

Alessia Fantoni

Matriculation number: 22-055-883

CH-University of Basel

Bachelor's program: Sport, Exercise and Health

The status of Physical Education and its inclusion in Angolan schools – a systematic review

Bachelor thesis

submitted to the Department of Sport, Exercise and Health
at the University of Basel

Systematic Review



Supervisor: Dr. Ivan Müller

Basel, April 2025

Abstract

Physical Education (PE) plays a crucial role in student well-being, is at the center of the UNESCO's Quality Physical Education (QPE) programme (*Promoting Quality Physical Education Policy* | UNESCO, n.d.), yet its integration into the Angolan school's system remains inconsistent. The lack of infrastructure, resources, and governmental support hampers its implementation. This systematic review examines the current state of PE in Angola and explores potential strategies for improvement.

A systematic review methodology was employed in this BSc Thesis presented here, analyzing existing literature of PE policies in Angola and implementation challenges following the guidelines of PRISMA. Comparative analysis was conducted with Kenya, country where PE programs have been successfully integrated into the curriculum.

The findings reveal 6 key issues: (1) PE is inconsistently included in the national curriculum, (2) there is a shortage of qualified teachers, (3) inadequate infrastructure and resources impeded PE development, (4) governmental support is limited, (5) PE is undervalued in the general education and (6) Kenya provides a potential model for PE policy improvement.

The study underscores the need for increased governmental and institutional commitment to PE, including policy adjustment, teacher training and resource allocation. Despite limitation future research should focus on field studies following the guideline and principles of UNESCO's QPE programme, on comparative analyses and on the impact of PE on student's well-being and health.

Contents

Abstract	2
1. Introduction.....	5
1.1. Relevance of the expected results	6
2. Methodology	7
2.1. Review Procedure	8
2.1.1. Search strategy	8
2.1.2 Processing of the search results	9
2.1.2.1 Inclusion Criteria.....	9
2.1.2.1 Exclusion Criteria	9
3. Overview of the Included Studies.....	11
4. Discussion	19
4.1. Practical Applications and Study Limitations.....	20
5. Conclusion	22
6. Bibliography.....	23
7. Declaration of independence.....	25

List of abbreviations

CBC	Competency Based Curriculum
KIE	Kenya Institute of Education
IRE	First Education Reform
IIRE	Second Educational Reform
MeSH	Medical Subject Headings
MPLA	Popular Movement for the Liberation of Angola
PA	Physical activity
PDN	Plano de Desenvolvimento Nacional =National Development Plan
PE	Physical education
PRISMA	Preferred Reporting Items for Systematic Reviews and Meta-Analyses
QPE	Quality Physical Education
SDGs	Sustainable Development Goals

List of Tables

Table 1 Selected literature strategy (according to PRISMA) for this BSc thesis (Fantoni 2025).....	7
Table 2 Research Flow Diagram (according to PRISMA) for this BSc thesis (Fantoni 2025) (Page et al., 2021a).....	10
Table 3 Overview of the studies About Kenya	11
Table 4 Overview of the studies About Angola	14

List of Figures

Figure 1 Boolean operator	8
---------------------------------	---

1. Introduction

The integration of sports activities in school has proven to be a vital component in fostering physical health, teamwork and overall personal development in children. It promotes physical health, helping to prevent obesity, improve cardiovascular fitness and build strength and endurance. Beyond that, sport also enhance mental well-being by reducing stress, improving focus and boosting self-esteem. Including sports into the school curriculum supports a balanced education, promoting both academic and non-academic growth.

Countries like Kenya, which have established robust sports programs in their educational system since 1985, serve as valuable case studies for nations like Tanzania, Democratic Republic of Congo, Angola, and many other African countries where such programs are underdeveloped. Kenya's success in integrating sports into education is rooted in a strong national emphasis on athletics, cultural acceptance of physical activity, and government-backed initiatives. An exemplary initiative is the Competency Based Curriculum (CBC), a transformative educational framework introduced in 2017 and officially implemented in schools starting in 2019. This curriculum restructures the traditional education system into distinct phases: Pre-primary education (2 years), Lower Primary (Grade 1-3, lasting 3 years), Upper Primary (Grades 4-6, also 3 years), Lower Secondary (Grade 7-9, 3 years), and Senior School (Grades 10-12, an additional 3 years). From the Pre-primary stage, children engage in psychomotor and creative activities, alongside foundational subjects such as mathematics and language, laying the groundwork for physical education. In Lower Primary, the curriculum expands to include nutrition, complementing movement and creative activities, fostering a holistic understanding of health and well-being. A student's progress to Upper Primary, the study Physical and Health Education, a subject that deepens their understanding of physical fitness and its relation to health. In the subsequent stage, particularly at the Senior School level, students are provided opportunities to specialize in areas related to sports through optional subject. These options include dance, sport science tracks, ball games, advanced physical education and other discipline. The CBC thus reflects a commitment to fostering not only academic excellence but also physical, emotional and social development for student, ensuring a well-rounded education. (*Competency Based Curriculum, CBC, Explained In Detail - Educationnewsnewshub.Co.Ke*, n.d.)

Studies indicate that Kenyan government implemented physical education programs in schools around 1960s but really established in school in 1985. This was thanks to the support of the government, the engagement of the community and the alignment with the economic. Research highlights that the integration of sports in Kenya not only improved physical health among students but also contributed to social cohesion and identification of athletic talent at young age. (Mwisukha et al., 2014)

This review will look at the situation of schools in Angola. The choice of this country is mostly due to a personal reason. In the summer of 2024, I worked in a center with children and young people in northern Angola, more specifically in M'banza Kongo, and I noticed how most of the children but also adults were surprised when I explained that I study sports in college. This is because for them it is something so out of the ordinary, almost absurd that a study is focused on movement and the health it brings. First of all, because they normally move a lot, as opposed to a lot of the population in Europe and America. Also, in their schools, they only study basic subjects like the Portuguese language, math, science, in some schools the older ones also start studying English, etc. This made me think about how many things, in this case even addresses of study, that we take for granted are not so in all world

countries. Based on these reflections, I thought about how sports education could be introduced into the Angolan school curriculum, especially in the first years of school being the ones most attended. Not having much experience, I thought about having as a basis the models present in Kenya. Unlike this country, Angola faces significant challenges in establishing sports program in schools due to various reasons such as a limited budget, allocation of education, infrastructure development, absence of nationwide policies mandating physical education and also because Angola has been focused on rebuilding its basic education system following the civil war (1975-2002), leaving sports programs under-prioritized. That it's also the reason why the state of research on physical activity and education in Angolan schools is very poor. (*Challenges Facing the Education System in Angola* -, n.d.)

