educators, Primary School Teachers, and Secondary School Teachers, 2022.

The initial education of teachers working in basic education (from preschool education to high school) occurs mostly in high school institutions, according to data from the National Institute for Training of Education staff (INFQE). This executive body of the MED points out the existence of 98 schools of teacher training at the secondary level in the 18 Angolan provinces, the so-called “Schools of Magisterium”, and at least 35% of them are in the municipalities of the interior and in the most remote areas of the country (INFQE, 2021).

As for continuing training, it takes place in educational institutions through seminars and other annual training actions, as well as programs and projects implemented and managed by INFQE, funded by the Angola Government and/or by international regulatory agencies, such as the UNESCO, the UNICEF, and the World Bank, as also pointed out Quimbamba (2021).

The PAT, in the middle of Angolan teacher education policies, is one of the main training initiatives with the Government of Angola. The budget approved at the beginning of the PAT was USD 80,000,000.00, of which \$75,000,000.00 was related to the financing of the *International Development Association* (IDA) and \$5,000,000.00 of Angola Government funding (GOA). Figure 2 illustrates the disbursement of the program in a historical series of 2015-2021.

Figure 2. Financial Implementation 2015-2021



Source: PAT, 2022.

Of this amount, a predominance of financing comes from the WB through subsidy. The Project directly integrates 18,846 education professionals, distributed among teachers, school principals, members of school boards, educators of the Pedagogical Influence Zones³⁹ and Teaching Schools, supervisors, inspectors, facilitators, provincial and municipal education coordinators, accountants, project technicians themselves, members of the Technical Group of the National Evaluation System and technicians of The Ministry of Education (MED) (PAT, 2021), subdivided as shown in Table 3.

³⁹ Pedagogical Influence Zone is a methodological support body that brings together a group of schools closer to each other from a reference school called the Headquarters School or Resource Center (Ministry of Education 2016, p.10).

Table 3. Pat Direct Beneficiaries

Group of direct beneficiaries						
Teachers	ZIP Educators	EM Educators	Supervisors	Provincial and municipal education staff	Accountants	PAT Staff
15.000	669	60	43	228	36	19
Facilitators	Inspectors	School Principals	School Council Members	ZIP Municipal Coordinators	GTSNA Staff	MED Technicians
30	18	842	1684	167	26	24
Total	18.446					

Source: Bortot, Brás & Scaff (2022).

The teachers who benefited from the project belong to the MED staff integrated into the teaching career in the different provinces and municipalities of the country and, as State employees; their remuneration is paid by the Angolan government. However, they still benefit from a subsidy paid by the World Bank for their participation in the activities of the PAT, that is, during the frequency of training and evaluations of the project. The same occurs with the MED technicians, school principals, inspectors, supervisors, and educators that, being in the machine of the State, receive subsidies from participation in the activities and tasks of the PAT. From these beneficiaries, school board members do not receive any grant directly from the project, bearing in mind that the project only supports its creation and operation by providing support materials for regular activities, such as working meetings.

In addition to the direct beneficiaries, PAT indirectly benefits 500,000 elementary school students through “a higher quality education in the subjects of Portuguese Language and Mathematics, taught by teachers better prepared from a didactic point of view” (PAT, 2021, p. 9).

The concern with the education typology of teachers who work fundamentally in basic education constitutes a constraint to guarantee the improvement of the quality of teaching, pointing out the need to provide teachers with “opportunities for the development of professional competencies, predominantly focused on the improvement of practices in the classroom and pedagogical coordination at school” (Angola, 2018, p.4399). To this end, programs should be implemented to update and strengthen

professional knowledge and competencies for teaching practice, so the PAT seeks to respond to this purpose of the teacher training policy in Angola.

A concern that has been reinforced by the MED data from 2019 that point out that, of the 202,724 teachers who worked in public schools that school year, 22.9% (which represents 46,562 teachers) have no pedagogical training, whether high school or higher (Angola, 2019). Therefore, the PAT, by being configured as a program for the continuous training of primary school teachers in Angola, using a cascade training methodology, since 2016, allows the training of at least 15,000 teachers in the areas of Portuguese Language, Mathematics, Pedagogical Assessment in the classroom (EGRA - Early Grade Reading Assessment and EGMA – Early Grade Mathematics Assessment), Special Education and Pedagogical Differentiation.

