



CapEFA Programme:

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

Workshop to develop

National Guidelines

**3 – 6 August 2010
Luanda, Angola**

Concept Note and Agenda

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A. Workshop context and background

The August 2010 workshop is planned as a follow-up activity to the “Capacity Development and Planning” workshop held in Luanda on 18 – 19 May 2010. These activities are core to the CapEFA Programme for Angola (“*Mainstreaming of Cross-cutting Issues in the Curriculum of Schools and Teacher Training Institutions in Angola*”) implemented by UNESCO Windhoek Office and the Angolan Ministry of Education (MoE) with the technical assistance of UNESCO IBE.

The CapEFA Programme for Angola was officially launched by UNESCO Windhoek Office and the Angolan MoE in April 2009 in the presence of relevant education stakeholders and partners, including the UNESCO entities involved, such as UNESCO IBE, UNEVOC and UNESCO/HQ/TED.

Before 2009, the emphasis of CapEFA was on teacher education and training, literacy, education for vulnerable children and EMIS. The new current focus on quality education through the inclusion and enhancement of the cross-cutting issues complements and sustains previous endeavours in the realm of education and aims to support the development of competencies relevant to life and work within the Angolan education system. The Angolan Ministry of Education, through its lead institutions (INIDE¹, INFQ², DNEG³, INEE⁴, and Division of TVET⁵) identified six inter-related cross-cutting topics to be implemented in the curricula: **Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship.**

Mainstreaming cross-cutting issues into secondary curricula of both general and technical and vocational education responds to the need of developing life and work relevant competencies (i.e. knowledge, skills, and attitudes). Life-related competencies can be defined as, “Competencies / skills which provide the learner with the capacity to undertake tasks or processes related to their day to day lives, regardless of their socio-economic, geographic or other circumstances.”⁶ Life skills can be incorporated into many areas of curriculum, and it seeks to promote positive attitudes and values, to develop specific skills and behaviours, and to prevent or reduce risky behaviours. Each of the six cross-cutting themes identified by the Angolan MoE directly aligns with life-related competency development, as they aim to promote positive attitudes, values and behavioural change based on appropriate knowledge and skills.

Work - related competencies can be understood as, “Competencies / skills which prepare learners for the world of work, but which are not specific to any industry or profession.”⁷ The world is changing at an extremely rapid pace, affecting the essence of how we learn,

¹ National Institute of Information of Development

² National Institute for the Training of Executives

³ National Directorate for General Education (the acronym is in Portuguese)

⁴ Inter-Agency Network for Education in Emergencies

⁵ Technical and Vocational Education and Training

⁶ Georgescu, D., Stabback, P., Jahn, K., Ag-Muphtah, E., and de Castro, P. (2008). *Preparation for Life and Work: Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in Developing African Countries*. Germany: Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) GmbH.

⁷ Ibid

interact, and work. Angola, in particular, is facing rapid growth since the end of its civil war in 2002. After nearly three decades of civil war, the country is now experiencing exponential economic growth. It has become one of the main oil producing nations in Africa, fuelling its fast-growing economy. The integration of cross-cutting issues associated with work-related competencies in Angolan school curricula (e.g. entrepreneurship) aspires to educate learners to participate in the new global economy, of which Angola is now becoming a stronger player. Life and work-related competencies are necessary components in contemporary Angolan education in order to improve its human capital and equip students for a future that is constantly changing.

The August 2010 workshop will reconvene the 30 participants of the May 2010 workshop to provide direct input for the development of National Guidelines⁸ for mainstreaming the cross-cutting issues. Much has already been done in the various cross-cutting topics, but there is a need to consolidate and harmonize the efforts and initiatives. The workshop aims to take stock of what exists, acknowledge what the gaps are, and to systematically plan and develop the National Guidelines that are specific to the Angolan context. The participatory process of developing the National Guidelines ensures that it is relevant to the education stakeholders that it is targeting.

In the previous workshop, a preliminary structure of the National Guidelines was agreed upon:

1. Policy and Strategic Part	
2. Theoretical/Conceptual Part	
Practical Part	
3.A Reference document for curriculum revision 1- Analysis of existing curricula and needs 2- Technical fiche for each of the selected cross-cutting issues (objectives; competencies; themes; resources; methodologies)	3.B Reference document for revising Teacher Training programmes 1- Analysis of existing curricula and needs 2- Technical fiche for each of the selected cross-cutting issues (objectives; competencies; themes; resources; methodologies)

This outline will serve as the basis for this current workshop’s agenda, with the workshop participants providing input into each of the parts. It is expected that the participants contribute their expertise in the development of the National Guidelines for mainstreaming cross-cutting issues in order for the content to be rich and relevant. Although the IBE will be responsible for the drafting of the National Guidelines, the input from the participants will be at outmost importance by providing its main substance.