Studies comparing educational reforms in sub-Saharan African emphasize the importance of adapting strategies to local contexts. Kenya's model demonstrates the value of government investment and community participation in promoting sports, while Angola's socio-economic challenges highlight the need for phased implementation. Existing research suggests that successful integration sports program into Angola's schools would require the development of policies mandating physical education, substantial economic investment to fund sports infrastructure, and initiatives to raise awareness about the benefits of sports among parents, educator, and communities. These measures are essential to creating a supportive environment that fosters the integration of sport among parents, educators and communities. (Evans & Mendez Acosta, 2021)

This literature review aims to analyze the socio-economic feasibility of adopting Kenya's successful practices in integrating sports into schools within the Angolan context answering the question "How can Kenya's approach to developing sports activities in schools be used to identify effective strategies for integrating physical education into primary school in Angola?". It will explore the role of local governance and non-governmental organizations in fostering sports programs and identify scalable models suitable for Angola's unique challenges and opportunities. Addressing the research gaps will be crucial to developing a sustainable and impactful sports integration strategy for Angola.

1.1.Relevance of the expected results

In the UNESCO Chart of 1978, the first article dictates: "The practice of physical education and sport is a fundamental right for all", and goes on with the second article: "Physical education and sport form an essential element of lifelong education in the overall education system" (authorEvent:UNESCO. General Conference, 1979). Research and studies have shown how physical activity positively affects our bodies, our minds and our societies; "More than ever today, we need to nurture the power of sport as a pillar of healthy societies, societies at ease with themselves and others, societies united in their diversity, based on human rights and equal dignity" (authorCorporate:UNESCO. Director-General, 2016). To this day, physical education is perceived as less important than other subjects even if it is one of the most important. In addition, physical inactivity is also the cause of several disease like diabetes, heart disease or cancer.

If the results of this thesis work would be considered good, one could try to discuss with an Angolan elementary school to see if they could imagine to include physical education lessons in the school curriculum. if this were possible, it could be a starting point and then expand to more schools with specific interventions and projects for this country. It would have to take into account the government, that could be a problem for different reasons. Governments, especially in developing countries, often have extensive bureaucratic processes and securing approval for curriculum changes might involve navigating layers of administrative requirements, which can be time-consuming and complex.

(*PUBLIC EDUCATION IN ANGOLA: CHALLENGES AND SOLUTIONS FOR UNIVERSALIZATION*, n.d.) In addition, the government might prioritize other pressing issues, such as a healthcare and/or infrastructure and convincing to allocate financial, infrastructural or human resources could be a significant obstacle. This could also require collaboration between various government departments for example education, sports and health, which can be challenging due to differing agendas or lack of effective communication. (Page et al., 2021a)

2. Methodology

This thesis is a literature review that “provides a comprehensive overview of literature related to a theme and synthesizes prior studies to strengthen the foundation of knowledge”. (Paul & Criado, 2020) To conduct a literature review, we will follow these steps:

- Define my research scope
- Search for relevant literature
- Critically analyze the literature and select the relevant one
- Summarize and synthesize
- Write the review

This review follows the guidelines of the PRISMA model (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), to ensure a clear and structured approach in selecting and analyzing sources. Specific criteria were applied to search for, evaluate and include the most relevant studies, improving the quality of the analysis. The PRISMA checklist supported all phases of the work, from sourcing literature to synthesizing the results, ensuring consistency and transparency throughout the process. (Page et al., 2021b)

Thema	Physical education in Angolan and Kenyan schools					
Key terminology	Physical education	Physical activity	Primary education	Project	Angola	Kenya
Synonyms	PE, sports lessons, school sports	Activity, exercise, sports	School, primary school, elementary school, school-based	Program, interventions		
Generic Terms	Physical education	Fitness, training	Teaching, students, teachers	implementation		
Different languages (Italian and German terminology)	Educazione fisica, Sportunterricht,	Attività fisica, esercizio, Bewegung, körperliche Aktivität	Scuola elementare, Primarschule	Progetti, interventi, programmi, Projekt, Intervention, Programme		

Table 1 Selected literature strategy (according to PRISMA) for this BSc thesis (Fantoni 2025).

To assist readers and potentially future researchers utilizing this literature review, the approach is to meticulously document all decisions, ensuring transparency throughout the process. It is crucial to clearly elucidate how the literature was identified, analyzed, synthesized, and reported. Once the relevant literature has been selected and thoroughly analyzed, the next step is to compose the review.

The rationale and necessity for conducting the review must be articulated with clarity. As with the initial stages, it is imperative to maintain transparency throughout the various phases of the review, thereby enhancing the readers' comprehension and facilitating a deeper understanding of the methodology employed. (Snyder, 2019)

2.1. Review Procedure

2.1.1. Search strategy

BOOLEAN LOGIC

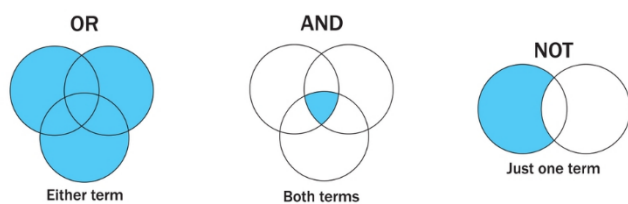


Figure 1 Boolean operator

In order to perform the systematic review and to search for literature in database, it is possible to use keywords that represents the topic. To logically link the word in the Table 1, as required, Boolean operator can be used. These make it possible to obtain even more precise and structured search results. In addition, in many databases this method is already included, thus making it much easier to search. (*What Is Boolean Logic? - Boolean Logic - KS3 Computer Science Revision - BBC Bitesize*, n.d.)

In order to effectively access the web, it is essential to utilize specialized scientific search engines. These advanced tools not only allow for the seamless integration and analysis of metadata, but also offer enhanced filtering and sorting capabilities. Furthermore, they follow to rigorous scientific ranking algorithms, which ensure that search results are highly relevant and reliable, thereby facilitating a more thorough and precise exploration of academic, research-focused. Here are the sites used for this work.