3.1 Influence of partner subjects in PAT

The PAT, while a Teacher training program that integrates Angolan educational policies since its formularization, counts on the competition of international institutions partnering with the government of Angola, with emphasis on the Calouste Gulbenkian Foundation (CGF) – a perpetual institution of Portuguese nationality for charitable, artistic, educational, and scientific purposes – created in 1956 by the will of Calouste Sarkis Gulbenkian, a philanthropist of Armenian origin (Calouste Gulbenkian Foundation, 2021). This European foundation has implemented development partners in Africa, in the five Portuguese-speaking African countries (PALOP), namely Angola, Cabo Verde, Guinea Bissau, Mozambique, and São Tome and Principe, with gross operating costs of 2.9 million Euros.

In Angola, the Foundation intervention in the PAT results from an invitation made by MED:

Following the work carried out under the PREPA – Teacher Training Project for Primary Education in Angola -, which consisted of training educators, producing guides and training modules, and equipping and organizing an Educational Resources Center at the Primary School in Benguela, the Gulbenkian Foundation was invited by the Ministry of Education of Angola to present a proposal for the continuous training component of teachers of the Education for All Project (Calouste Gulbenkian Foundation, 2021).

Consequently, in response to the invitation, CGF took over the functions as the manager of this initiative created under the World Bank's *Learning for All* fund, and hired in 2016, to carry out the project, the technical support services of the School of

Education of the Polytechnic Institute of Setúbal (Portugal) who has been since the beginning of the implementation of the project in charge of “coordination at various levels – geographical, skills of trainees and trainers, disciplinary, training and training supervision” (Calouste Gulbenkian Foundation, 2018). The School of Education of the Polytechnic Institute of Setúbal team consists of about “20 teachers and involves an overall budget of around 1.2 million euros” (Polytechnical Institute of Sétubal, 2017). These teachers coordinate the training in the five training centres linked to the project, namely in Luanda, Saurimo (Lunda Sul), Lubango (Huíla), M’Banza Congo (Zaire), and Huambo, advising about 800 ZIP trainers who, in the following May and August, will ‘rationalize’ this training in about two hundred places, for primary school teachers (Polytechnical Institute of Sétubal, 2017).

Under the terms established by PAT, the strategy of management, evaluation, and monitoring of teacher training, the design and elaboration of pedagogical support manuals and school management orientation guides, such as the elaboration of the school educational project and the functioning of the Zones of Pedagogical Influence (ZIP) are assumed by the teachers of the Superior School of Education of Sétubal. This submits Angolan education professionals, from tutelage technicians to teachers, a regime of subalternation and dependence on their driving axis, configuring not only the importation of an educational policy but the subjugation and tendency of intellectual domination of Portuguese specialists over Angolan professionals and as leading to the privatization of education.

3.2 The pedagogy of competencies as a continuum PAT formative

Considered a project to reinforce and train staff in the Education sector developed by the Ministry of Education of the Republic of Angola, with the support of the BM, PAT has as its areas of intervention “Teaching Skills and School Management, Assessment of Student Learning and Project Management” (PAT, 2021, p. 9). To this end, the following components are established: Improve Teacher Skills and School Management of Primary Schools in Designated Project Areas; Establish a Student Learning Assessment System and is expected to support the Ministry of Education in its efforts to improve the Student Learning Assessment System; Support the Project implementation by strengthening the management capacity at the local level and supplying resources to support the PAT Management Team.

Strengthening teachers’ competencies and reforming initial teacher education (PAT, 2022) are central axes for achieving these objectives established in the compo-

nents. These competencies of teachers and school management are linked, directly and exclusively, to the learning competencies to be measured on a large scale, where Portuguese and Mathematics stand out with training activities arising from Manuals that are a “set of training materials (modules), for scientific and pedagogical updating of teachers, and a set of sheets (pedagogical kit) for use in the classroom with their students” (PAT, 2019).

Therefore, the idea of improving teacher training for their better professional performance stands out and should imply a better classification of students in the evaluation of a large school to be institutionalized with a national pilot exam in 2022. The issue of measuring the quality of education through large-scale evaluation, which is based on a set of Manuals for the learning of Portuguese and Mathematics, in addition to aspects related to management through Pedagogical Supervision manuals that seek to develop teaching, learning and schoolwork effectively “in a flexible way taking into account what seems to be most useful for student learning” (PAT, 2018, p. 22). Therefore, pedagogical work leads to the development of useful competencies for learning specific disciplines. For Sudbrack, Fonseca (2021) is a new orthodoxy of reforms that is part of the neoliberal ideology:

“[...] which is transmitted worldwide, regardless of the pattern of economic and social development of nations. During the announced Reforms, the measurement of the quality of education via large-scale tests has been considered an appropriate mechanism to indicate educational quality, in the sense that, since they are quantifiable, they would be more “concrete” (Sudbrack, Fonseca, 2021, p. 9).

