Teaching and social inclusion skills to be added in the 21st century to trained and training teachers in teaching schools in Saurimo-angola

Competências docentes e de inclusão social a serem agregadas no século XXI aos professores formados e em formação nas escolas de magistério em Saurimo-Angola

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	ABSTRACT
Keywords: training plan; Teachers; students; Skills; social inclusion;	These days, marked by profound transformations, transience, discontinuity, complexity, heterogeneity among others who live people in the current world, driven by information and communication technologies. Scholars from various areas of knowledge has used concepts such as contemporary, globalization, modernity, skills and others have been used in the social sciences to designate a particular area of knowledge or context. In education this concept is focused on the teacher's attitude, because it is expected to develop citizens with flexible, critical and creative ideals and behavior, with high scientific knowledge and human values that are fully formed to contribute to the country's development. The need to reform the educational system, adapting it to the current reality and the demands of society, today led to gizar a training plan that contributes to the need to train new and competent teachers in the school of teaching of Saurimo and its Occasionally, you can prepare citizen to confront the complex and profound social inequality, sustainable human development, poverty, injustice and contemporary was information and uncertainty. In this aspect, a set of activities with a formative and pedagogical penalty, which with their implementation and elasticity will improve the performance of teachers, will stimulate students' learning and both developed teaching and social inclusion.

	RESUMO
Palavras-chave: Plano de formação; Professores; alunos; competências; inclusão social.	Nos dias de hoje, marcado por profundas transformações, transitoriedade, descontinuidade, complexidade, heterogeneidade dentre outras que vivem as pessoas no mundo actual, movido pelas tecnologias de informação e comunicação. Estudiosos de diversas áreas do saber tem usado conceitos como contemporaneidade, globalização, modernidade, competências dentre outros tem sido usado nas ciências sociais para designar determinada área do saber ou contexto. Na educação esse conceito está voltado a atitude do professor, pois dele

espera-se desenvolver cidadãos com ideais e comportamento flexíveis, críticos e criativos, com elevados conhecimentos científicos e valores humanos e que estejam formados integralmente para contribuir para o desenvolvimento do país. A necessidade de reformar o sistema educacional, adequando-o a realidade actual e as demandas da sociedade, de hoje, levou a gizar um plano de formação que contribui para a necessidade de formar novos e competentes professores na Escola de Magistério de Saurimo e por sua vez, estás possam preparar cidadão para confrontar a complexa e profunda desigualdade social, o desenvolvimento humano sustentável, a pobreza, a injustiça e a contemporânea era da informação e incerteza. Nesta vertente, propôs-se um conjunto de atividades com pendor formativo e pedagógico, que com a sua implementação e elasticidade melhorara a atuação dos professores, estimulará a aprendizagem dos alunos e ambos desenvolveram competência docentes e de inclusão social.

Introduction

We have observed with some concern the lack of serious investment by the governments of less developed countries, including Angola, in education, where the low population density is a positive factor in the development process in which society seems to want to participate.

The situation of instability that Angola experienced led to a lack of commitment and decision-making at a political level, justified by the priority given to the war effort to the detriment of social areas such as education (Ferreira, 2019).

The small share of the general state budget allocated to the education sector, the lowest in the SADEC region at 6%, the devaluation of teachers, the politicization and militarization of the education system, the robotization of knowledge, decontextualization and disharmonization of content, the standardization of teaching methods and methodologies, the culture of fear, of non-violence, poor accommodation, the lack of technical and human conditions, and the improvisation of measures lead to numerous consequences, making education practically inoperative as a structure, empty of policies, technicians and dynamics (Correia, 2017).

This cascade effect, which starts from the privileged positions of the central power (Ministry of Education) where minimalist policies are being designed for the sector, has had repercussions at the grassroots (provincial, municipal, district, communal and school directorates) of a movement of disorientation, destabilization, asymmetry and improvisation at the level of all education and particularly in the areas of teacher training, clearly demonstrating that education is still not among the highest national priorities, despite all the official rhetoric.