The National Guidelines will be targeting teacher training institutions and curriculum

⁸ The National Guidelines are conceived as a Guidance and Resource Pack with a view to orientate education agents and stakeholders concerning the integration of cross-cutting issues in the curriculum of schools and teacher training institutions based on conceptual and methodological provisions, as well as examples of effective practices and inspiring literature.

developers. With the development of the National Guidelines, it is anticipated that the curriculum of schools as well as teacher training institutions will be strengthened, as they will have clear directions on how to mainstream the cross-cutting issues into the existing Angolan education system. The National Guidelines will serve as a valuable resource for those education stakeholders to address a recognized need of improving the quality of education by addressing life and work-related competencies that are embedded in the cross-cutting issues. The National Guidelines will offer curriculum developers guidance and resources in integrating the themes into existing subjects and curricula. Teacher training institutions will be able to use the National Guidelines to guide them in designing and delivering capacity-building programmes aimed at helping teachers to incorporate the six cross-cutting themes into the subjects that they teach. It is hoped that, in the future, teacher-specific materials will be developed and curricula will be revised and improved based on the National Guidelines.

The National Guidelines will have a role in enhancing Angolan curriculum and teacher training processes with a view to achieve Education For All (EFA) goals. The integration of cross-cutting issues in the schools and the development of the National Guidelines links with several of the EFA goals. The cross-cutting issues, with its relevance to life and work related competencies, contribute to Angola's achievement of the following EFA goals:

- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

In its 2005 “Strategies to Combat Poverty⁹” document, the Angolan government indicated the role that education plays in its national development efforts. It referred to Angola's “Action Plan for Education For All¹⁰”, whose goal of improving the education system was divided into three phases: Emergency (2003 – 2005), Stabilising (2005 – 2010), and Development (2010 – 2015). In its current Development phase, the focus is on consolidating the interventions of previous phases while emphasising the issue of quality education. The National Guidelines will directly contribute to this phase in Angola's education planning, as it provides a direct input into improving the quality of the education through the inclusion of cross-cutting issues in the curriculum and teacher training institutes. The life and work relevant competencies imbedded in the cross-cutting issues will undoubtedly enhance the quality of education in Angola.

The August workshop will help advance the work set out by the Angola government in improving its education system by emphasising life and work competencies through the inclusion of the six cross-cutting themes. The final outcome of the workshop, the National Guidelines, proposes to be a valuable resource for curriculum developers and

⁹ Angola Ministry of Planning. (2005) “*Estrategia de Combate a Pobreza.*”

¹⁰ Government of Angola (2001) “Plano de Acção Nacional de Educação Para Todos.”

teacher training programmes as they work to integrate the themes into secondary schools.

B. Organizers

Angolan MoE
UNESCO NatCom for Angola
INIDE
UNESCO Windhoek Office
UNESCO IBE

C. Participants

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

D. Venue

Hotel Forever, Rua da antiga Girafa, s/nº, bairro Benfica/ Luanda

E. Working Language

The workshop will be conducted in Portuguese, and the documents will be produced in Portuguese and English.

F. Workshop Objectives

This workshop aims to pull together the wealth of expertise that exists in Angola, to identify gaps in the curriculum, and to provide recommendations for future action in the context of mainstreaming cross-cutting issues. Specifically, the main objectives of the workshop are as follows:

1. **Articulate the need and added value** of developing National Guidelines on mainstreaming cross-cutting issues.
2. Finalize the **structure and format** for the National Guidelines;
3. Take stock and synthesize **what already exists** in Angola related to the cross-cutting themes;

4. **Identify gaps** in the curriculum that needs to be filled in terms of mainstreaming cross-cutting issues;
5. **Share knowledge and understanding** on the issues of Gender and Culture / Intercultural Understanding as cross-cutting themes.
6. For each component of the National Guidelines, **develop a detailed outline of the content** (i.e. objectives, competencies, subjects that can integrate [*e.g. History*], methodological means, etc.).
7. **Agree on a process** for the completion, dissemination, and field testing of the National Guidelines.