BASE is one of the most important interdisciplinary and academic search engines for literature searches. We can find articles from journals, books, papers, reviews and also audio, images, videos on any topic and in many different languages. (*BASE - Bielefeld Academic Search Engine | What Is BASE?*, n.d.)

PubMed is a comprehensive medical database of the U.S. National Library of Medicine and the National Institutes of Health, which therefore focuses on medicine and biomedicine as a whole, but also includes sports medicine. It contains million articles from scientific journals and it has an integrated thesaurus, the MeSH thesaurus (Medical Subject Headings) the enable better searches by keywords. (*About - PubMed*, n.d.)

SportDiscus is the world database of sport, and it offers information on the entire sports and fitness sector and all relatable discipline (sports medicine, sports law, health, nutrition and tourism). Also, this engine has an integrated thesaurus, which helps to make refinement of the search. (*Accessibility | EBSCO*, n.d.)

All of these engines use Boolean logic that we can then rely on for our search. These 4 different searches were done in all this database:

1. Physical education **OR** physical activity **AND** primary education **AND** Angola
2. Physical education **OR** physical activity **AND** primary education **AND** Kenya
3. Physical education **OR** physical activity **AND** project **AND** Angola
4. Physical education **OR** physical activity **AND** project **AND** Kenya

The same search was performed in Italian and German. With fewer results than those in English thus brining the focus only to English research.

2.1.2 Processing of the search results

2.1.2.1 Inclusion Criteria

- Physical education/activity offered in elementary school in Angola or Kenya
- Non-governmental projects related to physical education/activity for children in primary school in Angola or Kenya
- Models of success in implementing physical education in Kenya
- Government interventions and school policies in Kenya and Angola related to sport
- Recent studies, when possible, to ensure relevance of information

2.1.2.1 Exclusion Criteria

- Studies not relevant to physical education, such as adult fitness, etc.
- Research focused on elite sports
- Studies on physical education in completely different context such as Europe, USA

Based on these criteria, we can already modify the search data in our three databases. Thus, narrowing the field, which is too wide after the previous use of search.

1. Physical education **AND** government project **AND** Kenya
2. Primary education **AND** Angola
3. Primary education **AND** economy **OR** politic **AND** Kenya **OR** Angola

For processing the results, we can use the following flow diagram of PRISMA that visually represents how studies were identifies, screened, included and excluded. By showing how many studies were excluded at each stage and why, the PRISMA diagram helps prevent selection bias. Reviewers can easily follow through all the process, understand and if needed also replicate it. Instead of long description of how studies were selected, this diagram provides a quick and comprehensive overview. (Page et al., 2021a)

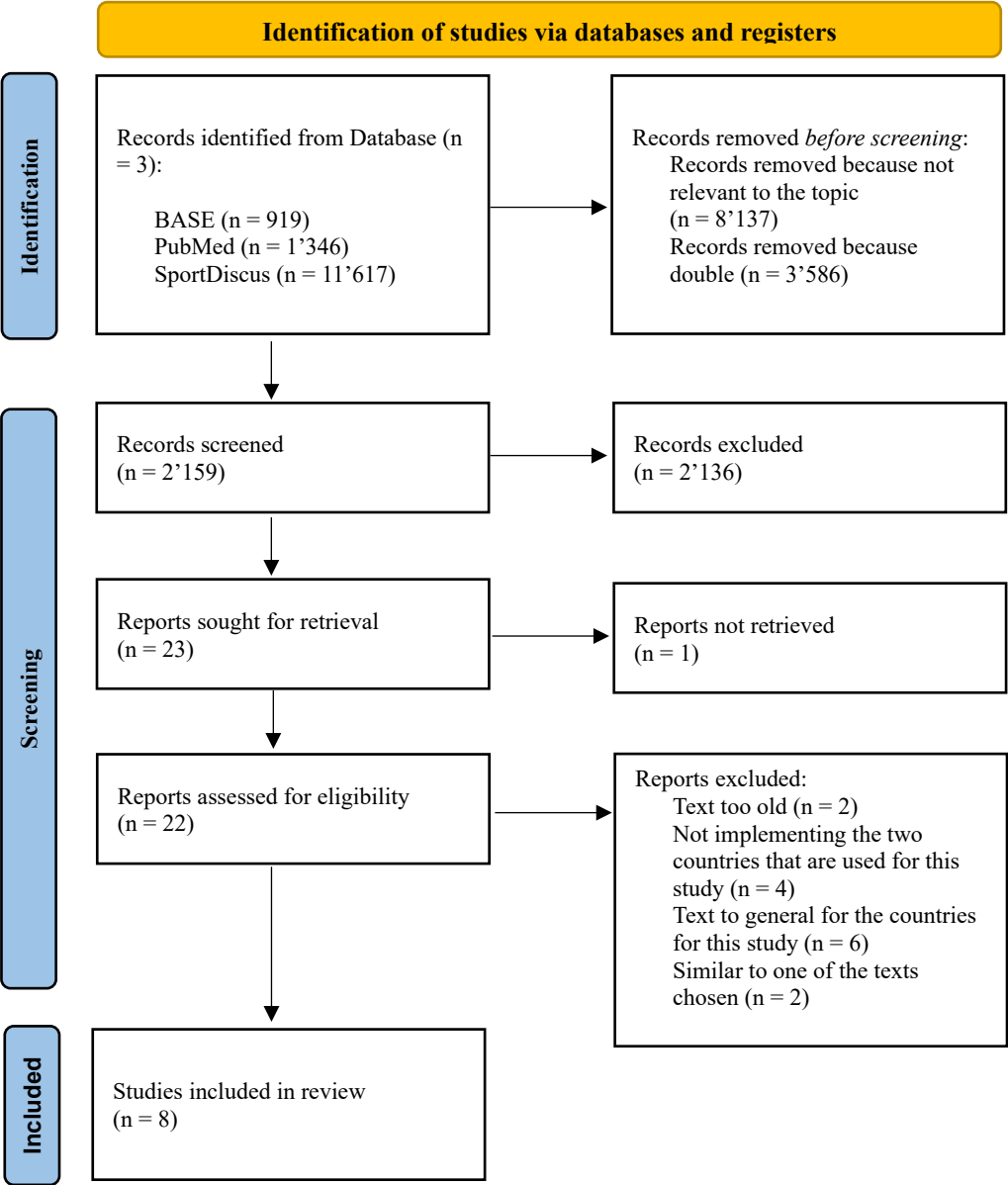


Table 2 Research Flow Diagram (according to PRISMA) for this BSc thesis (Fantoni, 2025)
(Page et al., 2021a)