This project adopts a methodology focused on six training modules “aligned with the MED learning goals: (i) Portuguese Language; (ii) Mathematics; (iii) Pedagogical evaluation in the classroom; (iv) Pedagogical differentiation I (v) Pedagogical differentiation II; (vi) Inclusive special education” (PAT, 2020, p.14). In these terms, a training design values the pedagogy of competencies, a more practical training where teachers’ experiences are valued to the detriment of a more theoretical training” (Pansardi, 2011, p. 137).

The pedagogy of competencies would constitute a teaching that is effectively useful, “[...] what counts is being able to read the use manual of a device and be able to use it. (Maués, 2003, p. 107). This training bias for competencies in the context of the PAT extends equally to the idea of improving school managers’ performance. In this regard, Sudbrack and Fonseca (2021) consider the following:

Supranational regulation operates by conveying a discourse in which the manager is a problem solver, the learner, and the decision maker who governs with and through monitoring. The categories that are elected echo what Fonseca (2011, p. 225) alludes to, that is, that we were overflowed with concepts that go through “quality”, “accountability”, and “competence”, among others, in their ambiguities of management matrix (Sudbrack; Fonseca, 2021, p. 10).

By directly promoting a teacher training project to increase the number of teachers in the country, the Bank influences the quality of training. It presupposes a large-scale intervention in teacher training mechanisms in the country (World Bank, 2013). Quality involves, from the perspective of the World Bank (World Bank, 2011; 2013), the adequacies of training to new skills that were required of the worker, in general, to “make schools and teachers more responsible for results, especially learning outcomes” (World Bank, 2011, p. 141).

This is present in the project because it aims to indirectly train “500,000 primary school students benefited from a higher quality teaching in the subjects of Portuguese Language and Mathematics and taught by teachers better prepared from the didactic point of view” (PAT, 2021, p. 9), with a view to reach and measure the quality of training through “National Evaluation 4th and 6th classes, Pilot of National Exams and Specialization in educational evaluation” (PAT, 2021, p. 16).

The results of the PAT based on the Information Bulletin of the MED points out as intermediate and final results of the project until 2019, “better-qualified teachers in pedagogy and teaching methodology of the Portuguese Language and Mathematics, socialization of good practices, improved reading and writing skills of students, as well as improvements in the fulfilment of school curricula” (Quimbamba, 2021, p. 80), highlighting the perspective of improving the professional performance of teachers and the search for better school results of primary students in Portuguese Language and Mathematics. Therefore, the diffusion of good practices is associated with the need to evaluate its impacts, which corroborates the Bank’s educational project, an experimentalist policy, and methodology that can be characterized as technical, more practical, and focused on the competencies of know-how, such as PAT, focusing on the evaluation of the results, and not exactly on human development, in its broad sense, by education.

In this direction, the *teaching, based on the continuum formative* of efficiency and effectiveness of the results, became a key element to improve student learning rates, aligning with the World Bank guidelines since the 1990s. Thus, “framing global poli-

cies” (VERGER, 2018, p. 8) in local contexts to develop teaching competencies to integrate a major project of harmonization of teaching and management for greater control and effectiveness of teaching, aimed at the *right to learning*.

In this mercantile conception, the right to learning implies that subjects have no right to the set of other rights that composes educational quality but those measured by the mechanisms that integrate efficiency and school competence. Therefore, the special focus of the Project is dedicated to the training of teachers and managers under the justification of efficiency and modernization of a country with delay in schooling. However, this trend indicates the influence of a matrix based on technical rationality in the formative processes to the detriment of a foundation based on critical rationality, in which:

The proclaimed right to education becomes the right to learning and within the limits of the school, for then to become right to the basics, limited to reading and mathematics learning. Transmuted in the right to learning, are equally excluded all other dimensions of training other than cognitive, especially reading and mathematics, and the other disciplines and areas of training take light forms (for example, projects and areas) where the content is secondary, so that the student can focus on learning reading and mathematics, that is, the disciplines present in the tests (Freitas, 2014, p. 55).

This logic reiterates a formulation that takes the formative curriculum of teachers and education in a limited sense as a taxonomy that prioritizes the prescription of learning objectives and emphasizes an aspect of the cognitive dimension that can be measured. Thus, this logic secondaries more complex aspects of this dimension, in addition to contributing to disregarding other aspects of human formation, of an intellectual, ethical, and aesthetic order.