The Saurimo Teaching School is completely murdering the future generation, the society of tomorrow, and is leading us to an educational culture that brutalizes, depersonalizes and reduces teaching and students to mere numbers, to blue statistics.

We are witnessing a failed and incoherent education system that is obsolete and far from responding to the demands of today's society. An education that trains teachers for the 18th century, where the governing party has usurped the competences of schools and teachers by implementing preparatory courses for university entrance at the end of each school year.

The gaps found lead us to realize that Angola needs an education that responds to the current events of the contemporary world. This should be reflected in the training of teachers, understood as those who are able to train individuals who know how to create, criticize, innovate, reflect, generate initiatives; those who are able to train individuals with a good command of languages, from oral to written; those who are able to accumulate and culturally improve scientific, ethical, diversified and culturally accepted knowledge.

Therefore, the bulwark of any country's sustainable and multifaceted development will be education. Therefore, it is only through rigorous scientific research and the work of teachers that alternatives can be identified towards the full enjoyment of the right to education, as an exercise of citizenship in different social conditions and scenarios, a concern that is becoming urgent in the context in which we are now immersed.

The 21st century therefore highlights the growing importance of teachers' personal and professional training, so that their competence and personal factors, combined with high levels of performance, can contribute to an education that leads students to think, reflect, form concepts, discern and have the ability to apply what they have learned.

There is an urgent need to train teachers, to prepare them for technological innovation and to respond to the main problems of their daily lives, as well as to respond punctually to the desire to build the country that is being designed and its pedagogical consequences.

That's why it's so important to train and modernize the teachers in training at the teaching schools in question. It is believed that if we add teaching and relational skills to teachers, education will be a food capable of liberating man and solving his problems.

Weaknesses in the teacher training process at Saurimo teacher training colleges

The social, political and economic transformations that have taken place in recent years in Angolan society have drastically altered the education system and devastated the performance of teachers in Angola, substantially mitigating their preparation in the scientific and pedagogical components, making their performance fruitless.

This is mainly because the teacher training model shows weaknesses on the part of the trainees in the acquisition/appropriation of the content taught in the initial training curriculum, i.e. a lack of depth in the content taught, as well as an increase in practical activities in the teaching-learning process to ensure understanding and application of the knowledge acquired in the trainee's day-to-day life.

Inocêncio (2017) says that there are serious limitations in the teacher training process, which lead to inadequacy in their performance, due to aspects related to the content of their learning and the precariousness in incorporating knowledge production processes. To emphasize, teacher training has been done in a mechanical and repetitive way, that is, the relationship with knowledge, its construction/transmission, training has been done with an expository tendency in the transmission of information, as well as a simple chain of repetitions of words and texts, without delaying in the investigation and construction of knowledge.

This calls for urgent, significant and transformative changes, both financially, economically, politically, socially and culturally, which trigger questions on different scales, including education. Education has been extolled as the engine that will provide future generations with wealth, development, democracy, equality and other goods, and for this it must be monitored, it must be seen as a strategic partner, as humanity's greatest contribution and not relegated to third place.

The General State Budget must make considerable resources available for these sectors, so that the teachers being trained in the country's schools, and in particular in Saurimo, do not escape the demands imposed by today's societies, so that the programs and curricula respond to and competently train the citizen, man of science, reflective, critical and researchers who think according to (Inocêncio, 2017).

To this end, teacher training colleges cannot escape the demands imposed by Angolan society today, in terms of academic plans and programs that allow for the training and development of the skills and intellectual capacities required in the face of the development of science and technology, as well as the training of increasingly competent, reflective and critical teachers.

There is an urgent need for the teaching schools in Angola and Saurimo to find models for organizing teaching or relevant curricula in order to train future teaching professionals, with a broad profile, whose professional performance fits in with the new challenges posed by science and technology, as there are deficiencies in the performance of teachers who serve the teaching subsystems.

This attitude requires new pedagogical practices and strategies that are closely related to current scientific methodologies that foster in the future teacher all the aspects inherent to the teaching profession, ranging from knowing, doing and knowing how to be (Inocêncio, 2017).