3. Overview of the Included Studies

Table 3 Overview of the studies About Kenya

Title	An Analysis of Sports in Kenyan Educational Institutions
Author/Organization	Mahlmann P.
Language	English
Year	1993
Description	<p>This text offers a general view of education, more specifically physical education in schools considered one of the basic subjects for a comprehensive education.</p> <p>This study explores the challenges encountered by both students and teachers in PE, highlighting issues such as inadequate infrastructure and insufficient training in sports pedagogy for teachers.</p> <p>The goal is to highlight these problems and explore ways to improve the status of PE, making it more valued and widely accepted.</p> <p>Over the past 40 years, some measures have been taken, including government interventions like the presidential degree of 1980 which made physical education obligatory in all educational institutions although it is always seen as a secondary subject and not of such importance.</p> <p>One major challenge is that most of the textbooks available for PE teachers are foreign, making them difficult to adapt to Kenyan schools, especially given the little technical knowledge teachers have. Additionally, since PE it is not an assessable subject, classes are very large and teacher are not very motivated; it is left aside even by students, except for those few who are really interested, who see it almost as a surplus subject.</p> <p>All of this leads to discrepancies between the government's vision of what PE lessons should be and the actual school experience. Even when funds are available, schools typically prioritize other subject that are considered more important, further marginalizing PE.</p>
Key points	<ul style="list-style-type: none"> - Challenges for teachers and students in PE - Intervention made - Differences of vision of PE; actual experiences vs theoretical plan
Source/Literature	(Mahlmann, 1993)
Title	Shaping the future of Physical Education in Kenya: A reflection on Priorities
Author/Organization	Mwishukha A., Rintaugu E., Kamenju J., Wanderi P.
Language	English
Year	2014
Description	<p>This text is about the development of physical education and sports in Kenya, more precisely in school. Moreover it is about the history of physical and health education and how it changes during the precolonial, the colonial and the after-colonial era.</p> <p>Now, most of the PE curriculum is established by the Kenya Institute of Education (KIE) and it's mandatory since 1980 but not examinable due the lack of criteria for evaluation, thus leading to PE assessment not being necessary to move on to the next year.</p>

	<p>In most African societies, PE is often associated with child's play, leading to the perception that it is not a fully educational subject. Moreover, the lack of adequate infrastructure and equipment makes teaching physical education even more challenging.</p> <p>As Kenya is a developing country, with the shift from rural to urban area the population begins to be more sedentary leading many people and children to be overweight or obese, a characteristic viewed positively especially in women as it means healthy and with good economic possibilities. This brings difficulties to movement, also making more apparent the disparities between children coming from rural versus urban areas as well as between boys and girls.</p> <p>At the moment PE include the study of health and fitness, socialization, moral values, discipline and encouraging active lifestyles as well as teaching skills of various outdoor sports and games.</p> <p>For the future Kenya thinks that teaching PE and sports can help to improve health and that's why the government want to focus more on the regulations of facilities and equipment for PE, plans for developing physical activity and to train PE teachers also to have pedagogy skill.</p>
Key points	<ul style="list-style-type: none"> - Development of PA in schools - PE vision by society - What can physical education improve about society?
Source/Literature	(Mwisukha et al., 2014)
Title	Examining the appropriateness and reliability of the strategy of the Kenyan Comprehensive School Health Program
Author/Organization	Tomokawa S., Asakura T., Njenga S., Njomo D., Takeuch R., Akiyama T., Kazama H., Mututa A., Barnett W., Henzan H., Shimada M., Ichinose Y., Kamiya Y., Kaneko S., Miyake K., Kobayashi J.
Language	English
Year	2020
Description	<p>This study seeks to understand the improvements that elementary school children in Kenya have, based on general health education. With reports with specific questions, and training moments to understand how to improve one's health with everyday activities, such as washing hands, checking the water one uses, or cleaning toilets to see what changes in the children. The idea for this study started from the fact that learning in school what health is, whether dietary, physical or otherwise leads to many benefits. Of this data, however, it had never gone into what and how children responded. In addition, healthy education in school is catching on in many countries not yet developed, leading it to be an important issue at the government level as well.</p> <p>This study found that children not only learned the meaning of health – both physical and mental – but also how to improve it and recognize when something is not functioning properly, they also began to understand what it means to be part of a school, they were more aware of the health check and understood why teaching these things in school are important to improve everyone's life. Leading then to children having a sense of</p>

	belonging, thus decreasing absences in school and consequently having better attention and achievement academically.
Key points	<ul style="list-style-type: none"> - Health education in schools - Changes in children after learning more about health
Source/Literature	(Tomokawa et al., 2020)
Title	Physical Activity and Sedentary Behavior Patterns among Kenyan and Japanese Children: A Comprehensive Cross-Country Comparison
Author/Organization	Kidokoto T., Fuku N., Yanagiya T., Takeshita T., Takaragawa M., Annear M., Xiaojie T., Waiganjo L., Bogonko L., Iiska J., Kigaru M., Mwangi F.
Language	2020
Year	English
Description	<p>This study aims to increase the availability of data on physical activity in Asian and African countries after seeing that neither Kenya nor Japan meets the physical activity guidelines, even though it is known how much exercise is good for children's overall health.</p> <p>Focusing now on what concerns Kenya, the study explains how this country, and many other developing Africans, along with all the economic, social, etc. developments we see as the population becomes more and more sedentary consequently this has led to an increase in data on individuals, including a significant number of overweight or obese children.</p> <p>Additionally, the study shows that children in rural area are more active than those in urban areas. Understanding their physical activity patterns can provide valuable insights into when they are most active, which could help in designing targeted interventions. Through other studies it can be seen that children and young people who walked or cycled to school were more easily able to reach the PA guidelines than children who uses some sort of motor transport. The findings of this study indicate that children, and people in general, living in less developed societies tend to have a higher level of physical activity.</p> <p>Another thing that shows the difference is the time to play, that in Kenya is right after school, time where they move a lot; as opposed to the actual hour of physical education, which is often skipped by students, or turned into a study hour for subjects that will later be examined. In general, however, it can be said that children's physical activity also varies greatly due to other causes such as environmental variables, policies and social environment.</p>
Key points	<ul style="list-style-type: none"> - Development of society include more sedentary lifestyle - Differences between children in rural and urban area - Methods of travel between home and school
Source/Literature	(Kidokoro et al., 2020)