With PAT, the WB organized a software called TEACH to measure the components of pedagogical practices related to the “Quality of teachers’ teaching techniques that help develop students’ socio-emotional and cognitive capacities; Time devoted to learning” (PAT, 2022), being a classroom observation tool that evaluates teachers’ efforts to promote students’ skills. It is a classroom observation tool that was clearly designed considering the realities of low and middle-productivity countries for classroom monitoring and to evaluate ideas to improve further teachers’ teaching techniques (World Bank, 2019). Mediating teaching skills through applications from the pedagogical practices originated from the Project is a form of association with performance and with the emphasis on practice, the use of tacit knowledge acquired during the work, and the consolidation of mechanisms capable of scaling this productivity and exercising greater control over work activity (Silva, 2019).

The perspective that stands out on the direction of the PAT is characteristic of the educational projects financed by the WB since 2013. As Silva (2019, p.221), analysing multilateral cooperation in the context of teacher training policies in Angola, states that for the WB to achieve its learning for all mission, it has two strategic directions “reforming education systems, at the country level, and building a high-quality knowledge base for educational reforms at the global level,” since the PAT integrates the Institution’s actions focused on good practices.

Such elements have increased in developing countries, particularly in this article for Angola, the organization of regulations and standards about teaching skills through International Organizations for teacher training, through “technical programs that suggest (impose) diagnoses, methodologies, practices, solutions (often uniformly) that end up constituting a kind of ‘ready-to-wear’” (Barroso, 2018, p. 1083), based on studies and practices formulated by them. In addition to the projects, these institutions create comparison instruments, which become “[...] an instrument of political persuasion and a criterion for the formulation of judgments (of quality, effectiveness)” (Barroso, 2018, p. 1083).

The PAT and a continuum formative establishment demonstrated rationality through endogenous and exogenous routes, where international institutions promote the installation of interdependence by drawing national plans from global agendas to deal with problems that require international cooperation and/or alignment of national policies (Bortot, 2022). According to Peroni and Scheibe (2017), this occurs in teacher training, in the monitoring of educational systems, in the sponsorship of international assessments, not only through direct financing but through endogenous privatization, whose public management is governed by market rules, producing new technical rationality in education in the principles of efficiency, effectiveness, and teaching control to the principles of NPM in Angola.

The global technical rationality, led by the WB, frames by the NPM elements, and announces as trends of policies, between endogenous and exogenous aspects, to meet the very agenda aligned with the countries to develop, according to the Bank itself, “a high-quality knowledge base on the reform of the educational system” (World Bank, 2011, p. 6). In this sense, we understand that it is necessary for the context of Angola to think of a teacher training model that responds to the real needs of teachers, and national education professionals should assume a proactive role in the implementation of policies and programs, not being hostage to partner institutions and global agendas of education privatization.

4. Conclusions

Increase the number of teachers and, at the same time, align training with the global project of mercantile rationality. The PAT in Angola expresses this movement, which unites teacher professionalization with the competitive logic instituted worldwide through extensive assessments of scale, efficiency, and control of teacher training, aligned, to a large extent, with the strategies of the political influence of the private sector in the country rural educational sector, as indicated by Fontdevila, Verger & Avellar (2023). Thus, it is concluded that the common thread of this global education project integrates a larger task of harmonizing teaching and management in developing countries for greater control and effectiveness of teaching, which brings risks to the consolidation of critical teacher education and the consolidation of the right to quality education in the region. This can be verified when, according to the precepts of the NPM, the PAT directs the initial and on-going training of teachers and managers towards the international project of the right to learning and the regulation of education.

This demonstrates that the conceptions of performativity commodification and education by competencies, focused on transforming learning, imply the creation of a new culture of teacher education. The PAT has adjusted to the teacher training policies in Angola since 2011 but corresponds to a project centred on the pedagogy of competencies based on the paradigms of international organizations, on the subordination of education to standards of behaviour adopted a priori that must be evaluated and validated. This aligns with what Sudbrack and Fonseca (2021) analysed from programs of a new reformist orthodoxy, part of neoliberal ideals and NPM. Therefore, there is an external control that aims to produce a well-defined teaching subjectivity for market standards, where the formation of teaching skills focused on standardization mechanisms has become one of the objectives and objects of mercantile technical rationality of a training continuum that aims to model the individual according to market demands.

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