It is therefore necessary to take into account teacher training models that focus on integrity, as well as the organization and planning of curricula that take into account not only

the characteristics of the students and the context, but also the content and methods to be used and their justification and framework.

Hence the importance of this study, which proposes to add imputes to the deficient training of teachers at all levels. We want to add competence to those who have not acquired it during their training, since it is not enough to have a large number of graduates leaving higher education institutions, but we must get them to develop skills for their position in reconciling practice with theory.

The teaching and inclusion skills needed in Saurimo's teaching schools

In the meantime, the new competencies that teachers in training and those trained for 21st century education in Angola and at the Saurimo Teaching Schools should have are: Pedagogical-Didactic, Scientific, Affective/Emotional, Communicational and Ethical/Deontological, as they are the most common and the most essential in the teaching profession in the context of the study.

1. Scientific competence leads teachers, among the various options, to create interdisciplinarity in order to enrich the student's overall knowledge. This competence is related to and predicted by Zabalza (2003), quoted by Wagner (2017), which leads teachers to "identify with the institution and work as a team", whereby they work as a group in the context of their institution. This competence leads teachers to break away from their academic individualism and learn to work with their peers, as a team, in cooperation, in an integrated manner, in order to uphold the institution's mission and implement the desired curriculum.

2. Pedagogical-didactic competence means that teachers are no longer mere reproducers of science. It means that today's teachers are no longer bound by "modern pedagogy, based on the psychological and sociological sciences of the 20th century" (Nóvoa, 2009) and use pedagogies that correspond to students' needs, especially their teaching-learning rhythms. It requires the teacher to build, revise, reformulate and adapt the pedagogical project of the course; it also requires planning in pairs, regulated by didactics and using available resources; we can also add that it requires creativity, autonomy, planning, methodology, evaluation and knowledge of the instruments. The didactic-pedagogical competence leads the teacher to select learning methods/strategies/techniques;

3. Communication competence is one of the most important competences, which the teacher must strive to master wonderfully in relation to the other competences (scientific, pedagogical-didactic, affective/emotional and ethical) and not know how to communicate with the students, which has the consequence of not being able to get the desired information across to them. Nowadays, using class/discipline blogs, chat platforms, tools such as *Google Classroom*, *Go Formative*, *Sutori*, *Lessonup*, *Class Flow* or *Class dojo* , or platforms.

4. Affective/Emotional Competence is the most important skill to work on in the classroom in Angola, due to a culture shaped by patriarchy and the effects of the war on society, making people insensitive, not accepting others as people, but only as members of the tribe, party or religion. Estrela, teaching arouses emotions and feelings in teachers (Estrela, 2010, updated by Costa, 2019). Being a teacher means being able to deal with emotions in a way that promotes personal power and the quality of life around us. Being a teacher means being a mediator between the family and the school, especially "in those cases where the family has more serious

difficulties in carrying out in-depth educational action" (Guerra, 2006, p.63). Emotional/affective skills automatically lead us to moral skills derived from an ethic of respect and attention to others (Estrela, 2010 cited by Costa, 2019).

Strategy to add new skills and maximize the performance of teachers trained and in training at the Saurimo Teaching Schools

1. A plan for the development of professional skills and social inclusion in the school context, as a point of escape and a proposal for the teaching that was aimed for:
- Detoxifying the classroom of theorizing;
- Motivate various reading and learning encounters between teachers that enable the development of teaching skills and social inclusion.
- Discuss everyday themes and issues in an interdisciplinary way;
- Propose the influence of ICT as an element in learning and improving ideas;
- Exchange experiences with students from other education systems;
- Building a face-to-face and/or online pedagogical workshop

