



INTEGRATING THE GENERAL HISTORY OF AFRICA INTO SCHOOL CURRICULUM



STOCK TACKING AND EXPERIENCE SHARING CONFERENCE ON NEW APPROACHES FOR RENOVATING HISTORY TEACHING ABOUT AFRICA

Registration Link:

https://unesco-org.zoom.us/webinar/register/WN_mkUgGKWVQV2VGjNkgNqQ-A

25TH-26TH MAY 2021

DAY 1: 1400HRS - 1740HRS EAT

DAY 2: 1300HRS - 1600HRS EAT

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1. BACKGROUND ON UNESCO'S GENERAL HISTORY OF AFRICA

In 1964, UNESCO launched Phase I of the monumental works of the General History of Africa (GHA), in support of the then newly independent African countries' willingness to take back ownership over the narration of highlight of their history, and re-affirmation of their cultural identities to reinforce the common aspiration to achieve African unity.

Phase I was concluded in 1999 with the release of 8 Volumes of the GHA, product of a pioneering scientific and intellectual endeavor that has mobilized more than 230 historians over 35 years and that covers the history of the entire African continent, from the appearance of mankind to the contemporary challenges facing Africans and their Diasporas in the world.

Despite this great achievement, several studies and surveys undertaken by UNESCO showed that the volumes of the GHA remained inaccessible to the public at large and that it was neither widely disseminated nor sufficiently used in schools and universities. Besides, the move of some curricula developers in some countries towards the "nationalization" of history, overlooking the common roots and interactions of the different African cultures and civilizations, brought to the front additional challenges to which urgent remedial actions were needed, including the promotion of history teaching from a Pan-African perspective in basic and higher education.

2. KEY STEPS TO LEVERAGE ON

In 2009, Phase II of the GHA Project was activated. It aims at using the contents of the volumes produced to develop pedagogical materials for both formal and non-formal education, as well as the elaboration of additional Volumes of the collection.

This new Phase of the GHA Project underpins resolutions adopted by UNESCO General Conference at its 34th (2007, 34C/Res. 39) and 35th (2009, 35C/Res. 40) sessions. It also responds to the AU Member States' requests for UNESCO's technical assistance for developing common educational contents, including textbooks, teachers' guides, and accompanying material based on the GHA. The **Charter for African Cultural Renaissance** adopted by AU Summit in Khartoum in 2006, which uphold that "the unity of the Continent is founded first and foremost on its history" and further stresses the "need for the reconstruction of the historical memory and conscience of Africa and the African Diaspora", and which recognizes that, "The General History published by UNESCO constitutes a valid base for teaching the history of Africa" add to background of Phase II. More so, **Agenda 2063, The Africa We Want**, recommends that the ideals of Pan-Africanism and African renaissance in school curricula.

Besides, the main political decisions adopted by the African Union (AU) bodies, between 2009 and 2018, commended UNESCO's initiative and urged AU Member States to contribute to the implementation of the project and to integrate the common pedagogic materials developed based on the GHA, once available.

In addition, the Africa Union theme for 2021, ***“Arts, Culture and Heritage: Levers for the Edification of the Africa We Want”*** is appealing as a suitable framework for reaffirming the importance of history in the building of the Africa We Want. This perspective was further echoed by His Excellency Felix Tshisekedi, in his Acceptance Speech for the Presidency of the Africa Union in February 2021, when he referred to the Pan Africanist Patrice Emery Lumumba’s firm belief of the great destiny of Africa, and quoted his declaration as follows: "Africa will write its own history. And it will be north and south of the Sahara a history of glory and dignity. "

Building on the above, UNESCO’s perused with commitment a holistic approach in the development of pedagogical materials for primary and secondary schools, for each age of the 3 targeted age groups (10-12, 13-16, 17-19), including curriculum outlines, basis for the development of teachers’ guide and textbooks. Indeed, this process was supported by experts, designated focal points from African Ministries of Education, and guided by an International Scientific Committee composed of *Historians, curriculum developers, pedagogues, linguists, sociologists, peer-reviewers from all over the continent.*

The pedagogical material developed received AU’s Ministers of Education, Science and Technology political validation, during their meeting held in Cairo (Egypt), in October 2017. The Executive Council of the African Union (Foreign Ministers) endorsed this decision during its meeting held in January 2018 in Addis Ababa, Ethiopia, alongside the Summit of AU Heads of State and Government.

Several African and non-African Member States have already expressed their interest to integrate these contents of the GHA into their national curricula, including, but not limited to Botswana, Egypt, Ethiopia, Ghana, Kenya, Liberia, Mauritania, Senegal, Sierra Leone, South Africa, Sudan, Tanzania, Uganda and Zimbabwe. France is the first non-African country that has expressed the same interest.

