



Mainstreaming Higher Education in National and Regional Development in Southern Africa

Regional Country Profiles

The Study Team are responsible for the choice and presentation of the data and facts contained in this document and for the opinions expressed therein, these are not necessarily those of SARUA nor the AAU and do not make any commitment for either association.

The country study presented here was prepared as a part of the study “Mainstreaming Higher Education in National and Regional Development in Southern Africa” (SARUA, 2009). It forms the background data to that study and is published here as an appendix to that report. The Country Studies data has not been subjected to the same level of editorial scrutiny as the Report itself. However, we publish these country studies as supplemental information to that presented in the Report, and hope that they will be of value to other researchers in the region.

ANGOLA

1.1 Country Context

TABLE 1.1: World Development Indicators

World Development Indicators	Yr 2006
Population, total (millions)	16.6
Population growth (annual %)	2.8
Surface area (sq km) (thousands)	1 246.7
Life expectancy at birth, total (years)	42.4
Mortality rate, infant (per 1 000 live births)	154
Literacy rate, youth female (% of females ages 15-24)	63.2
GNI (current US\$) (billions)	39.7
GNI per capita, Atlas method (current US\$)	1 970
Prevalence of HIV, total (% of population ages 15-49)	3.7

Source: *World Bank Angola: Quick Facts*¹

Angola attained its independence from Portugal on 11 November 1975, and was immediately embroiled in a 27-year civil war. This had a substantial impact on the country's development and created massive internal displacement as well as enormous infrastructural and social damage. Since peace in 2002 Angola has experienced unprecedented economic growth for a sub-Saharan African country. Between 2004 and 2006 Angola's economy grew by 10 percent increasing to 15 percent in 2006. A small proportion of this growth is attributed to post-war recovery, but the overwhelming driver of the growth is oil revenue. Despite this growth the Angolan Government estimates that 41 percent of the population live in extreme poverty and Angola continues to experience a lack of equity in social spending, particularly in health and education and between its provinces. (World Bank 2007). In mid-2008 the Angolan Parliament Commission for Economic and Financial Matters recommended that the government continue with reforms

¹<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/ANGOLAEXTN/0,,menuPK:322516~pagePK:141132~piPK:141109~theSitePK:322490,00.html> accessed 19 August 2008

to improve good governance with particular emphasis on justice, taxes, public administration, health, education and the development of local government.²

1.2 Planning Context

Strategy for Combating Poverty (ECP) 2003/04

The government of Angola adopted a Poverty Reduction Strategy paper (PRSP) in 2003/4, known as the Strategy for Combating Poverty (ECP). The ECP is complemented by a rehabilitation and reconstruction programme (see information on PAR below). Education is identified as one of the top ten priorities of the ECP, together with employment and vocational training. The other priority areas in the ECP are social re-integration of soldiers, refugees and forced migrants, civil protection and security, food security and rural development, HIV/Aids, health, basic infrastructure development, governance, and macro-economic management.

Education is identified as being 'one of the key elements for human development and increases the opportunities of an individual within society. Education is also essential for economic growth because it improves the quantity and quality of human capital available to the production process. The principal objectives in the area of education include the rollout of universal basic education, eradicating illiteracy, and creating the possibility for all members of the population to have the opportunity to develop the capacities necessary to eliminate poverty'.³

Rehabilitation and Reconstruction Programme (PAR)

The Angolan government prepared the Rehabilitation and Reconstruction Programme across two phases:

- *First Phase 2003 – 2005*: focused on consolidating the peace agreement and constructing governance by means of assisting internally displaced Angolans and refugees, improving food security, developing rural areas and improving transport across Angola.

² Release of Angolan Parliament Commission for Economic and Financial Matters report, Approval of State Budget Execution Report, Angola Press Agency, 17 June 2008.

³ Estratégia de Combate à Pobreza: Reinserção Social, Reabilitação e Reconstrução e Estabilização Económica. Luanda, 24 Setembro de 2003. Governo de Republica de Angola

- *Second Phase 2005 – 2010*: is focusing on macro-economic growth beyond the oil and diamond industries, infrastructural development, social investment and the consolidation of institutional and policy reform.⁴

Basic Law for the Education System (Law 13 of 2001)

- This law is the main legal instrument governing the sector which sets out the structure of the education system, the levels of education that are free and compulsory and the forms of each level of the education system, including higher education and special education.