2. The academic excursion you wanted:
- Developing activities that promote/equate and/or encourage solidarity, equity, respect, peace, justice in interaction/relationship, coexistence with the environment through awareness/awareness, involvement/commitment to the humanizing defence of nature, responsible citizenship, sustainable development and building a promising future.
- With the materialization of this activity, the study put students and teachers in direct contact with their surroundings, in other words, to study is to translate learning into the context in which one lives, so more than an extra-curricular and curricular activity, the activity had as its themes:
  a) Burning and the exploitation of nature by industries as agents leading to the destruction of the ecosystem are consequent means of environmental imbalance;
  b) Tourist/academic excursion during ecological week to train/inform about the beauty and charms of nature, provoking contemplation, solidarity, respect, communion for sustainable and promising development
  c) Ecological activism: Meeting-school-community-nature whose function will be to generate information about major environmental issues and conflicts and human-nature interactions/relationships, and then to train and involve the community in resolving and transforming environmental conflicts

3. Round tables on the themes:
  a) Teenage pregnancy:

This materialized activity was justified by the fact that we noticed within the school and the interviewees the high number of pregnant teenagers, which has prevented them from continuing to study, by the bullying that has been going on and by making teachers aware of the disrespect that has been meted out when addressing these teenagers.

On the other hand, early marriage is a global challenge that has profound consequences for the lives of girls and their families and the province of Lunda Sul has the highest prevalence rate of teenage pregnancy in the country, at 59.6% (Instituto Nacional de Estatística (INE)).

  b) Practical activity with community mobilization and awareness-raising; This activity was materialized when students, teachers and Mwana Pwo associates got involved in awareness-raising campaigns in the community, handing out pamphlets, booklets,

information and educational leaflets on prevention, transmission and treatment, or giving talks in plausible areas such as churches, public squares, markets, schools, or through a road show, or dramatizing in the form of theater.

Method

Using the epistemological paradigms that counterbalance the traditional and modern educational systems, which are teacher-centered and student-oriented, as well as those centered on knowledge and the development of competencies, based on modern/contemporary and post-modern pedagogical theories, the study designed an experimental methodology, based on the need to add teaching and social inclusion competencies to teachers trained and in training at the Saurimo teaching school.

Faced with the disparity between what is lived and what is thought, he proposes a teaching strategy that provides both human, social, cultural and technological training, and the updating, positioning and insertion of man into a more human world, which restructures man and makes him more egalitarian and self-effacing.

Along these lines, the study opted for an applied, integrative and dynamic methodological perspective, since the aim is to improve certain aspects that, based on the data collected and according to the results, can be improved. We therefore opted for an applied approach, because the study started from a pedagogical model of competencies, which with its elasticity, convergence and timeliness can be used to train teachers at any level of schooling, moment and context, being appropriate for the context of Saurimo /Angola and Lunda Sul where education varies from the center outwards and differs from outside to the center by coupling local experiences and cultural values to spice it up;

Integrative because it not only allows the main players (trained teachers and teachers in training) to change, but also reaches parents and guardians, the surrounding communities, society in question, both by example and by raising awareness, using inter- and transdisciplinarity as the focus of all learning, as emanates from modern pedagogical theory based on aggregating and developing skills.

Dynamic because it is understood at a time of great technological upheaval and can adapt to changing realities; because it wants to go beyond all traditional forms of education and seeks to make major changes in thinking with minimalist gestures, technologies, methodologies and examples; and transformational because it adopts the old and the new at the same time.

The survey used a stratified random sample, which consists of dividing the target population into subpopulations or strata, using the following formulas: n/100 x population, i.e. 10x806/ 100 = 80.6 students from the Lunda-Sul Polytechnic Institute and 10x980/100 = 98 from the Saurimo Teaching School.

The study was structured in three phases: (i) Literature review phase, which focused on the basic strategic concern of the study express the theoretical foundations that guide, explain and underpin this research. (ii) The pre-intervention phase focuses on explaining the strategy, its object and its contributions. It sought to x-ray the understanding of the competences possessed by Salucombo's students and teachers; to establish the links between the perspectives used to validate the construct and the results obtained from learning, with a view to educational practice that provides the necessary knowledge for students and teachers to understand, emerge from and cope with complex everyday life. (iii) Intervention phase, which aimed to determine the value of the pedagogical strategy of training in competencies, which provides the opportunity for a new educational approach that we call the competencies incubator.