G. Expected Outcomes

The workshop is expected to inform the development of the National Guidelines, which aims to incorporate what is already in place in terms of cross-cutting themes, to highlight what exists, and to fill in gaps in the curriculum. More specifically, it is expected that the workshop will produce the following outcomes:

1. A **detailed outline for the National Guidelines** for mainstreaming cross-cutting themes into the Angolan secondary curriculum that will serve as the basis for the development of the National Guidelines. The National Guidelines will function as a Guidance and Resource Pack to orientate teacher training institutes, curriculum developers and other education stakeholders in Angola to adapt the curriculum to include the cross-cutting issues with a view to improve the quality of education. By providing political and strategic guidance, it will serve as an advocacy tool for the mainstreaming of the cross-cutting issues. Additionally, it will also provide guidance and resources that include practical strategies and methodologies for effective integration of each of the six issues (Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship).
2. An **inventory** of initiatives, resources, and materials that are related to the cross-cutting themes.
3. A **working plan** on the completion, dissemination and field testing of the National Guidelines.

H. Workshop Methodology

The active engagement of the workshop participants is critical to ensure successful outcomes, as the input from the participants will be core to the development of the National Guidelines. Before the workshop, the participants will be asked to prepare for the various sections of the workshop, including have responses to questions, presentations on some of the cross-cutting issues, examples of initiatives, materials, policy documents, resources, etc. that relates to the topic of mainstreaming cross-cutting issues.

During the workshop, there will be a balance between small group activities with whole group plenary discussions. It will be highly interactive, as the sharing of ideas and information will lead to the development of more thorough National Guidelines. We will also make use of flip charts, hand-outs, computers, and projector.

The workshop will focus on the three main parts of the preliminary outline of the National Guidelines, which was agreed upon during the May 2010 workshop. The Guidelines has three main parts: A. Political and Strategic part; B. Theoretical and Conceptual part; and C. Practical part, which addresses the six cross-cutting themes of Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship.

The workshop will begin by having the participants review the outcomes from the May 2010 workshop. One participant will summarize the work completed in May and indicate where the process of developing National Guidelines stands. Follow that, the participants will engage in a review of the preliminary outline of the National Guidelines. The questions that will guide that discussion include:

- *What would you add or change to the document structure?*
- *Can we include more details to this outline?*
- *What about the inclusion of a glossary?*
- *What about including a section on recommendations on addressing gaps that are identified?*

The following questions will guide the plenary discussions and group work for the remainder of the workshop:

A. Political and Strategic Part:

- *What are some arguments that can be made to support the development of the National Guidelines? Why do we need the National Guidelines? What is its added value?*
- *Why should we emphasize these six issues (Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship)? How do they fit into the Angolan educational goals?*
- *What policies, acts, documents, normative frameworks, etc. (national and international) exist to support mainstreaming cross-cutting issues?*
- *What is the relationship between teacher training and curriculum development?*

B. Theoretical and Conceptual Part:

- *What are the main theoretical and conceptual issues that need developing?*
- *Under each cross-cutting theme (Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship), what are the main concepts? What are key concepts you want students to understand and apply?*
- *How are these issues unique? How are they interconnected?*
- *What is their importance for quality education?*

- *What are controversial or sensitive issues to expect and consider?*

C. Practical Part:

General questions

- *What are needs specific to curriculum developers?*
- *What are needs specific to teacher training?*
- *How do we differentiate the practical part for each?*

For each of the cross-cutting issues (Peace and Human Rights Education, HIV and AIDS, Environmental Education, Gender, Culture/Intercultural Understanding, and Entrepreneurship):

- *What already exist*
- *What are gaps*
- *What are the objectives, competencies, themes, methodologies, subjects that can integrate the issue, resources, etc?*

The input from the participants during the workshop will serve to develop a detailed outline, or the core, of the National Guidelines. Detailed notes of the workshop discussions and group work will contribute to the development of the National Guidelines. During the four-day workshop, it is expected that a detailed outline will be produced, including the preliminary content for each section of the National Guideline.

Prior to and during the workshop, Eliana Carvalho M. and Philippe De Castro (IBE) will work with Jacinto André Diasala (INIDE) to coordinate the small working groups that will continue to provide further input into the development of the National Guidelines. These working groups will meet from 9 – 11 August 2010 with Eliana Carvalho M., Philippe De Castro, and Jacinto André Diasala to contribute more content for the National Guidelines, including expanding on issues discussed during the workshop, providing more resources, contributing inspirational anecdotes, filling in gaps, etc. During this work period, the working groups will finalize a working plan for advancing the draft of the National Guidelines, for its field testing, and for its dissemination and use.