Integrated Strategy for the Improvement of the Education System (ISPIES)

This strategy was also approved in 2001 and preceded a **National Action Plan; Education for All**, to respond to the population's immediate educational needs.⁵ The strategy focuses on the following:

- Physical infrastructure – includes the construction, rehabilitation and equipping of educational establishments
- Human resources – training and capacity development of teaching and technical support staff and
- Institutional strengthening – comprising primarily the reorganisation of administrative and operational systems, making it more functional. Intervention in operations of both the General Inspectorate of Education and restructuring of INIDE (National Institute for Research and Development Higher Education).⁶

The Angola Emergency Demobilisation and Reintegration Project (ADRP)

The ADRP, or *Programma Geral de Desmobilização e Reintegração (PGDR)*, funded by the World Bank, is administered by the Ministry of Social Affairs and the National Institute of Vocational Training for the Reintegration of Ex-soldiers (ISREM). The programme's objective is to demobilise 105 000 ex-Unita and 33 000 ex-FAA (Angolan Military Forces) and reintegrate them by providing farming tools and training to former combatants returning to the provinces of Huambo, Huila, Bie, Benguela, Kwanza-Sul and Malanje. The reintegration will be predominantly

⁴ The war may be over but a definitive peace has not yet been won, United World, 2003

⁵ 2004 Mid-Term Review: Angola, European Commission, DG Development, A1 *3 (04) D/4511, Belgium, 2004.

⁶ *Estratégia de Combate à Pobreza: Reinserção Social, Reabilitação e Reconstrução e Estabilização Económica*. Luanda, 24 Setembro de 2003. Governo de Republica de Angola

agricultural, for example, the delivering of seeds, tools, fertilisers, as well as training and technical assistance', said Maier⁷. 'The soldiers will also be involved in community work; involved in the reconstruction of essential infrastructure such as schools, hospitals, roads and bridges – all in their home communities,' she added. The combatants will work alongside returning refugees and internally displaced people (IDPs), be given access to apprenticeships and on-the-job training in income-generating activities, and be taught about business management and micro-credit schemes.'⁸ 'Also, the government had started its own reintegration initiatives by offering 6 500 ex-combatants jobs at the ministries of Health and Education, while a further 4 448 had received professional training under a programme run by the Ministry of Public Administration, Employment, and Social Security.'⁹

1.3 Education Context

Historically, 'Angola has never had a legitimate, universally available, education system'.¹⁰ Only immigrants were usually allowed access to education following a 1940 declaration by the Portuguese colonial regime that the education of Africans was to be 'the exclusive responsibility of missionary personnel'.¹¹

At independence the Gross Enrolment Rates (GER) were estimated at 33 percent and illiteracy was between 85 and 90 percent (Collelo 1989). Out of 25 000 primary school teachers, the government estimated that fewer than 2 000 had the minimal qualifications to teach primary school children. In addition, secondary schools were limited to urban areas and there were only 600 secondary teachers.¹²

⁷ Angola: World Bank ready to help fund demobilisation. Press Release: UN Office for the Co-ordination of Humanitarian Affairs, Tuesday 27 January 2004 Luanda, 27 Jan 2004 (IRIN)

⁸ Op. cit.

⁹ Whose justice? Contextualising Angola's reintegration process, Inge Ruigrok, African Security Review 16.1 Institute for Security Studies, March 2007.

¹⁰ Global Survey on Education in Emergencies, Angola Country Report. Women's Commission for Refugee Women and Children, December 2003.

¹¹ Collelo, T. ed. 1989. ANGOLA: a country study. Washington, D.C.: Federal Research Division, Library of Congress. Cited in Global Survey on Education in Emergencies, Angola Country Report. Women's Commission for Refugee Women and Children, December 2003.

¹² Global Survey on Education in Emergencies, Angola Country Report. Women's Commission for Refugee Women and Children, December 2003.

The ruling party attempted to improve schooling and literacy in the areas it controlled and marginal improvements were seen during the 1970s and 80s, but every time violence escalated school attendance waned. Significant disparities in literacy and levels of education exist across rural and urban areas, regional and gender lines. Moreover, the use of child soldiers and the closure of universities to ensure the enlistment of young men into the army damaged what little access some had to even a basic education.

