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# **Higher Education in Angola**

## **Briefing paper**

### **for the Workshop on Higher Education**



This paper outlines the higher education situation in Angola giving attention to the European Commission's contribution. Drawn from publically-available documents, speeches and information supplied by the EUD in Luanda, it is aimed at **supporting well-informed exchanges of ideas** at the forthcoming Workshop for representatives of EUDs, Commission staff, educationalists and other participants.

## **1. Background**

Angola achieved Independence in 1975 after a protracted liberation struggle and then descended into an intense civil war that lasted until 2002. Since then it has since become a relatively stable unitary presidential republic and the political and economic situation of the country has improved considerably. The Angolan economy witnessed a tremendous growth due to high oil prices, but growth in sectors other than oil is hampered by structural constraints, lack of internal competition and an unfriendly business environment. Angola is a candidate to graduating from Least Developed Countries (LDC) status to Upper Middle Income country (UMIC). Progress on the other criteria, notably Human Capital and Economic Vulnerability, is still limited. In response to Angola's request, the 2014-2020 NIP will focus on capacity development.

Since the end of the war in 2002, Angola has made substantial progress, notably in the economic area, with an average GDP growth between 2003 and 2013 of 7.7%, the GDP per capita of the country having reached USD 6,052 in 2013. However, notwithstanding such a high rate of economic performance, the progress made in economic diversification and human development is limited. Indeed, oil corresponds to 40% of GDP and 78% of State revenues and, according to IBEP, a statistical report published in 2011, 37% of the population lives under the poverty line<sup>1</sup> and Angola ranks in position 149 out of 188 countries in the 2014 UNDP Human Development Index. Eradication of poverty and diversification of the economy are therefore the main priorities of the GoA. These objectives will only be reached by building productive capacity through the setting up and implementation of a robust TVET system, to be complemented with activities in HE; the promotion of sectors such as agriculture that have the potential of creating a significant number of jobs; and ensuring coverage of basic needs of the population such as water and sanitation and food and nutrition security.

Since 2014 Angola is living a severe economic period with deep social repercussions as a result of the fall in oil prices. The International Monetary Fund and other international observers estimate a decline in growth to 3.5% in both 2015 and 2016.

GDP (in Kwanza) in 2015 is expected to have registered a 3.5 % growth rate, with the oil sector growing by 6.8% and non-oil sectors by 2.1 %, the lowest rate since the end of the civil war in 2002 (industrial, construction and services sectors are adjusting to cuts in private consumption and public investment amid a more limited availability of foreign exchange). Nonetheless, considering population growth at around 3% per year, nominal GDP per capita (in USD) has recorded a quite considerable drop of -28%, according to the latest World Economic Outlook.

Inflation has increased from a historically low rate 6.9 % in June 2014 to a historically high in the last four years of 14% (in December 2015), largely exceeding the National Bank of Angola (BNA)'s 7-9% objective. In January 2016 alone, the kwanza was devaluated by about 15% against the U.S. dollar (156.3 against 135.9 in the previous week), the biggest devaluation since 2001.

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<sup>1</sup> Source: IBEP Inquérito Integrado sobre o Bem-Estar da População 2011 (Instituto Nacional de Estatística).



The EU and Angola signed the Joint Way Forward (JWF) in 2012, to take relations to a higher level, identifying areas for intensified dialogue and cooperation<sup>2</sup>. The EU is overall the largest exporter to Angola and the third largest trading partner. In regional terms, Angola is at present the second most important trading partner of the EU in Southern Africa. In the commercial sphere, Angola currently benefits from the EU initiative "Everything But Arms" (as a LDC), ensuring free access of all Angolan products to EU markets. Angola adopted in 2013 a new tariff code – Pauta Aduaneira – which brought a general rise in tariffs, but it is still in the World Trade Organisation (WTO) bound tariff. It is member of the Southern African Development Community (SADC) that recently concluded negotiations of the Economic Partnership Agreement (EPA) with a view to create a new trade regime compatible with the WTO rules. However, Angola did not show interest in participating in the negotiations and will not sign the EPA agreement.