The data was collected by means of a questionnaire and validated by the Delphy method, in which three experts from different countries and two rounds were certified as being ready for implementation. The reliability of the instrument was obtained using the sPSS (Statiscal Packedge Social Science) program in which the Cronbach's alpha coefficient was determined cronbach's alpha coefficient was determined, reaching a reliability of 0.245 in 27 items evaluated, which gave light to its materialization. They were filled in online, first for the teachers and second for the students, and assisted by the researcher.

Results

The rupture that exists between the ways of doing education with a global focus and necessary for the development of skills for the generations of the 21st century and the education done in the local context of our teaching, led the study to question a total of 40 teachers, 20 from each school, both in the city of Saurimo, who teach in the teacher training course in Primary Education at both secondary and higher level. These 24 are male and 16 female, 25% of whom have a doctorate, 35% a master's degree and 40% a bachelor's degree.

They said in the pre-intervention phase that the reasons why they don't develop professional and social inclusion skills are: 35 teachers making up 87.5% said it was the excessive number of students in each class; 30 teachers (75%) said it was the excessive number of theory classes; 21 teachers (52.5%) said it was the age of the students in each class; 18 teachers (45%) said it was the poor infrastructural conditions; finally, 34 teachers (85%) said it was the poor preparation of the students.

Table 1

Teachers' response to the working conditions they face

	Pre-intervention				Post-intervention			
	Yes	%	No	%	Yes	%	No	%
1. Too many students per class	35	87,5	5	12,5	22	55,0	18	45,0
2. Excessive number of lectures	30	75,0	10	25,0	30	75,0	10	25,0
3. Students' age group	21	52,5	19	47,5	30	75,0	10	25,0
4. Poor classroom infrastructure	18	45,0	22	55,0	20	50,0	20	50,0
5. Poor preparation of students	34	85,0	6	15,0	20	50,0	20	50,0

In the post-interventional/post-experiment phase, they stated that what has made it difficult for them to develop professional skills and inclusion in their students is: 22 teachers accounting for 55% said it was the excessive number of students per class; 30 teachers accounting for 75% said it was the excessive number of lectures; 30 teachers accounting for 75% said it was the age of the students per class; 20 teachers accounting for 50% said it was the poor infrastructure; finally, 20 teachers accounting for 50% said it was the poor preparation of the students.

The two phases of the study, based on the results, attest to the prominent need for training and/or updating of both teachers and students: some in experience, others in innovative methodological procedures to overcome the difficulty raised. This process must involve the adoption of measures that can mitigate old pedagogical habits, which were taken on during bad times in the country's history and banished or refuted, so that they don't clash with new educational trends. (Inocêncio, 2017).

The study also supports the entry of ICT into the Angolan education system, as it will lead teachers to have fundamental scientific knowledge, in the disciplinary field to be taught and in the field of educational sciences (updating and improvement) (Cedro & Moura 2012); it

will allow the incorporation of new resources made available (Ferreira & Frade, 2010) and will require teachers to have the humility to recognize that learning is a process that does not end with graduation, or with a diploma, but rather, it is in the wake of continuous training that new knowledge is incorporated.

They stated in the pre-intervention phase that the attitudes that lead them not to develop professional and social inclusion skills are: 25 teachers (62.5%) said yes, there is a lack of colleagues on the part of colleagues and this leads to a lack of teaching; 22 other teachers (55%) said it was the lack of goals in staff development; 24 of the respondents (60%) said it was the political and social context that chilled the teaching attitude and the development of skills; the lack of material conditions was also listed by 34 teachers in this group, making up 85%; 27 teachers (67.5%) went further when they said that they didn't develop skills due to the lack of up-to-date tools; and 29 (72.5%) said it was the lack of appreciation from those who govern, as shown in the table below.

