



Capacity development and planning

WORKSHOP

Luanda, 18-19 May 2010

Escola de Formação de Professores, No. 3031
Rua Albano Machado No. 82

Programme:

**“Mainstreaming of Cross-Cutting Issues in the Curriculum
of Schools and Teacher Training Institutions
in Angola”**

Concept note and Agenda

A. Workshop context and background

1. UNESCO CapEFA project for Angola “Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions in Angola”

The CapEFA UNESCO project for Angola represents a new phase of the assistance UNESCO provides to Angola for the reconstruction of its education system. It was launched in Luanda, at 20-21 April 2009 with the workshop “*Developing Capacity for the Mainstreaming of Cross-Cutting Issues in the Curricula of Schools and Teacher Training Institutions in Angola*”. It is developed in the framework of UNESCO’s participation in the UNDAF broader joint assessment and planning exercise for 2009-2013 as a means of contributing to capacity development in the realms of curriculum development components in the secondary education.

Since 2003, UNESCO, based on the support for education reconstruction in conflict-affected societies of the Japanese Funds in Trust and U.S.A., worked with the Ministry of Education in the following priority areas, namely:

- Teacher education and training (TET);
- Literacy;
- Education for vulnerable children; and
- EMIS¹ (see UNESS for Angola).

The new project is building upon developments and outcomes of the UNESCO 2006-07 CapEFA (Project phase 1) allowing for the expansion of the project into in-depth work on cross-cutting issues (CCI), among which most important are:

- Progress towards the finalization of the National Qualifications Framework for Teachers (NQFT);
- The establishment of learning centres (for OLD); and
- The exploratory work on mainstreaming of cross-cutting themes in the curriculum in the framework of the UNESCO IBE project “Curriculum Innovations and Poverty Alleviation in Sub-Saharan Africa”.

Given the importance of cross-cutting issues for the development of life and work relevant competencies, the new project aims to reinforce the capacities of decision makers, curriculum specialists and teachers to mainstream such cross-cutting issues in secondary curricula for both general and technical and vocational education.

In compliance with the country’s situation and needs, the Angolan Ministry of Education through its lead institutions (INIDE², INFQ³, DNEG⁴, INEE⁵ and Division of TVET⁶)

¹ Educational Management Information Systems

² National institute of Information of Development

³ National Institute for the Training of Executives

⁴ National Directorate for General Education (the acronym is in Portuguese)

distinguished six priority cross-cutting to be addressed in the context of the new project, namely:

- Peace and Human Rights Education;
- Gender;
- HIV and AIDS;
- Environment;
- Culture;
- Entrepreneurship;

Due to its focus on competency-development and transversal issues, the project is contributing to the implementation of the Education for All National Plan for Angola by way of enhancing quality in education and the development of relevant life skills. While, in the previous phase of CapEFA, emphasis was put on teacher education and training, literacy, education for vulnerable children and EMIS, this new project will now mainly address the integration and enhancement of cross-cutting issues in the secondary curriculum, thus focusing on quality aspects, such as the development of life and work relevant competencies.

2. Angola, UNESCO and International Bureau of Education

The transition of Angola from a post conflict situation, with emergency education needs, to a fast-growing economy, thanks to the consolidation of peace, calls for the establishment of a robust management, institutional and technical capacity within the educational system for the sustainable provision of a manpower whose qualifications and competencies match the needs of the labour market (UCPD and the draft UNDAF 2009-2013).

A key pillar of the Education reform in Angola is the *curriculum* reform. It is crucial that the new curriculum be informed by the essential attributes of quality found in the cross-cutting issues to be mainstreamed. To achieve this, a well informed and technically prepared leadership is needed. Targeting policy makers within the MoE and ministries in charge of the various Cross-cutting issues, teacher training colleges and curriculum developers as a priority is a way of ensuring ownership at top level and sustainability for the downward reach of teachers and learners.