Angola's economy depends heavily on oil and is ranked 138 out of 139 countries<sup>3</sup> with regards to competitiveness. One of the factors that contribute to this situation is the inadequately educated workforce. Consequently, the "*Angolan National Development Plan*" (ANDP), for the period 2013/2017, identifies education and professional training as priority areas of intervention to promote employment and human capital development, thereby contributing to the diversification and competitiveness of its economy and the alleviation of poverty.

The policy priority is “development aimed at creating a thriving economy and wellbeing for all (within which) education and specifically higher education have a lot to offer”. The recognition of this matter by the GoA has led to the design of a National Strategy for the development of Human Capital, in line with the long term development strategy "*Angola 2025*" and the ANDP, targeting all levels of education and crossing clusters of economic sectors which are considered a priority. The GoA intends to implement the strategy through the "*Human Capital National Plan*" (HCNP) for the period 2013-2020. The HCNP is a very detailed document that presents ambitious targets in terms of vocational education and training. In order to respond to the needs identified and to succeed in the achievement of its objectives, it is of supreme importance for Angola to have a robust technical vocational education and training system that prepares students at different levels (beyond the primary level) while assuring that their qualifications are recognised and that the acquired competences respond to labour market demands.

## **2. Education in Angola**

Since independence, the GoA has considered education a fundamental right for each citizen, an instrument for the affirmation and integration of the individual in social, economic and political life, and a crucial factor for the continuation of the construction of an Angolan society and a tool to fight poverty. Under this perspective, it is worth noting the commitment of the Government in accomplishing the Education for All (EFA) goals set up by the United Nations (UN) under the scope of the Millennium Development Goals.

The national educational system is currently formed by six subsystems: pre-school education, general education, adult education, teacher training, technical and vocational education and higher education. After the 12<sup>th</sup> grade of general or middle level education, students may follow a qualification training period with a variable duration of 1 to 2 years depending on the area of expertise, although without obtaining an education diploma. Angola's national education

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<sup>2</sup> Peace and security, good governance and human rights, economic growth and sustainable development, energy, transport systems, environmental sustainability and climate change, science and technology, training and education.

<sup>3</sup> [http://www3.weforum.org/docs/WEF\\_GlobalCompetitivenessReport\\_2010-11.pdf](http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2010-11.pdf)



development plan 2013–2017 aims to ensure stability, growth and employment and the main legal documents that define Angola's education sector<sup>4</sup> public policy framework comprise:

- The **Basic Law for the Educational System**, published in December 2001, which define the objectives, structure, organisation and management of the whole educational system. This basic law is complemented by two specific laws for the STE (Statute of the Technical and Vocational Education) and the VT (Basic Law for National System of Vocational Training).
- The **STE Reform Programme (RETEP)**, launched by the government in 2000, which has been guiding the expansion and improvement of the STE training offer along the last 14 years.
- The recently adopted **Employment and Vocational Training National Plan (PNEFP 2013-2017)**, which shall be the main guiding document for the development of the VT sub-system during the current legislature, establishing the objectives and targets to be achieved during the period and the implementation, monitoring and evaluation mechanisms to use.

Specific guidelines and targets for the development of the TVET system are also contained in more comprehensive strategic, policy and programmatic documents of the government, notably:

- The **Long-Term Development Strategy - Angola 2025** – adopted by the government in 2008, which considers human capital the most important “resource” in the country's development process, and the optimisation and integration of this capital in the labour market as one of the four cornerstones for the success of the strategy.
- The **National Strategy for the development of Human Capital (ENFQ)**, adopted by the government in 2012, and the derived **Human Capital National Plan (PNFQ) 2013-2020**, whose main objectives are (a) to support the development of Angola's human potential; (b) to ensure the training and preparation of qualified and highly qualified human resources, quantitatively and qualitatively in line with the country's development needs; and (c) to promote an alignment between the demand and supply of training.
- The **National Development Plan (PND) 2013-2017**, which is the main policy framework for guiding the interventions of the government during the present parliamentary term and foresees the development of a National Policy for Employment Promotion and Human Resources Training and Development based on five priorities: (a) stimulate the creation of productive employment, (b) define and implement a National Human Resources Development Strategy, covering all qualifications levels; (c) implement the ENFQ; (d) encourage lifelong vocational training; and (e) stimulate and modernise the organisation of work.