In a 2002 Save the Children Survey¹³, the following was uncovered:

- 10 percent of children had fought in the war
- 55 percent had been internally displaced
- 20 percent had been separated from their families
- 71 percent had been forced to drop out of school
- 42 percent had witnessed a landmine explosion
- 54 percent had witnessed torture
- 84 percent suffered from malnutrition

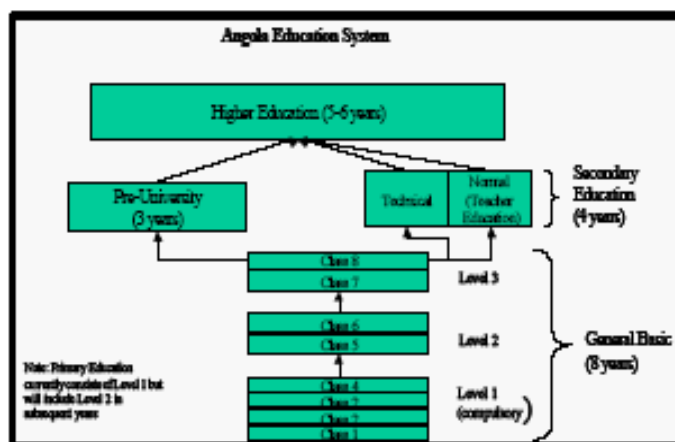
- **Structure of Education System**

Since 2002 the country has declared the first four years of education (Level 1) compulsory. This is then followed by Level 2 which consists of an additional two grades and thereafter Level 3, also an additional two grades.

Children then pursue a Habilitações Literárias or Secondary School Leaving Certificate by electing to follow either an academic or technically focused secondary education, respectively three and four years.

DIAGRAM 1.1: Angolan Education System

¹³ War Brought Us Here: Protecting children displaced within their own countries by conflict. London: Save the Children UK. 2002.



- **Teacher-learner contact time**

Although children are supposed to attend school for 22 to 30 hours per week, depending on their grade, the use of shifts places an enormous strain on both infrastructural and human resources and thus most children only attend classes for 15 to 20 hours a week.¹⁴ The impact of these reduced contact hours of instruction with over-stretched teachers is obvious and contributes to a number of problems in the education system.

TABLE: 2. Enrolment figures for Angola by Level of Education

		1975	1985	1995	2000	2001	2002	2003	2004
PRIMARY ED	LEVEL 1	592 450	970 698	83 5760	1 117 047	1 258 492	1 504 666		2 540 078
	LEVEL 2	70 933	130 749	129 879	179 513	214 382	229 483		381 023
	LEVEL 3	8 025	34 745	63 002	87 880	102 301	115 475		192 177
	TOTAL PRIMARY	671 408	1 136 192	1 028 641	1 384 440	1 575 175	1 849 624	0	3 113 278

14 UNICEF. n.d. Girl's Education in Angola. Last retrieved on June 20, 2003 from http://www.unicef.org/programmeme/girlseducation/action/ed_profiles/Angolafinal.PDF, cited in Global Survey on Education in Emergencies, Angola Country Report. Women's Commission for Refugee Women and Children, December 2003.

SECONDARY	TECNICO	1 075	4 675	14 742	39 788	46 718	53 018		
	NORMAL	1 916	4 070	8 597	28 342	31 508	32 641		
	TOTAL SECONDARY	2 991	8 745	23 339	68 130	78 226	85 659	0	127 693
PRE-UNIVERSITY		2 299	3 721	11 025	17 331	20272	24203		21 771
HIGHER EDUCATION		1 405	5 034	5405	8 848	5 499	12 566		
TOTAL		678 103	1 153 692	1 068 410	1 478 749	1 679 172	1 972 052	0	3 262 742

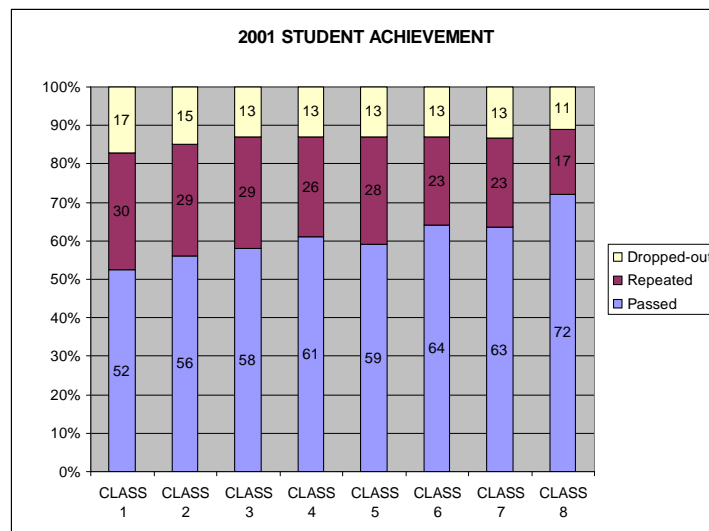
The Strategy for Combating Poverty (ECP) points out the following statistics on education in Angola:

- Approximately 34 percent of children under the age of 11 years have never been to school, for rural areas this is higher at 42 percent, whilst in urban areas this figure is 24 percent.
- Fifty percent of children who have not attended school come from poorest quintile of society.
- Currently only about half of all children are attending school, and that whilst the enrolment of girls is lower than for boys at levels one to three, it is only at level four that statistics show girls dropping out at a considerable rate.
- Only 30 percent of children that start Grade 1 complete Grade 4.
- Only 15 percent of children that start Grade 1 complete Grade 6.
- More than 30 percent of the population over 15 years of age is illiterate, and some figures indicate that the figure may be as high as 50 percent for women alone.
- With unemployment running at 48 percent across the country, the ECP recognises the need for professional qualifications. Sixty nine percent of the population has no professional qualification whatsoever and this extends to 40 percent of heads of households.¹⁵

¹⁵ Estratégia de Combate à Pobreza: Reinserção Social, Reabilitação e Reconstrução e Estabilização Económica. Luanda, 24 Setembro de 2003. Governo de Republica de Angola

Recent statistics are not easily available from Angola and many development agencies base their decisions on older and less accurate figures. The Multiple Indicator Cluster Survey (MICS), conducted in 2001, gave a net enrolment rate (NER) of 62,5 percent, but this figure was exaggerated by the non-coverage of inaccessible rural areas, where social conditions, including access to education, have been especially poor. The Ministry of Education’s most recent national data on school enrolment, for 1998, imply an NER of 47,4 percent and a GER of 59,6 percent. The main reasons for children not attending school are economic factors (the cost of ‘informal’ fees and materials, as well as children’s workload), followed by lack of documents (birth certificates) and lack of school places. The country faces the huge challenge of raising the number of children attending primary school from an estimated 1,5 million in 2000 to 5 million by 2015, in order to achieve the Millennium Development Goals.

FIGURE: 1. 2001 Student Achievement



Source: *Instituto Nacional de Estatísticas de Angola, cited in Global Survey on Education in Emergencies, Angola Country Report. Women’s Commission for Refugee Women and Children, December 2003.*

Despite an upward trend in education spending, Angola has a high drop-out and repeater rate. It takes an average of 16 years to produce a grade 6 student; compared with 9,9 years in neighbouring Zambia and the prescribed regional norm of 7,7. (WB2007)

1.3.1 Focus on Higher Education

‘Since colonial times, education in Angola always served to create and preserve social differences, and to consolidate social relations of domination. This is particularly evident for higher education. Until independence, the vast majority of the students in higher education were Portuguese or their descendants; in 1974, only an estimated 5 percent were of other origins.’

‘After independence education, from the elementary to the higher level, became free of charge, and expanded considerably, while racial discrimination was eliminated. Soon after the transition to the Second Republic, the decision was taken to replace this system by permitting and even fostering the establishment of private institutions of higher education, directly or indirectly fuelled by the state. As early as 1992, the Catholic Church launched Angola’s first private university, the *Universidade Católica de Angola*, which began to function effectively in 1997, in Luanda.’¹⁶

1.3.1.1 Policy environment

In a speech at *Augustinho Neto University* in June 2007, Aguinaldo Jaime; the Assistant Minister to Angola's Prime Minister, said improving the quality and promoting the excellence in higher education "is the country's central concern". On behalf of Angolan President Jose Eduardo dos Santos, the Assistant Minister also stated that "the government is much concerned about the opening of other sectors to employ the graduates in order to reduce unemployment". Employment was cut to 26 percent in 2006 from 29 percent in 2005. As reported by the Angolan official news agency ANGOP, the Angolan government will continue promoting the development of higher education while making more investments in human resources.¹⁷

The legislation and policy environment in Angola indicates that leadership in Angola has an understanding of the impact that higher education can have on economic development.

¹⁶ African Higher Education: An International Reference Handbook (Damtew Teferra and Philip. G. Altbach, eds. Indiana University Press, 2003), pp. 162-175. Paulo de Carvalho, Víctor Kajibanga, and Franz-Wilhelm Heimer, accessed sulmary online at IHEA. http://www.bc.edu/bc_org/avp/soe/cihe/inhea/ 20 August 2008.

¹⁷ Education Angola's central concern: official, Xinhua News, 24 June 2007.

