

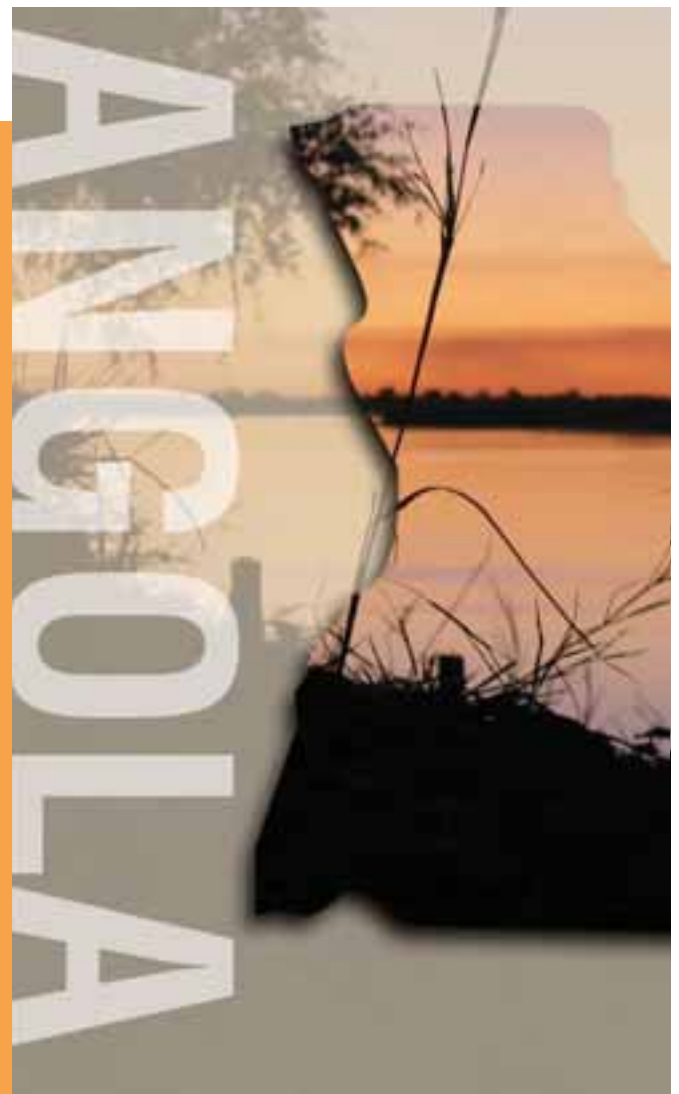
ANGOLA IS the SADC country that was exposed longest to colonial rule. The Portuguese began their incursions in the final decades of the 15th century. Before that date, the history of the area was dominated by the southward migrations of iron-age Bantu speakers from the African 'armpit', and the gradual destruction (or assimilation) of the original Khoisan hunter-gatherers living in the forests and along the rivers, especially of central and southern Angola. The establishment of settled Bantu societies took several hundreds of years, with the emergence of distinct ethnic groupings that today divide the population into Ovimbundu (37 percent), Kimbundu (25 percent) and Bakongo (13 percent). The first significant political entity of any power became known, in the 13th century, as the Kingdom of Kongo, which stretched along the coast from present-day Gabon in the north to the river Kwanza in the vicinity of Luanda in the south. The kingdom succeeded in co-existing with the Portuguese for nearly a century before finally losing its independence.

The Portuguese came to stay in 1575 when 100 settler families and 400 soldiers put ashore to found Luanda. The settlement was granted city status a mere 30 years later. After a brief relinquishment of Luanda to the Dutch, Portugal once again asserted its authority, this time via a Portuguese force from Brazil, and new settlers arrived in considerable numbers. The colony expanded steadily inland, a process that was necessary for the full exploitation of the slave trade.

Since Angola and Brazil were both Portuguese colonies, a classic triangular trading arrangement was established: ships brought manufactured goods from Europe to Africa's West coast. They then sailed with African slaves to the plantations in Brazil. From Brazil they returned to Europe laden with agricultural produce and other raw materials. For many decades, even after the various annexed territories were ruled directly from Lisbon (from 1655), Angola's status was essentially that of a colony of Brazil. Only after a century of cruelty and hardship did Angola gradually begin to change from a slave-based economy to one based on production for domestic consumption, a transformation that was completed in the 1830s when the slave trade was internationally abolished.