The CCI, that are to be integrated in the Angolan secondary curriculum, are all comprehensively addressed in conventions, declarations and guidelines that UNESCO has the mandate to promote (gender, environment, peace and human rights, culture, HIV & AIDS, etc.). UNESCO is further tasked to lead the implementation of internationally approved frameworks (DESD⁷, EFA⁸, UNESCO/ILO⁹ normative guidelines, etc) for which it has established advocacy materials, policy guidelines and reporting mechanisms, regional

⁵ Inter-Agency Network for Education in Emergencies

⁶ Technical and Vocational Education and Training

⁷ Decade of Education for Sustainable Development

⁸ Education For All

⁹ United Nations Educational Scientific and Cultural Organization/ International Labor Organization

responses (TTISSA¹⁰) that are still weakly known and used at country level. It is necessary to break this double gap: International fora reaching decisions not disseminated for national ownership, and policy-making conducted without practitioners. By targeting policy-makers, curriculum developers and teacher trainers, the objective is to engage these beneficiaries in a joint process of discovery and understanding the conventions, the joint definition and implications for national policy formulation and implementation, and the joint commitment for exploring necessary resources and collaboration mechanisms for filling the existing gaps in the country. This hopefully will lead to better dispositions for reporting on the relevance of the framework to downstream teaching and learning, as well as to global monitoring and evaluation. UNESCO will bring the expertise available from the International Bureau of Education to support the Angolan Ministry of Education succeed in reforming the secondary curriculum.

The International Bureau of Education (IBE) is the UNESCO Institute specialized in *education and learning contents, methods and structures*. Its overall mission is to assist UNESCO-member states to achieve *quality education for all (EFA goal number six)* based on improving *learning and curriculum pre-requisites*, as well as *learning processes* and *outcomes* within the holistic framework of EFA. The IBE promotes a comprehensive approach of curriculum development, implementation and monitoring addressing all relevant aspects, from curriculum policies, as part of overall education policy making, to advocacy, development of curricula and learning materials, implementation at school- and classroom level, monitoring and evaluation of curriculum processes, and curriculum revision. It tackles equally relationships between curriculum and assessment, teacher education and training, teaching and learning strategy and learning environments. The IBE functions as an international centre for the development of contents and methods of education. It builds networks to share expertise on, and foster national capacities for curriculum change and development in all the regions of the world. It aims to introduce modern approaches to curriculum design and implementation, improve practical skills, and foster international dialogue on educational policies.

In line with UNESCO's statutory mission to act as facilitator of international exchanges, and promoter of international standards and norms in education, the IBE, as UNESCO's institute specialized in education/learning content, methods and structures aims to:

- Assist countries, governments and local communities to identify challenges and new opportunities of today's and tomorrow's world that impact on learning and curriculum;
- Provide professional support for capacity building in the realms of curriculum policies, design, implementation and evaluation by taking into account complex interactions between local, regional and international contexts, developments and expertise;
- Assists countries, governments and local communities in the context of improving curriculum processes and products through action-oriented, participatory approaches and effective partnerships amongst relevant education stakeholders;

¹⁰ Teacher Training Initiative for Sub-Saharan Africa

- Contribute, based on collecting relevant education data and comparative studies, to international debates on education trends and good policies and practices;
- Cooperate with countries, governments and local communities to identify education and curriculum-related Tools to fight against poverty, discrimination, exclusion and violence and to promote a culture of peace, human rights, fair access to resources and constructive management of differences.

With regards to Angolan education system, IBE provided the guidance and expertise in conceptualizing the process of mainstreaming, and facilitating the Capacity Development intervention during the 2006-07 CapEFA. It has undertaken with the main national counterpart (INIDE) over the past 5 years an action research project on “curriculum innovation and poverty alleviation in Sub-Saharan Africa” with entrepreneurial skills development (TVET), an area of relevance to the Angolan growing economy and youth employability. Hence, the partnership with IBE along with ED/HED/TED, and UNEVOC¹¹ with ED/UNP/DESD for embedding the whole intervention is expected to promote Angolan educational system for sustainable development. Moreover, IBE has established a clear cooperation framework with the curriculum development unit of the MoE (INIDE) and with UNESCO Windhoek that will serve as a basis for enhanced cooperation in the process of project implementation.