At a sub-regional level, the SADC Secretariat has been mandated by the Joint meeting of Ministers of Education and Science, Technology and Innovation, held in June 2018 in Durban (South Africa), to “ensure that all the Southern African Schools have Southern African Liberation history as part of their curricula”, and to facilitate “Member States who have already included Liberation History in their School Curriculum to share experiences with each other.”¹ It is within this framework that UNESCO has developed its National Liberation Movement Heritage Programme in the Southern Africa region, to support SADC Secretariat implement this decision in the formal education system (mapping of curricula and roadmap), while also disseminating the historical knowledge to youth in non-formal education setting.² Such an endeavor also aims at promoting the sense of regional solidarity and integration in the face of the xenophobic waves that occurred in the sub-region.

3. OBJECTIVES OF THE CONFERENCE

This Conference is proposed with the main objective to promote the integration of the pedagogical materials into national curricula and to share Kenyan experience in this process, while taking stock of other relevant initiatives in the region and beyond.

¹ Decision 22.2 of the SADC Joint meeting of Ministers of Education and Science, Technology and Innovation, June 2018, Durban, South Africa.

² <https://en.unesco.org/news/development-liberation-heritage-materials-kick-starts>

4. EXPECTED RESULTS

From this conference, it is expected that:

- i) A Global overview on the implementation of the Pedagogical use of the General History of Africa provided;
- ii) Concrete experience shared from Kenya that has successfully integrated the GHA into national school curriculum, following its Competency Based Curriculum;
- iii) Challenges and opportunities for the integration of the GHA are discussed, building from countries that had already expressed the willingness to do so;
- iv) Stock taking of regional perspectives for the promotion of the GHA outlined, notably through the Africa Liberations Movements, with initiatives from Southern Africa region presented, as well as ongoing efforts from Tanzania;
- v) Reflexions on innovative approaches, and the linkages between formal and non-formal education settings in the teaching of the GHA, including the role of NGOs and other actors;
- vi) Recommendations provided for a strategy and way forward for a larger scale engagement towards the integration of the GHA in school curriculum and learning processes in the continent and beyond, including through non-formal and informal education settings.

5. PROPOSED DATES AND FORMAT

This Conference will be organized from 25 to 26 May 2021, as a contribution to the Africa Week Celebration by UNESCO and the observance of the Africa Day (25 May). It is also inscribed as an event paving the way towards the Luanda Biennale for a Culture of Peace (4-8 October 2021), while bringing substantive insights to both the objectives of the International Decade for the Rapprochement of Cultures (2013-2022) as well as the International Decade for People of African Descent (2015-2024).

The Conference will be held on a virtual format, to integrate the constraints still persisting due to the COVID-19 Pandemic, and will have a simultaneous translation available in English and French. Interactive sessions will be planned to address specific sub-themes to show-case relevant approaches towards the integration of the GHA, both for formal and non-formal setting.

In this regard, Day 1 will feature the opening ceremony, followed by **Session 1** that will start up with a discussion on some challenges and opportunities for the integration of the GHA into national curriculum of given countries, assessed from their particular experiences and contexts. **Session 2** will highlight the pioneer step taken by Kenya for the integration of the GHA Volumes and pedagogical materials in all levels of education, including at diploma teacher training, through the Competency Based Curriculum and ongoing curriculum reform. The session will bring on board key national actors involved in this process, for the sharing of success factors as well as challenges faced.

Day 1 will be concluded with **Session 3** that will shed more light on the development of knowledge and resources on the African National Heritage Liberation Movement as a means to enhance better mutual understanding, peaceful coexistence and also as a means to fight against discrimination and xenophobia, based on the experience of Southern Africa Countries. Strategies put in place by the Southern African Development Community (SADC) with the support of UNESCO will be further elaborated in this regard, including in relation with Global Citizenship Education. The work underway in Tanzania will also be reflected in this discussion that will put in perspective the important part that the Africa National Liberation Movement play in the General History of Africa.

In Day 2, **Session 4** will discuss some new approaches for the promotion of national history as well as the GHA in some countries, including through the development of documentaries and other animated resources, with examples from Senegal and Cote d'Ivoire for instance. The relevance of interactive teaching methodologies, such as visit to a Museum, or historical site to promote history teaching will also be discussed. The importance of historical archives and the struggle for their conservation will also be presented as an opportunity, including through numeration. And the relevance of the UNESCO Memory of the World Programme will be considered in this regard, while showcasing ongoing efforts in selected countries.

Under **Session 5**, discussion will bring more insight on the integration of the GHA at the tertiary education level, through engagement with experts and representatives from specialized institutions; Departments of History, African Studies Institutes, but also the Pan African University. This session will also bring in the perspective from the diaspora, for instance through the Africa America Institute.