However, looking beyond the policy environment higher education “remains one of the most underdeveloped sectors. Although the situation of higher education improved with a financial funding it still constitutes one of the major problems”.¹⁸

1.3.1.2 Profile of Higher Education

¹⁸ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, February 2006

TABLE: 3. CURRENT HIGHER EDUCATION STRUCTURES

Public	Private (Corporate/Church sponsored)	International or Regional	Tertiary & Vocational Education & Training (TVET)	Other
<p>University of Agostinho Neto (UAN)</p> <p>Est. 1963</p> <p>Location: Luanda and Huambo</p> <p>Studies include: natural sciences, law, agrarian sciences, economics, engineering, medicine, education, nursing</p> <p>www.uan-angola.org</p>	<p>Catholic University of Angola</p> <p>Est. 1997</p> <p>Location: Luanda</p> <p>Studies include: business sciences, computer sciences, economics, law</p> <p>www.ucan.edu</p> <p>Universidade Nova de</p>	<p>Lusiada University</p> <p>Est. 2001</p> <p>Location: Luanda, Benguela, Cabinda</p> <p>Studies include: accounting, business sciences, economics, law</p> <p>www.ulusiada.pt/</p> <p>Jean Piaget University of Angola</p> <p>Location: Luanda and Benguela</p>	<p>Instituto Superior Privado de Angola</p> <p>Est. 2000</p> <p>Location: Luanda</p> <p>Studies include: administration and management, architecture and urban planning, information and management, journalism and mass media, nursing, dental medicine, pharmacy, physiotherapy.</p>	<p>Universidade Nova de Lisboa</p> <p>Location: Nova Lisboa</p> <p>Runs six programmes with Angolan students: military academy, biotechnology and health sciences, postgraduate studies in Portuguese language, molecular biology, laboratory installation at the</p>

	<p>Angola</p> <p>Est.2002</p> <p>Studies include: humanities and technology</p>	<p>Studies include: business sciences, economics, engineering, law, medicine, psychology, sociology</p> <p>http://www.unipiaget.cv</p>	<p>Plus 6 Higher Institutes for Education Science and 1 Higher Institute for Nursing.</p>	<p>national institute for public health, capacity development for health in the public and military services of Angola.</p> <p>www.unl.pt</p>
Totals				
1	2	2	8	1

Six higher education institutions and several institutes exist in Angola. Neither BA programmes nor post-MA programmes are functioning in the country. The main programmes at the MA level are *licenciaturas*, which last four to five years and a subsequent *mestrado*¹⁹ or post-MA programme, leading to an academic degree (*mestre*) in its own right. This is also a step towards the PhD degree. However, there are no post-MA programmes functioning in Angola.²⁰

1.3.1.3 Governance

Pre-Peace 1995 Legislation

New legislation granted full autonomy to the state university, *Universidade Agostinho Neto* (UAN) in 1995, which meant that it ceased to be institutionally subject to orders from the ruling party, *Movimento Popular da Libertação de Angola* (MPLA) or the Ministry of Education.²¹

Estratégia Integrada Para a Melhoria do Sistema de Educação (2001-2015)

This strategy points to the following problems and priorities in the context of higher education:

- Lack of infrastructure, equipment, technical means of teaching and research
- Shortage of teaching staff, technical literature and support structures
- The demand for access to higher education is much higher than supply and that gap tends to widen
- The training programmes offered do not always fit the needs of economic activity and the social and labour market
- The education is often "*livresco*" (book-based) with weak components in practice and research
- The availability of financial resources is variable, uncertain, and generally insufficient
- The need for a Strategic Plan for Higher Education in Angola to clearly define the mission of this subsystem of education, its objectives and goals, products and services, environment, resources available or deployed; and a thorough analysis of operational structures.²²

19 BTI 2008 – Angola Country Report. Bertelsmann Transformation Index (BTI) 2008. Bertelsmann Stiftung and the Center for Applied Policy Research (C•A•P) at Munich University, 2007

20 Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, Human Development Sector, Africa Region, February 2006

21 African Higher Education: An International Reference Handbook (Damtew Teferra and Philip. G. Altbach, eds. Indiana University Press, 2003), pp. 162-175. Paulo de Carvalho, Victor Kajibanga, and Franz-Wilhelm Heimer, accessed summary online at IHEA. http://www.bc.edu/bc_org/avp/soe/cihe/inhea/ 20 August 2008

22 *Estratégia Integrada Para a Melhoria do Sistema de Educação, 2001-2015* REPÚBLICA DE ANGOLA, CONSELHO DE MINISTROS, 2001.