By the middle of the 19th century, Luanda was one of the most developed of all cities in the Portuguese Empire, and vigorous trading took place there in a wide variety of agricultural products. With the fall of the Portuguese monarchy early in the 20th century, some social reforms – in administration and agriculture, and belatedly in education – were introduced in Angola, the colony finally becoming an overseas province of Portugal in 1951. The country was considered to be stable and prosperous, with significant advances in such differing spheres as civil rights and railway expansion. However, by the end of 1961, around 50 000 people (including up to 2 000 settlers) had lost their lives in the first turbulent year of the struggle for Angolan independence from Portugal.

Portugal proved to be a difficult authority to shrug off. Only after 13 increasingly bloody years, and precipitated by the Portuguese *coup d'état* in 1974, did hostilities end. An independent MPLA government was installed, but the other two revolutionary groupings in the country (the FNLA and UNITA) were excluded. As a result, the country rapidly descended into civil war. This bruising situation, exacerbated by the discovery of large deposits of diamonds, continued until 2002. By then, 1,5-million Angolans had been killed, the economy ruined and infrastructure badly damaged. Major reconstruction is currently being attempted, driven largely by offshore oil production and generous credit from China, and it is in this atmosphere of cautious optimism that the country's only university seeks a way ahead.



KEY COUNTRY CONTEXT STATISTICS

Population:	16.403 million (2006)
GDP:	US\$1,410 (2005) per capita
Human Development Index (HDI):	0.446
Unemployment levels:	50% (2001 est.)
Key economic sectors:	Oil and Gas, Trade and Commerce, Services, Agriculture/Forestry/ Fishing
Principal Exports:	Crude Oil, Diamonds, Refined Oil Products.
HIV and Aids prevalence:	2.1% (2007)
Gross Primary Enrolment Ratio:	64 (1999)
Gross Secondary Enrolment Ratio:	18 (2002)
Gross Tertiary Enrolment Ratio:	1 (2002)

Source: Country context data was obtained from a variety of sources: (CIA, 2008; SADC, 2008; UNAIDS, 2008; UNDP, 2008; UNESCO Institute for Statistics, 2006).



National day: 11 November

POLICY CONTEXT

The government has adopted a National Plan of Action on Education for All (EFA). In 1995, extensive legislation was approved, conferring full autonomy to the university, which ceased to be institutionally subjected to orders from the *Movimento Popular de Libertação de Angola*/ Popular Movement for the Liberation of Angola (MPLA) or the Ministry of Education (Bloom et al., 2006). Angola adopted a Poverty Reduction Strategy Plan (PRSP) in 2003/4. Education has been identified as one of the top ten priorities (SARUA 2008 – MRCI Report).

HIGHER EDUCATION LEGISLATION	BRIEF DESCRIPTION
Higher Education Law – Management of Higher Education Institutions (Decree No. 3/92) (1991) 81	Allows universities full autonomy in decision-making and encourages establishment of private higher education institutions

Source: Bloom, Canning, & Chan, 2006

LIST OF STATUTORY BODIES IN THE HIGHER EDUCATION SECTOR	BRIEF DESCRIPTION
No information available	

FUNDING DATA	
Public Expenditure on Education as a % of Gross National Income (GNI)	2.8%
% Education budget allocated to higher education	No data
Loan/Grant scheme in place	No data

Source: SARUA (2008) – ‘Towards a Common Future: Higher Education in the SADC Region’

SCIENCE AND TECHNOLOGY	
KEY INDICATORS	INDICATORS FOR ANGOLA
R&D Intensity [The ratio of Gross expenditure on R&D (GERD) to Gross Domestic Product (GDP)]	Not available
ISI Output (Number of papers published in the 7500+ journals of the ISI Web of Science)	1990-1995: 44 1996-2001: 57 2002-2007: 81