Table 4 Overview of the studies About Angola

Title	As reformas do Sistema educativo em Angola: Ensino de base 1975-2001
Translation title	The reforms to the education system in Angola: Basic Education 1975-2001
Author/Organization	Managens R.
Language	Portoguese
Year	2016
Description	<p>This text explores the evolution of Angola's education system from 1975 to 2001, focusing on the major educational reforms implemented during this period. The study analyzes the political, social and economic factors that shaped Angola's education policies following independence. It highlights how Angola's educational reforms were influenced by ideological, economic, and international trends, and how they aimed to transform the nation's education system to support national development. Before independence in 1975, Angola's education system was modeled after the Portuguese colonial framework. Education was highly restrictive, with limited access, particularly for the indigenous population. High illiteracy rates, poor infrastructure, and an education system designed to serve colonial interests created an urgent need for reform post-independence. After gaining independence, Angola underwent a socialist transformation led by the Popular Movement for the Liberation of Angola (MPLA).</p> <p>Education was seen as a tool to consolidate national independence, eradicate colonial influence, and promote socialist values. However, various challenges, like the civil war (1975-2002), economic instability, lack of qualified teacher, etc. hindered the full implementation of these policies.</p> <p>The First Education Reform (IRE) was implemented in 1977 under a socialist-Marxist framework. It aimed to provide universal education, eliminate illiteracy and integrate education with the national development plan. The key objectives of this first reform were:</p> <ul style="list-style-type: none"> - Expansion of free and universal education - Integration of education into economic and social planning - Mass literacy campaigns targeting both children and adults - Tacher training programs to address the shortage of qualified educators - Establishment of a centralized, state-controlled education system <p>The reform led to a rapid expansion of schooling, tripling the number of enrolled students in the first years. However, several issues emerged; like the insufficient resources to meet the demand for education, the shortage of trained teachers, leading to a decline in education quality, an overly centralized system, making policy adjustments difficult and the impact of civil war which disrupted schools and reduced investment in education. Despite these challenges, the reform marked an important step in making education accessible to the broader population.</p> <p>In response to the shortcoming of the first reform and the changing political landscape, Angola introduced the Second Educational Reform (IIRE) in 2001. This reform aligned education policies with a market-</p>

	<p>oriented economy and democratic governance. The key features of this second reform were:</p> <ul style="list-style-type: none"> - Decentralization of the education system, allowing local authorities more control - Emphasis on quality improvement rather than just access - Curriculum modernization to meet the needs of a globalized economy - Expansion of vocational and technical education to prepare students for the workforce - Increased private sector involvement in education <p>This reform focused on creating a more efficient and sustainable education system. However, implementation challenges included funding constraints, continued political instability, and regional disparities in access to education.</p> <p>Both reforms had significant impacts on Angola's education system, they also faced major implementation challenges. The first reform was more ideologically driven and focused on quantity over quality, whereas the second reform sought to improve educational standards but struggled with funding and administration.</p> <p>Furthermore, this study discusses the support and initiatives that the Angolan government has implement to improve the education system. First with the financial support and free education, ensuring broader access to schooling, it allocated state budget funds for the construction of schools and teacher training and scholarship for high education, both domestically and internationally. Second to address the shortage of teachers, the government established teacher training schools and programs and also formed international partnership to improve teacher qualification and training methodologies. In addition, new subject and teaching materials were introduced to align with modern educational needs, schools received funding for technological upgrades, including computers and science labs and urban school expansion faced challenges due to land shortage, leading to increased investment in rural education. Moreover, a large-scale adult literacy campaigns was launched to reduce illiteracy among the older population and vocational training programs were expanded to improve employability skills. The government with these reforms has therefore tried to improve the educational system as much as possible.</p> <p>This study underscores the importance of education in national development and highlights the necessity of continuous reforms to adapt to evolving economic and political realities.</p>
Key points	<ul style="list-style-type: none"> - Evolution in Angola's education system - First and Second Education Reform - Initiatives and support by the Angolan government
Source/Literature	(Mangens, 2016)
Title	A educação em Angola e os postulados da UNESCO: uma reflexão crítica do ensino primário em Angola

Translation title	Education in Angola and the postulates of UNESCO: a critical reflection on primary education in Angola
Author/Organization	Isata B.
Language	Portoguese
Year	2020
Description	<p>This text examines the education system in Angola in relation to UNESCO's educational postulates, particularly focusing on primary education. It evaluates whether Angola's educational policies align with UNESCO's principles, which promote inclusive, equitable and quality education for all. Despite government efforts to improve education, the study highlights several challenges that hinder Angola from fully achieving UNESCO's educational objectives. Issues such as overcrowded classrooms, inadequate teacher training, poor salary policies and a lack of school infrastructure continue to affect the quality of education in Angola. Additionally, while the government has introduced policies to safeguard children's fundamental rights to education, their implementation remains weak, limiting their effectiveness in reducing poverty and hunger.</p> <p>This study explores how public policies shape Angola's education system, emphasizing how political, economic and social factors influenced policy-making. The government acknowledges education as a fundamental tool for citizenship, economic development and social justice. The key educational policies include:</p> <ul style="list-style-type: none"> - Expansion of school infrastructure to accommodate more students - Improvement in teacher training programs to enhance teaching quality - Increasing access to education for marginalized communities - Aligning Angola's education system with international standards through reforms <p>However, despite these policies, many challenges remain, such as insufficient school facilities, lack of qualified teachers, and inefficient education management.</p> <p>UNESCO promotes sustainable development goals (SDGs) in education, aiming to ensure universal access to quality education. The study evaluated whether Angola meets these international standards, focusing on the following UNESCO principle.</p> <ol style="list-style-type: none"> 1. Education for human capital development; encouraging lifelong learning to develop skills 2. Education for poverty education 3. Education for social cohesion and democracy; fostering unity and participation in governance 4. Education for economic and technological growth; preparing students for the job market <p>The findings indicate that Angola falls short in achieving these educational goals due to limited resource, insufficient funding and social inequalities that affect access to education.</p> <p>Going more deeply in the primary education system, it can be seen how it runs into many problems. Limited access to schools, particularly in rural areas many children lack access to schools, overcrowded classrooms that</p>