Law Nº 7/03 de 17 de Junho, 2003, Diário da República, I Série nº4717.06.2003

This law established the following structures:

- Council of Higher Education, mandated to:
 - formulate proposals for the improvement of higher education
 - make proposals to improve the mechanisms for monitoring the activity of institutions of higher education
 - to issue binding opinion on opening and closing of institutions of higher education

- National Directorate for *TécnicoProfissional* Education which must:
 - develop standards to improve the organisational and methodological functioning of both private and public schools/institutions
 - ensure compliance with the plans and programmes of studies
 - to propose the opening and closing of schools or courses
 - monitor and develop curriculum development
 - ensure Angola develops appropriate employment opportunities and skills needed for socio-economic development and industry demands

- National Directorate for Higher Education with the following mandate (above and beyond the general formulation and implementation of the higher education system):
 - ensure the quality and efficiency of the system
 - to undertake studies on the extension of higher education
 - to propose the opening and closing of schools and universities
 - enforce minimum standards for teachers working in the sector and assist teachers to achieve that level

Both the Council of Higher Education and the National Directorate for Higher Education are mandated to ensure the quality of higher education in Angola.

Angola Case Study – Education Ministry Orders School Break During Elections

24 July 2008 Luanda

(Posted to the web 24 July 2008 [Angola Press Agency](#))

The Angolan Ministry of Education Wednesday in Luanda ordered the suspension of the current academic year as from Monday (July 28), in view of the legislative elections set for September 5 this year. In a decree signed by incumbent minister, António Burity da Silva, the Government orders that

the students of the public and private schools of the general education sub-system (primary 1st and 2nd cycles of the secondary school) shall observe an academic break as from July 28 to September 9 this year. According to the decree, the measure is due to the fact that many teachers and students might be selected to participate in actions associated with the electoral process, as well as eventual use of the classrooms during the process.

1.3.1.4 Research

The capital budget is granted by the Ministry of Education and administered by the university and does not provide funds for research. The weak economic performance of the country, and the expenses of the civil war, even though it has ceased, have led to significant reductions in the proportion of the overall state budget dedicated to education expenses.²³

Law No.7/03 promotes and co-ordinates actions in the field of scientific education research, in collaboration with other bodies of government administration and the private sector.

UAN is now running research based masters courses and has the following numbers of students registered this year:

- Masters in Mineral Resources and the Environment – 10 students
- Masters in Mathematics – 11 students
- Masters in Agriculture and Natural Resources – 19 students
- Masters in Teaching Science – 24 students
- Masters in Curriculum Development and Theory – 6 students²⁴

This appears to be the sum total of available postgraduate education in the country.

In July 2008 University of Agostinho Neto (UAN) launched a scientific research course for its teachers. The programme creates space for 30 of the university's teachers to spend 40 teaching hours (70 percent for practice) on equipping teachers with researching skills in the most varied areas.²⁵

²³ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, Harvard University, Human Development Sector, Africa Region, February 2006

²⁴ Universidade Agostinho Neto, Reitoria, Serviços de Investigação Científica e Pós-graduação, Lista dos Primeiros Mestrados pela UAN, Mestres em Recursos Minerais e Ambiente, 2008

²⁵ Angola: Agostinho Neto University to Start Scientific Research Course, Angola Press Agency (Luanda), 10 July 2008