Taken together, these documents provide a comprehensive, coherent and tightly knit framework of strategic, policy and programmatic guidelines for the interventions of the central and local governments' institutions responsible for the coordination, management, monitoring and evaluation of TVET, both in a long-term perspective (Horizon 2025) and during the current legislature. The ENFQ/PNFQ and PND also foresee mechanisms for performance assessment, monitoring and evaluation, though systems and procedures to collect and treat the required information still need improvement. The existing implementation capacities at institutional level are limited and the coordination of the sector is still fragile.

The government assigns a high political priority to human capital development and the relevant public institutions are committed to the policy and show appropriate ownership, especially at central level. However, they experience institutional and capacity weaknesses that frequently

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<sup>4</sup> There is an emphasis here on the TVET perspective reflecting the agreement between GoA and EU on the areas of focus under 11<sup>th</sup> EDF.



delay the pace of policies' implementation. Private stakeholders usually show less commitment and even a certain scepticism regarding the achievement of the policy outcomes and targets, which are sometimes considered too ambitious given those capacity constraints.

The GoA has also engaged in the first round of the "Big Push" which was launched in March 2013 and has chosen to accelerate all six EFA Goals and to develop EMIS and the HIV/AIDS programme in the Education Sector as cross-cutting themes.

According to the Basic Law on Education, published in December 2001, the education system in Angola consists of three stages (primary, secondary and higher) and six sub-stages: pre-school education, general education, adult education, teacher training, vocational training and higher education. Equity in access Secondary Education is still quite conditioned. It appears that about 80% of the children who completed the 6 years of Primary Education in 2012 did not continue into Secondary Education; and of those who registered in the first stage of this education level, only 5,300 students enrolled in Basic Vocational Training courses (0.6% of the total).

### **3. TVET in Angola**

In 2013, the second stage of Secondary Education (public and private) hosted about 323,800 students, 42% of them attended Secondary Technical Education (EMT), 43% attended General Secondary Education (ESG) and the other 15% were registered in the institutions for Teacher Training. That year, the public EMT offered, within its 78 schools, about 69 courses, on 16 different areas, and was used by around 90,000 students, 46% of them enrolled in courses on Industrial fields (34 courses), 34% enrolled in courses on Service fields (18 courses), 17% in courses on Healthcare (12 courses) and 3% in courses on Agriculture (5 courses). The private EMT held over 45,000 within its 94 private schools, offering courses mainly on the Service (55%) and Healthcare services (33%). The fact that those courses were most commonly offered in private education, is the reason why women are more numerous in private schools (50% on average, compared with 40% in public schools).

In this education sub-system, the courses last 3 years and they qualify students to a double certificate, both for joining the labour market and for continuing towards post-secondary or higher education. In order to register in these courses, students must have finished Grade 9. At the end of the course, they obtain equivalence to Grade 12 or a professional qualification of level 3.

There is little information about school performance of students in EMT, but, according to the sources consulted, it is thought that it is similar to the performance in secondary education as a whole, where the pass rate is 80%, the fail rate is 13% and the dropout rate is 7%. It is estimated that in 2013 approximately 30,000 students finished EMT. According to verbal information provided by the headmasters in the Technical Schools visited, about the 75% of the students who obtained the qualification of EMT are willing to continue towards Higher Education and only a small rate are able to join the economic activities. There is currently no follow-up or monitoring of EMT graduates, so it is impossible to know their employability.

Most students basically use EMT as an alternative door to Higher Education. Thus it can be a deviation from the desired targets, whose reasons must be analysed. Almost all public schools or Middle Technical Institutes (IMT) have well-equipped laboratories and office spaces, but they are not always functional. In recent years, 36 new IMTs were built all through the country with excellent facilities. However, it appears that the majority of equipment comes from China, the



manuals and instructions are in Chinese, and the training on how to use it has always been fruitless, according to the interviewed teachers.