Table 2

Teachers' responses on why they don't develop teaching and social inclusion skills

	Pre-intervention				Post-intervention			
	Yes	%	No	%	Yes	%	No	%
1.Lack of pedagogical attitude	25	62,5	15	37,5	15	37,5	25	62,5
2.Lack of pre-defined goals for the development of staff in training	22	55,0	18	45,0	22	55,0	18	45,0
3.Teachers' political and socio-economic context	24	60,0	16	40,0	31	77,5	9	22,5
4.Lack of material conditions	34	85,0	6	15,0	40	100	0	0
Updating tools and content for the 21st century	27	67,5	13	32,5	27	67,5	13	32,5
5.Lack of appreciation on the part of those who govern	29	72,5	11	27,5	40	100	00	00

In the table above, we find the results of phase II of the survey, in which post-experiments stated that what has made it impossible for them to develop professional and social inclusion competencies in students is: the lack of predefined goals for teacher training 55%; the socio-political and economic context that does not satisfy the making of education, 77.5%; the lack of material conditions 100%; the lack of technological and/or up-to-date tools 67.5%, as well as the lack of appreciation from government officials 100%.

Scientific literature points out that society is proposing a new set of basic skills and demanding "other tools" in addition to being able to read, write and count, in order to keep up with scientific/technological acceleration. UNESCO has enshrined four forms of knowledge: learning to be; learning to know; learning to do; and learning to live together. (Delors J., 2003). The Partnership for 21st Century Learning, known as P.21, has created a framework of four essential skills for the success of a 21st century student: communication, collaboration, creativity and critical thinking. (Magalhães, 2022). In 2015, the Organization for Economic Cooperation and Development (OECD) proposed the competency framework for the Future of Education by 2030. Challenging educational institutions to abandon the centrality of the school curriculum organized into subject areas, focused on objectives and content, aimed at transmitting academic or specialized knowledge that is decontextualized from the social reality and previous experiences of the student (Magalhães, 2022).

Educational institutions are called upon to (re)define their competencies, pedagogical and didactic models, organize the school system, the different processes of personal and social development of children and young people, as well as their basic knowledge.

The study did not leave out the students of the Saurimo Teacher Training School, who numbered 160, 80 for each school. There were 82 women and 78 men aged between 15 and 45.

The table below shows that in the pre-interventional phase, the study sought to find out if they had made a self-assessment of the physical conditions and accommodation at the Saurimo teaching school: 100% said that there is not enough accommodation for the students and that this interferes with the process of developing skills; 100% also said that the school does not have the number of 45 students recommended by law, and always tends to double; 50% pointed out that they study in a borrowed school; 78.1% argued that they do not have laboratories or libraries and do not use these tools during lessons; 80% answered that they do not carry out practical lessons and extracurricular activities.

Table 3

Students' responses on the conditions of their school

	Pre-intervention				Post-intervention			
	Yes	%	No	%	Yes	%	No	%
1. Your classroom has the number of students recommended by Law 13/01	00	0	160	100	00	0	160	100
2. Your school has its own facilities	80	50,0	80	50,0	80	50,0	80	50,0
3. Access to laboratories and libraries during classes	35	21,9	125	78,1	105	65,6	55	34,4
4. Teachers carry out practical lessons and extracurricular activities	32	20	128	80	150	93,8	10	6,3
5. They have an educational workshop	00	0	160	100	141	88,1	19	11,9

In phase II of the research, in the post-experiment phase, the students showed a different attitude, they changed their stance on the issue of access to the laboratories, where 65.6% said they were now using them for lessons; 93.8% also said that in the experiment phase they had materialized the extracurricular activities and a pedagogical workshop had been integrated, as shown in table 3 above.

Authors such as Nicolau (2019) testify that the study conditions offered to students in Angola, reflected by the lack of laboratories, sports facilities, canteens, bookstores, lack of textbooks, standardized and structured programs, lack of regular inspection for these schools is a breeding ground for non-learning and, consequently, non-development of skills. Teixeira (2022) states that the failure to develop teaching skills and social inclusion is caused by poor student accommodation, sanitation, hygiene, cleanliness and ventilation. Soares (2007) states that school is the place where students learn the knowledge they need to enter society. It is the place where emphasis should be placed on acquiring cognitive skills that cannot be obtained in other environments.