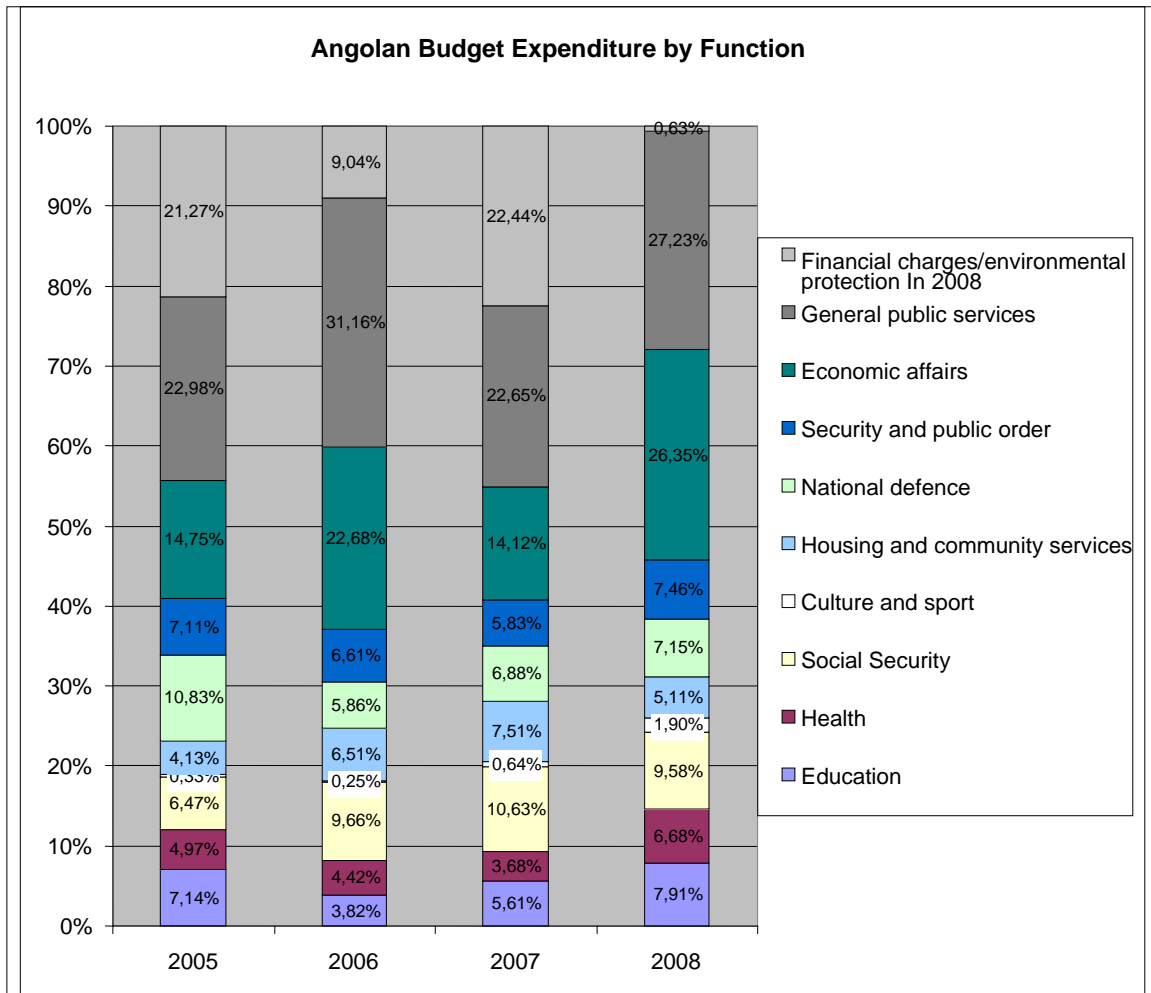
1.4 Financing Context

TABLE: 4. Gross Domestic Product, Angola: 2005-2007

	2005	2006	2007
	(Est)	(Est)	(Proj.)
Gross Domestic Product at current market prices (million Kz)	2, 669, 619	3, 990, 344	4, 006,886
Real growth rate (prices of the previous year) (%)	20.6	18.6	24.4
Oil Sector	26.0	13.1	21.8
Non-oil sector	14.1	25.7	27.9
Composition (%)	100.0	100.0	100.0
Agriculture, Fisheries and Forestry (Siviculture)	7.2	7.8	9.8
Extractive Industry	67.3	59.4	58.8
Gross Oil and Gas	62.9	57.1	57.1
Other	4.3	2.3	1.7
Manufacturing	3.6	4.9	4.9
Electricity supply	0.0	0.1	0.8
Construction	3.1	4.4	5.8
Business Services	12.4	15.2	13.7
Non- Business Services	6.3	8.1	6.2
Rights and duties of Imports	0.0	0.0	0.0

Sources: *National Institute of Statistics, Ministry of Planning and estimates of GEREI / Ministry of Finance*

FIGURE: 2. Angolan Budget Expenditure by Function



Source: República de Angola, Ministério das Finanças. <http://www.minfin.gv.ao>; accessed 5/8/2008

TABLE: 5. National Budget Allocations: 2005/6-2008/9

Kz	2005/6	2006/7	2007/8	2008/9
BUDGET				ESTIMATED
Total Budget	956, 229,554,186,00	2, 361,487,390,590,00	2, 503,887,060,119,00	2,544,768,949,743,00
Total Education	68,317,398,260,00	83,057,400,341,00	140,394,653,720,00	201,291,490,288,00
% of budget	7,14%	3,82%	5,61%	7,91%
% of GDP	2,56%	2,08%	3,50%	4,89%
Total Health	47,495,306,077,00	96,171,680,163,00	92,149,784,126,00	169,919,092, 80,00
% of budget	4,97%	4,42%	3,68%	6,68%
% of GDP	1,78%	2,41%	2,30%	4,13%
Total Social Welfare	61,836,883,137,00	210,354,100,553,00	266,133,596,128,00	243,868,365,815,00
% of budget	6,47%	9,66%	10,63%	9,58%
% of GDP	2,32%	5,27%	6,64%	5,93%
Total Defence	103,583,909,568,00	127,484,971,072,00	172,328,952,525,00	181,886,460,769,00
% of budget	10,83%	5,86%	6,88%	7,15%
% of GDP	3,88%	3,19%	4,30%	4,42%
GDP	2,669,619,000,000,00	3,990,344,000,000,00	4,006,886,000,000,00	4,114,300,000,000,00