	<p>affect learning quality, poor teacher training and salaries that led to low motivation. Lack of effective management and parental involvement in schools as well as outdate curricula and insufficient teaching materials that hinder learning progress.</p> <p>This study concludes that while Angola has made progress in expanding education, significant structural problems prevent the country from fully aligning with UNESCO's educational goals.</p>
Key points	<ul style="list-style-type: none"> - Educational policies in Angola - UNESCO's education agenda and Angola's education system - Challenges in Angola's primary education
Source/Literature	(Isata, 2020)
Title	Objectivos gerais da educação física no 1º nível – UNESCO Digital Library
Translation title	General objectives of physical education at 1st level – UNESCO Digital Library
Author/Organization	Ministério da Educação. Instituto Nacional para Investigação e Desenvolvimento da Educação
Language	Portuguese
Year	2003
Description	<p>This text describes how and what can be done in primary schools for physical education. PE plays a crucial role in developing motor skills and physical abilities in students at the primary education level. Through systematic practice, students reach an optimal physical state, allowing them to fully develop their potential. PE is a core subject that contributes to the holistic development of children, integrating physical activity with other disciplines. Games are the primary means of teaching at this level, as they develop essential motor skills such as walking, running, jumping, crawling and balancing.</p> <p>The general objectives of physical education at this level include:</p> <ul style="list-style-type: none"> - Motivating children toward a healthy and active lifestyle - Improving physical fitness and motor coordination - Instilling hygiene habits and correct posture - Encouraging the importance of physical activities for health <p>For 1st and 2nd grade students there are additional objective like developing teamwork, discipline and social skills, enhancing neuromotor coordination and spatial awareness, encouraging participation in friendly sports competitions.</p> <p>The main topics in the Curriculum for PE, and to achieve the goals just named, are basic gymnastic, rhythmic gymnastics, athletics and games. To ensure effective PE, teachers should use diverse exercise, promote active participation through engaging activities, ensure safety measures to prevent injuries.</p>
Key points	<ul style="list-style-type: none"> - Basic exercise in PE for a primary school - Goals to achieve in PE
Source/Literature	(<i>(Objectivos Gerais Da Educação Física No 1o Nível) - UNESCO Digital Library</i>, n.d.)

Title	Public Education in Angola: Challenges and solutions for universalization
Author/Organization	Gilson Adão Domingos Vieira
Language	English
Year	2025
Description	<p>This study examines the challenges within Angola's education system and present a model known as the "Plano de Desenvolvimento Nacional" (PDN - National Development Plan) that tries to improve education throughout the country, avoiding too great differences between regions. Following the end of the civil war in 2002, the education sector underwent significant transformations, particularly in urban areas, thereby accentuating the qualitative gap with rural regions. A lot of reforms have been initiated but were often hindered by lack of funding, insufficient teachers, social factors such as child labor, early marriage and cultural norm, etc. With some improvements made an increase in enrollment has been noted in elementary school while very lacking in secondary and tertiary schools. In addition, classes are often very large, teachers are undertrained and inadequately compensated, there isn't a standardized curriculum that makes it even more difficult to have equal teaching in all schools and therefore varies greatly depending on how much a teacher is trained.</p> <p>To address these issues, the PDN model was introduced in 2023, focusing on the country's socio-economic advancement by tackling key challenges such as poverty, infrastructural deficiencies, and inequality., etc. and try to expand the access of education increasing school enrollment rates, reducing illiteracy and ensuring that all children have access to basic education. Furthermore, it seeks to promote inclusivity, ensuring that marginalized communities, girls, children with disabilities, and those from rural areas benefit equitably from educational opportunities.</p> <p>The PDN also acknowledges that having a more educated population generates broader public benefit in that people will begin to participate more in civic activities, democratic process and advocated for policies that improve social welfare. It also recognizes the need of a stronger governance and accountability in the education sector with the concerns that corruption and bureaucratic inefficiencies may hinder the successful implementation of the education reforms. With that said this plan try to have a long-term, sustainable solution for the education knowing that a systematic change in the way the resources are managed, how communities are engaged and how education is perceived is needed.</p>
Key points	<ul style="list-style-type: none"> - Challenges in Angola's education system - Reform made - Changes that general education brings to Angolan society
Source/Literature	(PUBLIC EDUCATION IN ANGOLA: CHALLENGES AND SOLUTIONS FOR UNIVERSALIZATION, n.d.)

4. Discussion

As seen in the introduction and with the studies included, physical education plays a fundamental role in children's growth, fostering physical, mental, and social development. However, despite its recognized importance by international organizations such as UNESCO, its integration into educational system varies significantly from country to country. In particular, Angola and Kenya present two different situations: Kenya has gradually developed a structured physical education system, whereas in Angola, PE is not yet an integral part of the school curriculum. (Evans & Mendez Acosta, 2021)

According to UNESCO (1978), the right to physical education is universal and should be guaranteed in every school system. That because physical activity improves more than just the physical health, reducing the risk of obesity, improving cardiovascular fitness, endurance and muscle strength but it also helps the mental well-being - reducing stress, enhancing concentration and boosting self-esteem – the social development by encouraging teamwork, discipline and sense of community and it also help academic success. (authorCorporate:UNESCO. Director-General, 2016)

One of the key factors influencing the integration of physical education into school program is the economic capacity of a country to support and sustain educational programs. A nation's ability to allocate resources to education, including infrastructure, teacher training and curriculum development, plays a crucial role in determining whether subjects like physical education can be effectively implemented. (Hideg, 2021)

Even being one country with a lot of shortage of mineral materials and energy sources, Kenya has one of the largest and most diversified economies in East Africa, driven by key sectors such as agriculture, services, manufacturing and tourism. Despite different challenges like public debt, unemployment and poverty Kenya economy has grown thanks to strategic investments, policy reforms and sectoral diversification enacted by the government, like investment in roads, railways and energy projects; agricultural modernization with the help of export of tea, coffee and horticultural products, being one of the top exporters of these materials; rapid urbanization that increased demand for services. This economic growth has directly contributed to improve education and expanding access to schools, consenting the government to allocate more resource in this field; thus, allowing more schools to be built, even in the most rural areas and previously furthest from public schools, increasing the hiring of trained and competent teachers, and agreeing a general expansion of education, thus also adding subjects such as physical education. (*Kenya - Enciclopedia - Treccani*, n.d.)