Source: SARUA (2008) – CREST report

LIST OF PUBLIC UNIVERSITIES IN ANGOLA	
UNIVERSITIES IN ANGOLA	WEBSITE
Universidade Agostinho Neto	www.uan-angola.org

EDUCATION SYSTEM OVERVIEW

Primary education lasts for six years and is compulsory for children aged six to nine years. The secondary education system is divided into two cycles of three years each leading to the *Habilitações Literárias*. There is a parallel technical education system divided into three years of vocational education (after primary school) and four years of middle technical education lasting for four years (after class nine) (International Association of Universities [IAU] World Higher Education Database, 2003).

There is one state university, the Universidade Agostinho Neto.

TYPE OF HIGHER EDUCATION INSTITUTION	NUMBER OF INSTITUTIONS
Publicly funded universities	1
Publicly funded HE institutions and colleges	2
Privately funded HE institutions	11
TOTAL	14

Source: Angola Press Agency, 2007

UNIVERSITY OF AGOSTINHO NETO

ONLY IN 1962, after the struggle for Angolan independence had well and truly begun, did the Portuguese authorities establish a state-funded university in Angola. The *Estudos Gerais Universitarios de Angola* was originally established in Luanda and began to award a range of degrees from engineering to medicine. It is worth comparing this single university with the four public universities in Portugal itself at that time. By 2008, the number in Portugal had grown to 14, but Angola's tally remained at one.

The fortunes of the Angolan university were closely tied to the fortunes of the country itself. In 1968, the institution was renamed *Universidade de Luanda*; and in 1979, four years after independence from Portugal, the university was completely restructured as *Universidade de Angola* to replace the higher education concepts of colonial times. While the civil war raged, academic variety was replaced with pragmatism: the new institution was geared almost exclusively to producing secondary school teachers to

address the high levels of illiteracy in the country. Since then, however, the university (renamed *Universidade Agostinho Neto* in 1985 to honour the first president of an independent Angola) has diversified significantly.

A feature of the *Universidade Agostinho Neto* is that its numerous faculties and institutes of higher education are housed in campuses spread across ten of the 18 provinces of the country. For example, the Faculty of Agricultural Sciences is situated in Huambo, a School of Science and Technology in Namibe, Institutes of Science in Education in Lubango, Benguela, Huambo, Cabinda and Uige, and a Pedagogical School at Lunda-Norte.

Although the university depends overwhelmingly on funding from the state, contributions from entities operating within Angola, such as the oil and diamond companies, have begun to create opportunities for alternative funding sources for Angolan higher education.

FACTS AND FIGURES AT A GLANCE⁴

University of Agostinho Neto is principally a contact institution, although a new distance education programme will be launched in 2009. The majority of students are Angolan nationals, with only 20 students coming from other countries.

TABLE 1 UNIVERSITY OF AGOSTINHO NETO: SUMMARY OF ENROLMENT NUMBERS (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER OF STUDENTS (HEADCOUNT)	NUMBER OF STUDENTS ENROLLED PER LEVEL OF STUDY			
		UNDER-GRADUATE DEGREE/ DIPLOMA	POST-GRADUATE DEGREE/ DIPLOMA	MASTERS DEGREE	DOCTORAL DEGREE
Science, Engineering & Technology	6,740	6,566	30	142	2
Business, Management & Law	10,467	10,037	160	270	0
Humanities and Social Sciences	28,753	28,557	0	196	0
Health Sciences	1,418	1,394	0	24	0
TOTALS	47,378	46,554	190	632	2

Source: University of Agostinho Neto questionnaire response

TABLE 2 UNIVERSITY OF AGOSTINHO NETO: ACADEMIC AND RESEARCH STAFF (ACTUAL DATA, 2007)

MAJOR FIELD OF STUDY	TOTAL NUMBER (HEADCOUNT)
Science, Engineering & Technology	451
Business, Management & Law	270
Humanities and Social Sciences	627
Health Sciences	153
TOTALS	1,501

Source: University of Agostinho Neto questionnaire response

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⁴ All data presented in this section is headcount data.