B. Organisers

UNESCO Windhoek Office
Angolan Ministry of Education
INIDE
UNESCO IBE

C. Participants (see attached list)

Approximately 30 education specialists and decision makers involved in curriculum development and teacher training, among which specialists in cross-cutting issues, representing:

- Responsible Departments for curriculum development and teacher training of the Angolan MoE
- INIDE concerned departments
- Teacher training institutions
- Relevant education NGOs

¹¹ International Centre for Technical and Vocational Education and Training

C. Venue:

Escola de Formação de Professores, No. 3031
Rua Albano Machado No. 82

D. Working languages:

Portuguese and English (with consecutive interpretation)

E. Workshop objectives:

1. To clarify conceptual and methodological issues pertaining to the **mainstreaming of cross-cutting issues** in the curriculum of schools and teacher training institutions
 2. To explore with relevant partners and education stakeholders the specific **needs and priorities** of the Angolan education system in terms of mainstreaming cross-cutting issues in the curriculum of schools and teacher training institutions
 3. To identify relevant **responses** to such needs and priorities, such as the development of national **Guidelines/Resource Packs** addressing the mainstreaming of cross-cutting issues in the curriculum of schools and teacher training institutions (focusing, for instance, on gender; culture/intercultural understanding; Peace and Human Rights Education)
 4. To design appropriate **strategies** for developing such Guidelines/Resource Packs during the period August – November 2010
 5. To develop an **Action Plan** for follow-up activities until February 2010 (i.e. objectives, resources, timelines, tasks and task distributions, expected outcomes, monitoring end evaluation)
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F. Expected outcomes:

1. **Shared and enhanced understanding** of conceptual and methodological issues pertaining to the mainstreaming of cross-cutting issues in the curriculum of schools and teacher training institutions (i.e. draft jointly developed **Glossary**)
2. Mapping out of needs and priorities to be addressed through the programme (i.e. **list of priorities** in terms of cross-cutting issues and specific needs related to the school curriculum and the curriculum of teacher training)

3. A preliminary **Outline** of national **Guidelines/Resource Packs** addressing the mainstreaming of cross-cutting issues in the curriculum of schools and teacher training institutions
 4. Agreed **Strategy** for developing such **Guidelines/Resource Packs**
 5. Agreed **Action Plan** for the period June 2010 – February/March 2011
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G. Working methodology:

- Plenary discussions combined with group work
 - Usage of projector, video footage and flipcharts + other METAPLAN facilities to enhance participants' interaction
 - Resources and handouts
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H. Agenda

	Day 1 – TUE 18 May 2010	Day 2 – WED – 19 May 2010
08:30-09:30	Arrival of participants	
09:30-11:00	<p>A. Opening session</p> <ul style="list-style-type: none"> - Introductory speeches (Ms. Alcina Ndjavera, UNESCO Windhoek Office; Ms. Dakmara Georgescu, UNESCO IBE; Mr. Pedro Nsiangengo, MoE/INIDE) - Presentation of the participants and expectations (Mr. Andre J. Diasala) - Overview of the Agenda (Mr. Ph. De Castro) <p>B. Plenary/Panel discussion. Conceptual and methodological aspects related to mainstreaming of cross-cutting issues</p> <p>(Ms. Dakmara Georgescu, UNESCO IBE; Mr. Andre J. Diasala)</p>	<p>A. Plenary discussion</p> <p>Inputs for developing an Outline of national Guidelines/Resource Pack (Ms. Dakmara Georgescu, UNESCO IBE)</p> <p>B. Group work – drafting the Outline of such Guidelines addressing the mainstreaming of cross-cutting issues in the curriculum of schools and teacher training institutions</p>
11:00 – 11:15	Coffee and tea break	Coffee and tea break
11:15-12:45	Group work: Needs and priorities in the Angolan education system	<p>Groups report back</p> <p>Summary: Agreed preliminary Outline(s)</p>
13:00-14:00	Lunch	Lunch
14:00-15:30	<p>Plenary discussion</p> <p>Groups report back</p> <p>Summary: What should the Programme focus on?(Mr. Andre J. Diasala)</p>	<p>Plenary discussion:</p> <p>Strategy and Action Plan to complete the national Guidelines/Resource Pack(s) by February/March 2011</p> <p>Workshop evaluation</p> <p>Concluding remarks (UNESCO Windhoek Office; UNESCO IBE; MOE/INIDE)</p>
15:30	End of the day	End of the workshop