Has seen through the studies above, Kenya represents an interesting model for integrating PE into schools. The government has introduced several reforms to promote physical education since the 1980s thanks to different elements. First the Competency-Based Curriculum, introduced in 2017 and implemented in 2019, ensures that PE is an integral part of education form primary to secondary school. (*Competency Based Curriculum, CBC, Explained In Detail - Educationnewsnewshub.Co.Ke*, n.d.) This project was made possible thanks to the support of the government and the regulations that established physical education as a mandatory subject, although without an assessed examination. In addition, this aspect in education has also improved through more local sports projects and programs and to the development of sports infrastructures more suitable. (Mahlmann, 1993) However, the Kenyan system still faces some challenges, such as a lack of funding for equipment, the absence of an effective assessment system, and the perception of PE as a non-essential subject. Despite these

issues, the Kenyan model has allowed many students to benefit from physical activity at schools. (Mwisukha et al., 2014)

Angola is in a very different situation compared to Kenya; even just in terms of the economic and political aspect, the two countries are completely on two different planes. Angola is a country rich in natural resources, particularly oil and minerals. After civil war ended in 2002, Angola experiences significant economic growth, largely driven by oil exports, which made the economy highly vulnerable to fluctuations in global oil prices. To address this challenge, the Angolan government has taken steps to diversify the economy by promoting sectors such as agriculture and manufacturing. In summary, Angola has enormous economic potential due to its natural resources, but it faces significant challenges in translating this wealth into tangible improvement for its population. Economic diversification and social development remain crucial objectives for the country's future. Despite its natural wealth, Angola faces significant social challenges. According to the National Institute of Statistics, poverty affects 41% of the population, where the majority live with less than two dollars at day. (*Angola - Enciclopedia - Treccani*, n.d.)

All these social and economic factors are hindering the integration of PE into the school system. First there is no national policy for PE, no regulations that making this activity mandatory for education in schools. Most of the education budget is now allocated to rebuild the school system after the civil war, that include the reconstruction of the infrastructure, which at the same time, do not have sports field or adequate equipment for a possible PE lesson. In addition, sports in Angola as for many other African countries, are often seen as recreational rather than educational activities. All these difficulties make a strategic and gradual approach essential for implementing PE in Angolan schools. (Isata, 2020)

To answer the initial question, we can see how all the differences in both the political and economic spheres and consequently also in the educational system do not make it feasible to introduce physical education based on Kenya's experience even though some aspects could be adapted to the Angolan reality. For instance, integrating PE into curriculum through a gradual educational reform could be an effective strategy. It can therefore be said that the Kenyan model provides valuable insights, but it cannot be directly applied in Angola without considering economic and infrastructural challenges and that further studies could explore which specific elements of the Kenyan system could be successfully adapted in Angola by analyzing more in details local context and implementing pilot projects.

4.1. Practical Applications and Study Limitations

Of the studies considered it can be said that not all of them are that relevant to the research question of this thesis, they do, however, come close to what is being asked for by giving extra data for the situation in Kenya and Angola respectively.

A distinction can be made between studies that address education and physical activity and those that focus on the general education system of the country considered, or on health-related topics. As for texts on Kenya, having already incorporated the physical education curriculum, and society began to accept physical activity as a point of improvement for health and learning, it was easier to find studies that already addressed these topics. On the contrary, for Angola to find studies that dealt directly on physical activity or physical education was not possible. Given all the general problems in education in this country, PE receives little attention, resulting in a lack of research and studies in area. Due to the reasons listed above, this study relies solely on the functioning of general education and what are the goals that the government tries to achieve. Having only these studies available, what results for

physical education in Angola is very generalized, thereby limiting the results which may not be entirely correct and accurate.

Based on the research that has been conducted, it can be understood how there are some areas that need further elaboration. Further research should aim to examine in depth the changes in general education and the developments as the government level concerning education in Angola. By having more details, seeing what is lacking and what is most in demand in society, one can begin to look for solutions that are suitable and that will work in the long run. Solutions that will need national and perhaps international aid, aid such as funds for renovating schools, training teachers, and more. Only at this point, one might think of including physical education in elementary school as well.

5. Conclusion

This systematic review analyzed the status of physical education in Angolan schools, highlighting key findings, practical implication, limitations and directions for future research. The main results indicate that PE is not consistently integrated into the national curriculum, there is a lack of qualified teachers, insufficient infrastructure and resources hinder implementation, there is limited governmental support for PE programs, PE is often undervalued in the broader educational framework and policies in other African nations, such as Kenya, provide potential models for improvement. While there is consensus on the importance of PE for student well-being, discrepancies exist regarding the effectiveness of past policy implementations and resource allocation.

The practical implication of these findings emphasizes the need for stronger governmental and institutional commitment to PE. Policymakers should prioritize PE inclusion by allocating resources, training educators, and ensuring national policies align with international recommendations, such as the Sustainable Development Goals (SDGs). Schools should also incorporate PE into the curriculum as a fundamental component of holistic education.(Isata, 2020)

Despite these insights, this study faces several limitations. The reliance on secondary data may introduce biases or inconsistencies across sources. Additionally, the lack of empirical field studies in Angola limits the depth of analysis on contextual challenges.

Future research should address these gaps by conducting empirical studies in Angolan schools to assess PE implementation in practice. Comparative studies with other African nations could offer deeper insight into best practices and policy adaptations. Furthermore, research should explore the impact of PE on student performance, mental health, and long-term societal benefits to strengthen advocacy for its inclusion in national education policies.

By addressing these gaps, future studies can contribute to the development of effective physical education programs that enhance student well-being and foster a more comprehensive educational system in Angola.