It is expected that the working groups continue to provide input in the development of the final draft of the National Guidelines after the IBE representatives leave through communication via the Internet. IBE consultant Eliana Carvalho M. will utilize the input from the participants to write the draft National Guidelines in English. The expertise of the participants will be included throughout the draft, with more depth and developed content provided by the consultant. She will coordinate with Philippe De Castro for the document to be translated into Portuguese. A draft of the National Guidelines should be completed by August 31, 2010, in both languages.

WORKSHOP AGENDA

	DAY 1 Tuesday, Aug. 3, 2010	DAY 2 Wednesday, Aug. 4, 2010	DAY 3 Thursday, Aug. 5, 2010	DAY 4 Friday, Aug. 6, 2010
8:30 – 10:30	<p>Participants meet at INIDE, travel to venue</p> <p style="text-align: center;">10:00</p> <p style="text-align: center;">Opening Session <i>(IBE, INIDE)</i></p> <ul style="list-style-type: none"> - Group welcome and introductions - Overview of the workshop - Participant's expectations - Suggestions for revising the Agenda 	<p style="text-align: center;">Summary of previous day <i>(INIDE)</i></p> <p style="text-align: center;">Plenary Discussion C. Practical Part</p> <p style="text-align: center;">Plenary Discussion C.1 - Introduction and inputs for <u>Environmental education</u> <i>(IBE, INIDE)</i></p>	<p style="text-align: center;">Summary of previous day <i>(INIDE)</i></p> <p style="text-align: center;">Plenary Discussion C. 3 & 4 - Introduction and inputs for <u>Peace and HRE</u> and <u>HIV/AIDS</u> <i>(IBE, INIDE)</i></p> <p style="text-align: center;">Group work (5) C.3 & 4- <u>Peace and HRE</u> and <u>HIV/AIDS</u></p>	<p style="text-align: center;">Summary of previous day <i>(INIDE)</i></p> <p style="text-align: center;">Plenary Discussion C.6 - Introduction and inputs for <u>Entrepreneurship</u> <i>(IBE, INIDE)</i></p> <p style="text-align: center;">Group Work (7) C. 6 -<u>Entrepreneurship</u></p>
10:30 – 10:45	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>
10:45 – 12:45	<p style="text-align: center;">Plenary Discussion Review of work from previous workshop <i>(IBE)</i></p> <p style="text-align: center;">Group Work (1) Review Document Outline</p> <p style="text-align: center;">Groups Report Back</p>	<p style="text-align: center;">Introduction to the working group</p> <p style="text-align: center;">Group work (3) C.1 - <u>Environmental Ed.</u></p> <p style="text-align: center;">Groups Report Back</p>	<p style="text-align: center;">Group Work Continued</p> <p style="text-align: center;">Groups Report Back</p>	<p style="text-align: center;">Groups Report back</p> <p style="text-align: center;">Closure</p> <ul style="list-style-type: none"> - Next steps (Strategies for advancing draft Strategies for field testing, disseminating and using guidelines) - Workshop evaluation - Closing remarks <p style="text-align: center;">12:30 End of the Workshop</p>
12:45 – 14:00	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>	<i>Lunch</i>
14:00 – 15:50	<p style="text-align: center;">Group Work (2) A. Policy and strategic Part</p> <p style="text-align: center;">Groups Report Back</p>	<p style="text-align: center;">Plenary Discussion C.2 - Presentation on <u>Culture/ Intercultural Understanding</u> followed by discussion <i>(IBE)</i></p> <p style="text-align: center;">Group work (4) C.2-<u>Culture/ Intercultural Understanding</u></p>	<p style="text-align: center;">Plenary Discussion C.5 - Presentation on <u>Gender</u> followed by discussion <i>(IBE)</i></p> <p style="text-align: center;">Group work (6) C.5 - <u>Gender</u></p>	Return to INIDE
15:50 – 16:00	<i>Break</i>	<i>Break</i>	<i>Break</i>	
16:00 – 17:30	<p style="text-align: center;">Plenary Discussion B. Theoretical/ Conceptual part</p> <p style="text-align: center;">Look ahead</p>	<p style="text-align: center;">Group Work Continued</p> <p style="text-align: center;">Groups Report Back</p> <p style="text-align: center;">Look ahead</p>	<p style="text-align: center;">Group Work Continued</p> <p style="text-align: center;">Groups Report Back</p> <p style="text-align: center;">Look ahead</p>	
17:30	<i>End of Day</i>	<i>End of Day</i>	<i>End of Day</i>	