The local business framework is still very insipient and fragile, neither capable to provide on the job training opportunities nor to integrate former students and trainees into the labour market. For this reason there has been an important public investment in entrepreneurship. The first business incubator was created in 2007, under the initiative of MAPTSS, and it gave origin to the emergence of new training structures and programmes, namely the Local Centres for Entrepreneurship and Employment (CLESE), located in 10 out of the 18 Angolan provinces. These structures run specific entrepreneurship and business courses, providing rooms for the incubation of small enterprises and providing services such as: market research; legal advice and accounting; intermediation services between entrepreneurs, funding agencies, business and commercial associations. In 2014 the entrepreneurship programme was extended not only to the middle level technical vocational courses but to all the Secondary Education courses.

#### **4. Higher Education in Angola**

In 2014, the percentage of the population ranged 24 years old and more with higher education diploma represents 2,5%. Men have the lead with 3,2%, against 1,9%<sup>5</sup>.

Higher education has grown significantly in Angola: in 1979 there were 1,000 students, in 2002, after the war, there were 40,000 and in 2013 there were 150,000. Based upon Ministerial statements<sup>6</sup>, “...there used to be only one public university and now there are 18 public universities and 35 private universities”. Higher education is growing and the intention now is to focus on quality.

The subsystem of HE in Angola has been subject to substantial changes during the last decade, motivated fundamentally by the need of an adequate and organized expansion of the Higher Education Institutions (HEIs) that emerged as a response to the growing demand for this level of education. From 2001/2002 to 2008 the demand grew from 5.000 to 70.000, while the offer varied from 856 to 8.300 places<sup>7</sup>. Enrolment numbers are continuously growing: In 2012, the number of students enrolled was 150.000 and this number is expected to reach 372.650 students in 2017<sup>4</sup>. There is an important pressure to improve the quality of HE at various levels: institutional management; financing mechanisms; curricula development; teachers and academic staff.

The growing relevance of HE is mirrored on the creation in 2012 of the Ministry of Higher Education (MHE) (independent from the former Ministry of Higher Education, Science and Technology), which will be at hands with the subsystem reform started in 2007.

Evaluation and accreditation have gained a new dimension and are seen as pre-requisites to achieve the demanded levels of quality. Thus, in 2013 it was created the National Institute for the Evaluation, Accreditation and Recognition of Higher Education courses – INAAREES, which aims to promote and monitor the technical, scientific and pedagogical conditions of the HEI, to ratify HE diplomas issued by Angolan Universities as well as to recognize academic diplomas and studies followed abroad.

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<sup>5</sup> Census 2014

<sup>6</sup> The direct quotations in this Higher Education section are from presentations and speeches made by HE Adão do Nascimento, Minister of Higher Education of Angola. See, for example: Higher Education in Angola: The Importance of International Partnerships at [www.chathamhouse.org](http://www.chathamhouse.org)

<sup>7</sup> Data related to Universidade Agostinho Neto(UAN) in "Educação Superior em Angola", Sebastião Teta. Until 2007 UAN was the only public University in Angola.



There are a number of challenges on different fronts: academia, education, training and management: “education as the provision and transfer of knowledge to the population requires good management, especially of academia. It requires financing higher education institutions, and providing the different material resources these institutions need in order to serve their constituencies”.

The results of higher education efforts can be assessed by the number of grades. But “there is a need to go beyond that and to assess the results of scientific research growth in grades and overall culture taking in mind input in different areas of commerce”. Five major challenges to higher educational institutions have been identified:

- The need to strengthen the strategic vision of higher education. Making sure each player has a role in the framework of that effort.
- The need to strengthen institutional capacity in order to bring about that strategic vision. This implies strong, solid institutions, which fall inside the strategic vision. But he added that it also involves partners committed to the agenda development.
- The need to have an appropriate stance or posture. As a country undergoing development Angola may not always display the attitudes of development. The professional culture must be in tandem with the aspirations of development, which will allow the country to have a real academic attitude within higher education institutes.
- Identifying good examples that exist within the framework of Angola’s current institutions. The minister said that this is crucial, and they should not lose sight of identifying good examples, underlining them, and using them to encourage development. He stated the need to identify and eliminate bad examples and that doing so requires courage.
- Assessment: There must be the ability to have an optimal assessment culture of institutions: a framework of factors that these institutions can go by. This requires reliable data. Such an assessment can identify strengths and weaknesses, and allow for the termination of that which is not properly done.