6. Bibliography

- About - PubMed. (n.d.). Retrieved February 18, 2025, from <https://pubmed.ncbi.nlm.nih.gov/about/>
- Accessibility | EBSCO. (n.d.). Retrieved February 18, 2025, from <https://www.ebsco.com/technology/accessibility>
- Angola - Enciclopedia - Treccani. (n.d.). Retrieved March 27, 2025, from https://www.treccani.it/enciclopedia/angola_res-219cda01-a825-11e2-9d1b-00271042e8d9_%28Atlante-Geopolitico%29/?utm_source=chatgpt.com
- authorCorporate:UNESCO. Director-General, 2009-2017 (Bokova, I.G.) [writer of preface]. (2016). *UNESCO 2015*. <https://unesdoc.unesco.org/ark:/48223/pf0000244834>
- authorEvent:UNESCO. General Conference, 20th, 1978. (1979). *Records of the General Conference, 20th session, Paris, 24 October to 28 November 1978, v. 1: Resolutions*. <https://unesdoc.unesco.org/ark:/48223/pf0000114032>
- BASE - Bielefeld Academic Search Engine | What is BASE? (n.d.). Retrieved February 18, 2025, from <https://www.base-search.net/about/en/index.php>
- Challenges facing the Education System in Angola -. (n.d.). Retrieved February 6, 2025, from <https://brokenchalk.org/challenges-facing-the-education-system-in-angola/>
- Competency Based Curriculum, CBC, Explained In Detail - Educationnewsnewshub.co.ke. (n.d.). Retrieved February 6, 2025, from https://educationnewshub.co.ke/competency-based-curriculum-cbc-explained-in-detail/#google_vignette
- Evans, D. K., & Mendez Acosta, A. (2021). Education in Africa: What Are We Learning? *Journal of African Economies*, 30(1), 13–54. <https://doi.org/10.1093/JAE/EJAA009>
- Hideg, G. (2021). Economy, Education and Physical Education in Kenya in the Light of Statistical Indicators. *East African Journal of Education Studies*, 3(1), 253–262. <https://doi.org/10.37284/EAJES.3.1.415>
- Isata, B. A. da S. (2020). *A educação em Angola e os postulados da UNESCO: uma reflexão crítica do ensino primário em Angola*. <https://repositorium.sdum.uminho.pt/handle/1822/72093>
- Kenya - Enciclopedia - Treccani. (n.d.). Retrieved March 30, 2025, from <https://www.treccani.it/enciclopedia/kenya/>
- Kidokoro, T., Fuku, N., Yanagiya, T., Takeshita, T., Takaragawa, M., Annear, M., Xiaojie, T., Waiganjo, L. B., Bogonko, L. F., Isika, J. K., Kigaru, M. D., & Mwangi, F. M. (2020). Physical Activity and Sedentary Behaviour Patterns among Kenyan and Japanese Children: A Comprehensive Cross-Country Comparison. *International Journal of Environmental Research and Public Health*, 17(12), 1–19. <https://doi.org/10.3390/IJERPH17124254>
- Mahlmann, P. (1993). AN ANALYSIS OF SPORTS IN KENYAN EDUCATIONAL INSTITUTIONS. *Source: Journal of Eastern African Research & Development*, 23, 160–175.
- Mangens, R. S. (2016). *As reformas do sistema educativo em Angola: ensino de base 1975 - 2001*. <http://hdl.handle.net/10437/7693>

- Mwisukha, A., Rintaugu, E. G., Kamenju, J. W., & Wanderi, P. M. (2014). *Shaping the future of Physical Education in Kenya: A reflection on Priorities*. Sagamore Publishers. <http://ir-library.ku.ac.ke/handle/123456789/9451>
- (*Objectivos gerais da educação física no 1º nível*) - UNESCO Digital Library. (n.d.). Retrieved February 19, 2025, from <https://unesdoc.unesco.org/ark:/48223/pf0000190763>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021a). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. In *The BMJ* (Vol. 372). BMJ Publishing Group. <https://doi.org/10.1136/bmj.n71>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021b). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. In *The BMJ* (Vol. 372). BMJ Publishing Group. <https://doi.org/10.1136/bmj.n71>
- Paul, J., & Criado, A. R. (2020). The art of writing literature review: What do we know and what do we need to know? *International Business Review*, 29(4). <https://doi.org/10.1016/j.ibusrev.2020.101717>
- Promoting Quality Physical Education Policy | UNESCO*. (n.d.). Retrieved April 3, 2025, from <https://www.unesco.org/en/quality-physical-education>
- PUBLIC EDUCATION IN ANGOLA: CHALLENGES AND SOLUTIONS FOR UNIVERSALIZATION*. (n.d.). Retrieved February 6, 2025, from <https://articlebiz.com/article/1052430417-public-education-in-angola-challenges-and-solutions-for-universalization>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/J.JBUSRES.2019.07.039>
- Tomokawa, S., Asakura, T., Njenga, S. M., Njomo, D. W., Takeuch, R., Akiyama, T., Kazama, H., Mutua, A., Barnett, W., Henzan, H., Shimada, M., Ichinose, Y., Kamiya, Y., Kaneko, S., Miyake, K., & Kobayashi, J. (2020). Examining the appropriateness and reliability of the strategy of the Kenyan Comprehensive School Health Program. *Global Health Promotion*, 27(4), 78–87. <https://doi.org/10.1177/1757975920917976>
- What is Boolean logic? - Boolean logic - KS3 Computer Science Revision - BBC Bitesize*. (n.d.). Retrieved February 19, 2025, from <https://www.bbc.co.uk/bitesize/guides/zqp9kqt/revision/1>

7. Declaration of independence

I hereby certify that I have prepared this thesis independently and have not used any aids other than those specified in the thesis. I have marked as such all passages that were taken literally or analogously from sources. Furthermore, I confirm that the work submitted has not been submitted to another university as a seminar paper, project or thesis or as part of such work. Furthermore, I confirm that I have marked all text passages that were written with the help of AI-supported programs accordingly and have provided a reference to the AI-supported program used. A check of the work for plagiarism and AI-supported programs - using appropriate software - may be carried out. If there is reasonable suspicion of unauthorized or unmarked use of AI in written performance assessments, the candidate is obliged to cooperate in clarifying the suspicion upon invitation, e.g. by participating in an interview.

I have taken note that unfair conduct may lead to an assessment of the work concerned with a grade of 1 or “fail” or to exclusion from studies (in accordance with §25 of the regulations for the Bachelor's degree program “Sport, Exercise and Health” at the Faculty of Medicine of the University of Basel dated 19 November 2018).

Basel, 02.04.2025

Alessia Fantoni