Lastly, a Session will place a special focus on formulation of recommendations and ways forward for the integration of the GHA in school curriculum and the promotion of its teaching and learning in Africa and beyond.

6. DRAFT AGENDA- TENTATIVE, SUBJECT TO APPROVAL/ENDORSEMENT

DAY 1: 25 May 2021		
Time slot	Sessions	Moderation
14:00-14:20	Opening Session <ul style="list-style-type: none"> • Opening Remarks by Mrs. Gabriela Ramos, ADG/SHS • Remarks from H.E. Amira Elfadil Mohammed Elfadil, Commissioner for Social Affairs, AFRICA UNION COMMISSION • Insights from Prof. Bethwell Ogot, Former President, International scientific committee for the drafting of a General History of Africa, address by H. E. Mr Albertus Aochamub, Ambassador Extraordinary and Plenipotentiary to France, Permanent Delegate of Namibia to UNESCO, President of the Africa Group at UNESCO 	Mrs. Ann Therese Ndong-Jatta , Director, UNESCO Regional office for Eastern Africa
14:20-14:25	➤ ARTISTIC PERFORMANCE	
14:25-14:55	Keynote Address <ul style="list-style-type: none"> • Keynote Speaker: <ul style="list-style-type: none"> ✓ Prof. Mamadou N'Doye, Expert in Education Policies, Former Minister of Education of Senegal • Discussants: <ul style="list-style-type: none"> ✓ Dr. Sifiso Ndhlovu, Member of the ISC/PU-GHA, Professor of history, Project Leader and Executive Director of the South African Democracy Education Trust (SADET), UNISA and Thabo Mbeki Foundation, Editor in Chief, SADET's <i>Road to Democracy in South Africa</i> multi-volume series ✓ Mr. Ousmane Touray, Ambassador of the Pan African World Heritage 	
Session 1: Challenges and opportunities for the integration of the GHA into school curriculum		

14:55-15:55	<ul style="list-style-type: none"> • Overview on the implementation of the Pedagogical use of the General History of Africa Project, by Lamine Diagne, Programme Specialist, Coordinator of the GHA Programme, UNESCO • General History of Africa: Corner Stone for Regional Integration and Sustainable Development, by Pr. Martial Ze Belinga, • Rebuilding National History for Unity after a Civil War using the GHA: The Case of Sierra Leone, by Dr Joseph Lansana Kormoh, Senior Lecturer, Department of History and African Studies, Fourah Bay College • Reintroduction of History Teaching in National Curriculum after conflict over narratives on national historical facts: The Case of Nigeria, by Prof. Okpeh O. Okpeh, President of the History Society of Nigeria <ul style="list-style-type: none"> • “History of Africa and its Southwest Indian Ocean Islands: Mauritius at the confluence of African and Asian Labour Diasporas and Heritage” by Prof. Vijayalakshmi Teelock, Chair, International Scientific Committee of the Indentured Labor Route Project • Commitment towards integration of the GHA in school curriculum: an approach from Cote d’Ivoire by Mr. Sekongo Yeninyamilougou Fernand, Research Professor, Historian-Museologist, Advisor to the Minister of Culture and the Arts and Entertainment Industry, President of the National Committee for the GHA • QUESTIONS & ANSWERS 	John Crowley , Chief, Research Policy and Foresight, Social and Human Sciences Sector, UNESCO HQs
Session 2: Integrating the GHA into school Curriculum: Pioneer Experience from Kenya through the Competency Based Curriculum		
15:55-16:50	<ul style="list-style-type: none"> • H.E. Mrs. Phyllis Kandie, Ambassador, Permanent Delegate of Kenya to UNESCO • Translating the Political Commitment for Integration of the GHA into School Curriculum: Critical Role of the National Commission for UNESCO, by Dr. Evangeline Njoka, CEO, Kenyan National Commission for UNESCO • The Strategic involvement of state institution responsible for curriculum and professional development of teachers, by Prof. Charles Ochieng’ Ong’ondo, Director/CEO, Kenya Institute of Curriculum Development (KICD) • Thinking ahead: Integrating the GHA in the Higher Education Level in Kenya, by Dr. David Mwanzia Kyule, Lecturer, Department of History, University of Nairobi • Launching of an advocacy and awareness raising documentary for the promotion of the integration of GHA into School curriculum, by David Onyango, Senior Research Associate, UNESCO Nairobi Office • QUESTIONS & ANSWERS 	Mrs Jane Nyaga , KICD/ Dr Joel Ongoto , KENATCOM
Session 3: Southern African Perspective: Discussion around the Roadmap for the Teaching of the GHA through the National Liberation Movement in SADC		