For four years, student scholarships have been granted domestically and there are currently 12,580 students benefiting from these scholarships. There are also 3,600 Angolan students studying abroad. The Ministry of Higher Education is now implementing a teacher-training and upgrading programme to increase the number of qualified staff in the country's higher institutions. The minister, Adão do Nascimento, said that the plan will gradually train and qualify the number of lecturers in the country-based higher education institutions and would contribute to the professional elevation of the lecturers capable to train qualified staff for the country's development and gradually decrease the number of foreign lecturers and enhance the role of their Angolan counterparts. It is recognised that almost all higher education institutions of the country are understaffed.

## **5. EU Support for Education in Angola**

10<sup>th</sup> EDF’s main implementation modality was the project approach and the main achievements were related to the demining of rural areas; the setting up of the National Strategy for Statistics; the empowerment of Non State Actors; the capacity building and global institutional support to the water and sanitation public administration, including the provision of five water quality control laboratories. For 11<sup>th</sup> EDF, the NIP takes into account the analysis and priorities of the document “Angola 2025 – a country with future”, the National Development Plan 2014-2020 and other national strategies that complement it. Following consultation with Civil Society, Member States, other donors and the Government of Angola (GoA) the following sectors have been selected: TVET and HE, W&S and Sustainable Agriculture. The **main implementation**



**modality is the Programme approach.**

Angola has not signed the Paris Declaration and there is currently no structured and regular coordination and dialogue mechanism. Nevertheless, there is a certain degree of coordination in the 11<sup>th</sup> EDF focal sectors. An education coordination group is being created among donors (and it includes EU, World Bank (WB), UNICEF, UNESCO, JICA, Germany and Portugal). In agriculture, to mitigate the low donor coordination, the EU Delegation has been coordinating thematic working groups, for example on nutrition. In the water and sanitation sector, the design of vertical projects implemented by the Government and supported by the donor community, was an example of collective work. The inter-sectorial group on sanitation (involving all concerned Ministries) is also an opportunity to strengthen coordination and effectiveness of investments in the sector. The implementation of the JWF also offers opportunities to intensify dialogue and cooperation mechanisms.

The EU has a strategic interest to deepen the political and economic relationship and to build a broadly based partnership with Angola. Considering the eagerness of both parties to upgrade their relationship, the EU and Angola subscribed in July 2012 the "*Joint Way Forward*" (JWF) partnership agreement, complementary to Cotonou. They identified new areas for intensified dialogue and cooperation, including peace and security, good governance and human rights, economic growth and sustainable development, energy, transport systems, environmental sustainability and climate change, science and technology, training and education. The JWF marked the beginning of a new kind of privileged partnership. Concurrently, the 11<sup>th</sup> EDF development cooperation needs to be a clear expression of this enhanced engagement, by assisting Angola in surmounting protracted human, social and economic hurdles.

Education in Angola has been supported in the past by the EU through the Project to Support Primary Education (PAEP), with a financing of €22 million under the 9<sup>th</sup> EDF. Having in consideration the recent involvement of the World Bank in the primary and lower-secondary subsector (general education) with an important project of \$75 million to improve teachers' skills and knowledge, school based management and assessment of learning outcomes it was fundamental to shift the EU support to the education sector.