Thus, learning is not just a central component of education, but a right that enables other rights, as it contributes to better participation and social integration. Chizzotti (2016).

Angola will have scientific potential if it takes these two paths and it must start at school with teachers and students, thus justifying the focus that this study gives to these two key elements for the current situation, for the training of student teachers and for the development of contemporary skills

Table 4 shows the attitude of the students when they were asked about their training process, i.e. the answer to the question how has your teacher training process been?

They responded by agreeing, disagreeing or being neutral. In the first phase of the pre-intervention project, they agreed that it was the lack of physical conditions (51.3%), the lack of

methodological diversity on the part of teachers (81.8%), the lack of scientific incentives and the use of ICT (80.5%) that led them to fail to develop skills; they also stressed that they did not feel prepared to exercise their profession as teachers in the 21st century (85. 7%); that the methods they use force them to skip classes (95.7%) and they all agree that they are looking for new ways of knowing in order to enhance the teaching they set out to do (95.7%).

Table 4

Students' response to some constraints that do not lead to the development of teaching skills and social inclusion

	Pre-intervention						Post-intervention					
	C	%	N	%	D	%	C	%	N	%	D	%
The school's lack of physical facilities has led to skills not being developed	82	51,3	5	3	73	45,6	98	56,3	57	3,1	5	35,6
Teachers use different teaching methods	129	81,8	0	2,5	21	15,7	152	93,2	0	0	8	6,9
Teachers encourage students to do scientific research, to study in groups and to use ICT.	131	80,5	4	6,3	25	13.1	141	95,1	0	0	11	5
Do you feel that you are being prepared to prepare a generation for the 21st century?	137	85,7	2	1,3	21	13,1	58	36,2	0	0	102	63,8
As students you actively participate in class	153	95,7	2	1,3	5	3	42	26,3	1	0,6	117	73,2
You are motivated to seek other knowledge and improve new ways of knowing	157	95,7	0	0	3	1,8	158	98,7	0	0	2	1,2

Note: (C=agree; N=neutral; D=disagree)

After using the proposal and the activity developed, we asked the same students again, how has your teacher training process and consequently the development of competencies been? In turn, 56.3% agreed that poor accommodation conditions; that reproductive and traditional classes (93.2%) and the lack of incentives for research and the use of technology (95.1%) have motivated them not to achieve excellence and not to develop other skills; when asked about their training and preparation for the 21st century, they replied that they disagreed, i.e. 63.8% of those questioned know that they are not being prepared for the 21st century; 73.2% said that they do not actively participate in class and 98.7 agreed that they have sought other knowledge beyond what they receive at school.

The 21st century is considered to be the century of education, as it is a catalyst that determines the development of any nation, highlighting the need to train human capital for the sustainability of nations in two areas that have had a significant impact on people's modus vivendi from the last century to the present day: Computing and Telecommunications. The use of ICTs to take education to transportation, energy and health services, electricity, among others, in an intelligent, interconnected and efficient way has become a reality (Filho, 2012).

It is the responsibility of educators to build new pedagogical processes for the current society so that these new ways of being, behaving, teaching and learning bring new pedagogical practices, the use of ICT and the reconstruction of a new personal and professional identity imposed on them, forcing them to reinvent themselves in order to cope with this disturbing society.

Angola is a new country, rich in available natural and human resources and in need of manpower for its transformation. It requires the new generations to be prepared through an educational process to respond to its contemporary demands and present challenges.

Through education, it is hoped to develop citizens with flexible, critical and creative ideals and behaviour that allow them to take on the global reality, a much-needed element in the inevitable globalization processes that society as a whole, and especially the education system, is undergoing.

The inclusion of citizens excluded by the various adverse factors, whether political, social, economic, regional, tribal or racial, or by other factors inherent in the lack of employment, poor training, professional disqualification, social acceptance, among others that today's reality shows us.

Discussion and conclusions

The need to reform the education system, adapting it to the current reality and the demands of society, the historical moment and the modus vivendi, were called competencies.