16:50-17:40	<ul style="list-style-type: none"> • Screening of a short video: National Liberation Movements Heritage Programme - Youth in the Liberation Struggles https://www.youtube.com/watch?v=APKkGjMOYJ8&feature=youtu.be • Launch of the <i>Global Citizenship and Liberation History in Secondary Curricula in Southern Africa – Summary Report on the Findings of a Desk Review</i>, UNESCO/SADC, 2021 <p>Panelists:</p> <ul style="list-style-type: none"> • Dr Phyllis Johnson, Founding Director and Special Projects Southern African Research and Documentation Centre (SARDC) • Dr Chiku Mnubi-Mchombu, Lead Consultant for the UNESCO/SADC 2020 Curricula Review, Coordinator/Senior Documentarist Human Rights and Documentation Centre, University of Namibia • Ms Dorothy Makunda, Curricular Developer, Tanzania Curricula Centre, Expert to the International Scientific Committee of the UNESCO Pedagogical Use of the General History of Africa • QUESTIONS & ANSWERS 	<p>Mr Phinith Chanthalangsy, Programme Specialist for Social and Human Sciences, UNESCO Harare Office and</p> <p>Ms Julia Heiss, Programme Specialist for Education UNESCO Harare Office</p>
END OF DAY 1		
DAY 2 : 26 May 2021		
Session 4: What Innovations for enhancing the teaching and learning of the GHA?		
13:00-14:00	<ul style="list-style-type: none"> • The History of Africa Mother Africa Trailer by Zeinab Badawi (0:56) • Documenting National History through Audio Visual Materials in Senegal by Prof Mamadou Fall, Coordinator, General History of Senegal • Animated, comics and other digital resources to promote the GHA: A promising initiative from Cote d'Ivoire, by Mrs Adja Mariam Soro, Director, KÄ Studio and of the Publishing House Voyelles • "The Intercontinental Slavery Museum Project (ISMP) and the Apravasi Ghat World Heritage Site in Port Louis: Innovative approaches for safeguarding and promoting history and knowledge about Africa and its Southwest Indian Ocean Islands" by Dr Stephanie Tamby PhD in History, Researcher, ISM Mauritius Ltd and Dr Jimmy Harmon • The importance of restoring National Achieves for telling the national history in the context of GHA: A Perspective from Djibouti, by Mr Ayeid M. Yahya, Permanent Delegate of Djibouti to UNESCO • QUESTIONS & ANSWERS 	<p>Ms. Sasha Rubel, Programme Specialist, Digital Innovation and Transformation Section, Communication and Information Sector, UNESCO HQs</p>
Session 5: New Perspectives for Disseminating Teaching and Learning on the GHA		
14:00-14:45	<ul style="list-style-type: none"> • What place for the General History of Africa in African Studies, by Prof Naana Opoku Agyemang, former Vice-Chancellor of the University of Cape Coast and former Minister of Education, Senior Research Fellow, Institute of African Studies, University of Ghana • Teaching Africa Beyond Africa, by Kofi Appenteng, President and CEO of the Africa-America Institute • "Disseminating the General History of Africa in Latin America and the Caribbean: Challenges and Opportunities", by Prof Rina Caceres 	<p>Mrs Nacee Mercier Wangarni, Teach For The Gambia</p>

	<p>Gomez, Director, Chair of African and Caribbean Studies, University of Costa Rica</p> <ul style="list-style-type: none"> "What stakes for the use of resources and pedagogical tools of the General History of Africa in teaching in France?" by M Benoît Falaize, Inspector General of History, Ministry of Education, France <p>QUESTIONS & ANSWERS</p>	
Session 6: Recommendations on strategies and ways forward for enhancing GHA dissemination, learning and integration into curriculum		
14:45-15:30	<ul style="list-style-type: none"> Mr Yao Ydo, Director, International Bureau of Education (IBE) Prof Amadou Fall Prof Charles Binam Bikoi, Executive Director, Centre International de Recherche et de Documentation sur les Traditions et les Langues Africaines (CERDOTOLA) Mrs Yumiko Yokozeki, Director, International institute for Capacity Building in Africa (IICBA) Mr John Crowley, Chief Research, Policy and Foresight Prof Maria Eliza Velazquez, Director, INAH, Former President of the ISC of the UNESCO Slave Route Project 	Noro Andriamiseza , Programme Specialist, Education Sector, UNESCO
15:30-15:35	Artistic performance TBC	
15:35-16:00	Closing Session	Abdul Rahman Lamin , Programme Specialist, SHS, UNESCO
	<ul style="list-style-type: none"> Mr. Firmin Matoko, Deputy Director General for Priority Africa and External Relations, UNESCO H.E. Mrs Véronique Roger-Lacan, Ambassador, Permanent Delegate of France to UNESCO Prof. Bethwell Ogot, Editor, Volume V of UNESCO's History of Africa H.E. Mr. Henok Teferra Shawl, Ambassador and Permanent Delegate of Ethiopia to UNESCO 	