Angola's bilateral programme in education focuses on two subsectors – TVET<sup>8</sup> and HE – for a total amount of: €45 M. The current proposal for AAP 2015 is € 22M TVET and for AAP 2016: € 10 M for HE. Both sub-sectors are new to the EUD as in the past support focused mainly on basic education. Following several revisions and discussions on initial drafts with the EUD, the final AD on Reviving Technical and Vocational Education and Training (Revitalização do Ensino Técnico e da Formação Profissional: RETFOP) with a total estimated cost of €22 M, has been submitted to QSG on 16/07/2015. The proposed programme is very detailed and well-structured but perhaps overambitious given the current capacity of Angola Authorities

The work on the HE component has been delayed and the EUD has prepared a TOR for the identification phase in HE to contract consultants to work on the identification fiche. The possible focus areas that the EUD has already identified with the government of Angola include:

- Support the National Institute for Evaluation, Accreditation and Recognition of Higher Education Studies (INAAREES)
- Boost Angola's participation in regional programmes, such as Erasmus+, Pan-African, Horizon 2020

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<sup>8</sup> TVET, though aimed predominantly at secondary-age students, is included in this HE paper mainly due to its being one of the two elements in the EU's 11<sup>th</sup> EDF support to Angola's broad education sector.





- Teaching and learning development in the sector – develop the sector's capacity to train TVET teachers through HEI (in complementarity with the TVET)

The currently available draft version of the 2014-2020 National Indicative Programme (NIP) for Angola, which is not yet official but is backed by a broad consensus of the parties, considers Technical and Vocational Education and Training (TVET) and Higher Education (HE) as one of the three focal sectors for EU cooperation during the upcoming programming period. The present project focuses specifically on TVET, as support to HE will be the object of a separate project.

The proposed project was conceived as a mechanism to support and facilitate the implementation of the government TVET policy by addressing the above mentioned weaknesses in a comprehensive way and through an appropriate mix of studies, policy advice, capacity building and technical assistance activities. It is thus entirely aligned to and consistent with the government strategies and policies.

The project is also consistent with the European Union's Development Policy, as set out in the "European Consensus on Development" and in the "Agenda for Change", which consider TVET a priority area in which the EU's cumulative experience may bring high value added contributions to fight poverty and social exclusion.

More specifically, the recent EC Communication "*A Stronger Role of the Private Sector in Achieving Inclusive and Sustainable Growth in Developing Countries*" [COM (2014) 263] highlights the role of private sector as a key driver for inclusive and sustainable growth and emphasises the use of "*development cooperation with partner countries to strengthen national vocational education and training systems in line with labour market demands and skill needs*". The project approach is equally consistent with the EU's internal policy on developing TVET, which aims at improving the performance, quality and attractiveness of the system through joint initiatives of governments and business, vocational and labour associations. Lastly, the proposed project is foreseen in the draft 2014-2020 NIP for Angola and frames into the "EU-Angola Joint Way Forward" agreement, which considers TVET a priority area to develop in the scope of the bilateral relation.

The central problem is the inability of Angola's TVET system to train a sufficient number of mid-level staff and specialised professionals with the skills required for the country's economic and social development. The main causes contributing to this situation can be classified in three main groups:

- **Weak capacity at central and local government levels for adequate TVET policy formulation and strategic management**, which results from: (a) poor technical and leadership capacities among managers and staff of key institutions; (b) unreliable, dispersed and disjointed statistical systems to support decision-making and proper TVET monitoring and quality assurance; (c) weak links between STE and VT subsystems; (d) absence of institutionalised public-private dialogue at decision-level.
- **Technical and vocational education and training with insufficient quality and with contents maladjusted to the needs of the labour market**, mainly because of: (a) weak management and organisation capacities of STE schools and VT centres; (b) qualitative and quantitative insufficiency of specialised teachers and trainers, especially in the technical and technological areas; (c) inadequacy of the training methods and content in light of the real needs of the labour market; (d) weak organised involvement of civil society and the private sector with STE schools and VT centres at local level.
- **Environment not conducive to the transition from TVET system to the labour market**, mainly because of the following constraints: (a) lack of proper systems to provide vocational orientation to students and trainees; (b) poor coordination and communication between the



STE schools/VT centres and potential local employers; (c) inefficient and disjointed mechanisms to diffuse information on job opportunities and support integration into the labour market (employment and self-employment); (d) insufficient awareness of STE students/VT trainees and their families and communities of the career opportunities associated to the received training.