That's why we believe that if we add teaching skills and social inclusion to the teachers we have trained and are training, education will be the remedy to combat the cultural and social manipulation, corruption, facilitation, cronyism and cronyism in which Angola is immersed.

Thus, using the epistemological paradigms that counterbalance traditional and modern educational systems, those centered on teachers and students, as well as those centered on knowledge and the development of competences, based on modern/contemporary and post-modern pedagogical theories, the study designed an experimental methodology, based on the need to add teaching and social inclusion competences to teachers trained and in training at the Saurimo teaching school, taking into account that reality presents us with two trends.

On the one hand:
- There are precarious conditions in teacher training in Angola and in Saurimo schools, reported by Imbamba as "corruption"; Paulo (2013) speaks of "mediocrity in teacher training; Nguluve (2006) "poor student performance and poor teacher training;
- There is a legal inconsistency between Decree Law 17/16 article 4 and the reality we are experiencing, in which there are weaknesses in teacher training;
- Weaknesses in infrastructure and/or working conditions;
- The overcrowding of students in the classroom;
- Weaknesses in the means and models of teaching; the transmission of content that is inappropriate to the context;
- The lack of mastery of Portuguese as the working language of instruction, as well as the lack of appropriate teaching materials.
- There are weaknesses in initial teacher training;

 On the other hand, there are expectations in the authorized pronouncements that these limitations will be overcome:
- João Lourenço, in the guise of the nation's president, says that developing the country means investing very seriously in the education of young people and in their technical and professional training, adjusted to the needs of the labor market and the country's development; that is, with a view to supporting equal opportunities for

people to live a healthy, prosperous and longer life; ensuring productive and inclusive jobs;

- UNESCO, the World Bank and other organizations say that leaders must develop education as the most powerful antidote to poverty in Africa;

Faced with the disparity between what is lived and what is thought, the vanishing points open up that provide the foundation for teaching based on competencies, as the study proposes and as a teaching strategy that provides both human, social, cultural and technological training and the updating, positioning and insertion of man into a more human world, which restructures man and makes him more egalitarian and more self-effacing.

The study therefore opted for an applied, integrative and dynamic methodological approach, since the aim was to improve some aspects that, based on the data collected and according to the results, could be improved.

Applied from a pedagogical model of competencies, which with its elasticity, convergence and timeliness can be used to train teachers at any level of schooling, time and context, being appropriate for the context of Saurimo /Angola and Lunda Sul where education varies from the center outwards and differs from outside to the center by coupling local experiences and cultural values to spice it up;

Integrative because it not only allows the main players (trained teachers and teachers in training) to change, but also reaches parents and guardians, the surrounding communities, society in question, both by example and by raising awareness, using inter- and transdisciplinarity as the focus of all learning, as emanates from modern pedagogical theory based on aggregating and developing skills.

Dynamic because it is understood at a time of great technological upheaval and can adapt to changing realities; because it wants to go beyond all traditional forms of education and seeks to make major changes in thinking with minimalist gestures, technologies, methodologies and examples; and transformational because it adopts the old and the new at the same time.

It is up to the educator, every day, in any way, to train young people to be subjects, protagonists of their own history. Educating young citizens to be better people, to develop their humanity, their spirituality and to actively participate in the process of social transformation.

It can also be added that personal or professional human skills or qualities, as a complex system of understanding, are not acquired in a naive or fallacious way, in an abstract way or by memorizing theories, but require attitudes, coherent action strategies, practical actions, experience, authentic experiences in real and reflective contexts, debate and open contracting of personal and professional knowledge. Without these effective and appropriate skills, students will not be able to unite and link the disciplinary fragments they have learned in abstract ways.

In agreement with Teixeira (2022), the teacher of the 21st century must be continuously reflective and discover and innovate new procedures and new ways of teaching. The teacher of the 21st century has to be one who is looking for an opportunity for personal and professional growth, seeking regular continuing education, taking part in short training courses that offer practical insights into their profession, mastering technology in order to have it as an ally in their teaching practice.

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