Responding to these challenges, the overall objective of EU support to the sector is to contribute to the development and valorization of human capital resources in Angola, by expanding knowledge and skills base of the country's labour force.

The approach to the sector was designed in accordance with the GoA development priorities defined in the following documents: ANDP; the Education for All National Action Plan 2013-2020; the draft Vocational Training and Employment Action Plan 2013-2017 (document to be adopted by December 2013); the National Strategy for the Development of Human Capital 2013-2020 and its implementing instrument the Human Capital National Plan (HCNP) 2013-2020. It also considers the conclusions of a consultation procedure including government partners (MED, MAPTSS, MHE), the EU member states, other donors and civil society organizations active in the field.

The focal sector integrates two education subsystems: TVET and HE. The age group 18-23 years old, which is the most likely to demand for middle level TVT and HE is expected to increase from 2 million in 2010 to 3 million in 2020. On the other hand, in order to reflect the priorities set forth in the PNFQ, the number of students enrolled in TVE and HE will have to increase significantly. These will undoubtedly put pressure on these subsystems.

In relation to **Higher Education**, the subsystem still lacks important know how to be able to guarantee the quality of teaching and appropriate learning outcomes. Cooperation programmes developed through international and regional partnerships (including mobility) are an enormous opportunity, not only for direct beneficiaries but also for the institutions involved. In this regards, our support to the sector would envisage the establishment of favorable conditions for the Angolan HEI to benefit from the opportunities derived from the participation in programmes such as Erasmus + and Tuning Africa. Intervention in HE is also foreseen as a support to the TVET system, in particular through the provision of adequate teachers' training offer on identified strategic and insufficient or non-existing fields of training.

In order to ensure that the benefits of education lead to sustainable economic development, there is a crucial need to widen and strengthen the focus on the interconnections between education/training, employment and self-employment and create and reinforce the existing links between these dimensions. There are also opportunities to introducing the necessary skills for building a green economy. Four Specific Objectives (SO) have been identified:

- strengthen the structures of technical vocational education and training systems and the structures of higher education, ensuring coordination among them (Institutional capacity building);
- improve equity in access to TVET systems, targeting females, newly literates and rural population (Access);
- improve the quality of TVET to ensure that trainees are equipped with relevant and appropriate knowledge, skills and attitudes including skills that could help developing a green economy (Quality); and
- promote an enabling the environment for an adequate transition from the TVET systems to the labour market (Transition)

**Gender** is mainstreamed in all four specific objectives and gender oriented specific results and indicators have been defined. The Terms of Reference (ToR) for a Gender Country Profile are



being launched in order to provide updated data to support future interventions/actions under the 3 focal sectors. The ToR will also cover the dimension of the informal economy, which is the major employer for women.

## **6. Issues and Challenges**

- A. What should be the focus of EU support and expertise through 11<sup>th</sup> EDF for **higher education** in Angola?
- B. How should the very real risk of (oil revenues-related) **Budgetary restrictions**, resulting into a reduction of public expenditure on TVET and HE be mitigated?
- C. How may the **limited availability and motivation** of partner and beneficiary institutions' senior staff and technicians to collaborate in conducting the project activities and to own its outcomes be overcome?
- D. What steps may be taken in response to the **high mobility of school and college teachers and managers** which could undermine and jeopardise the implementation of project activities specifically addressed to them?
- E. What should be done to overcome the **negative perception** of the quality of training provided and to increase the involvement of the private sector in the designing and implementing programmes?
- F. Given the **low implementation capacity** of GoA's plans for the sector (e.g. the ANDP, the National Action Plan Education for All 2013–2020, The Human Capital National Plan for 2013–2020) how may that risk be minimised in respect of the 11<sup>th</sup> EDF interventions in this sector?
- G. More generally, how best may **EU support and expertise** be applied and monitored in support of Angola's higher educational – and national – objectives?