TABLE: 6. Breakdown of Education Budget, 2005/6-2008/9

	2005/6		2006/7		2007/8		2008/9	
	Actual expenditure		Actual expenditure		Budget		Budget	
	Kz	%	Kz	%	Kz	%	Kz	%
BUDGET	68.317.398.260,00	100,00	83.057.400.341,00	100,00	140.394.653.720,00	100,00	201.291.490.288,00	100,00
Pre-school Education	0	0,00	12,622,880,00	0,02	84,444,000,00	0,06	51,031,062,00	0,03

Primary Education	5,648,836,179,00	8,27	30,189,841,717,00	36,35	10,134,228,803,00	7,22	36,885,328,921,00	18,32
Secondary Education	5,224,164,494,00	7,65	15,580,342,206,00	18,76	4,938,272,980,00	3,52	60,051,737,054,00	29,83
TVET	15,156,723,583,00	22,19	25,165,933,583,00	30,30	45,151,136,117,00	32,16	570,398,007,00	0,28
Higher Education	6,294,011,848,00	9,21	8,357,317,143,00	10,06	12,914,856,492,00	9,20	18,390,613,430,00	9,14
Adult Education	18,500,000,00	0,03	32,970,000,00	0,04	1,619,276,481,00	1,15	0	0,00
Other	35,975,162,156,00	52,66	3,718,372,812,00	4,48	65,552,438,847,00	46,69	85,342,381,814,00	42,40

Source: República de Angola, Ministério das Finanças. <http://www.minfin.gv.ao>; accessed 5/8/2008

TABLE: 7. Expenditure for Education Sector, 2005/6-2008/9

	2005/6	2006/7	2007/8	2008/9
	<i>Actual expenditure</i>	<i>Actual expenditure</i>	<i>Budget</i>	<i>Budget</i>
BUDGET	68,317,398,260,00	83.057400341,00	140,394,653,720,00	201,29 1,490,288,00
Pre-school Education	0	12,622,880,00	84,444,000,00	51,031,062,00
Primary Education	5,648,836,179,00	30,189,841,717,00	10,134,228,803,00	36,885,328,921,00
Secondary Education	5,224,164,494,00	15,580,342,206,00	4,938,272,980,00	60,051,737,054,00
TVET	15,156,723,583,00	25,165,933,583,00	45,151,136,117,00	570,398,007,00
Higher Education	6,294,011,848,00	8,357,317,143,00	12,914,856,492,00	18,390,613,430,00
Adult Education	18,500,000,00	32,970,000,00	1,619,276,481,00	0
Other	35,975,162,156,00	3,718,372,812,00	65,552,438,847,00	85,342,381,814,00

Source: República de Angola, Ministério das Finanças. <http://www.minfin.gv.ao>; accessed 5/8/2008

1.4.1 Trends in Allocation

Overall, Angola's social spending is far below its regional neighbours and even post civil war remains at a 3,45 percent low within the annual budget. The shares of the 2006 budget allocated to health

and education, however, have been reduced to 4,4 percent and 3,8 percent respectively, from 4,9 percent and 7,1 percent in 2005.²⁶

1.4.2 Sources of Funding

The financial resources of higher education have four origins:

- the state budget
- students' fees
- contributions from private and international donor organisations, and
- paid services to individual or corporate users

The public university depends overwhelmingly on the state budget, of which more than 80 percent goes to personnel costs every year.

Students' fees constitute the main financial resources for the private universities, though not much information on their financial situation is made publicly available. The *Universidade Agostinho Neto* has evening study programmes for jobholders requiring payment of fees. The public university and some private universities have benefited from contributions by sponsors operating within the country. These include the oil and diamond companies as well as diverse international entities. The *Universidade Nova de Angola* relies on contributions from an Angolan foundation.²⁷

For general education the picture is similar. Between 1997 and 2001 budget spending has been below the average regional level (4,7 percent compared to SADC's 16,7 percent), but an increase in budget allocations is visible from 2003 to 2004; climbing from 6,2 percent to 10,47 percent (Economist Intelligence Unit). In this sector the government met its commitment to increase spending to 10 percent by 2003 (although with one year's delay). Between 1997 and 2001 77 percent of expenditure was devoted to personnel and transfers, only 17 percent on goods and services and 6 percent on investments. Expenditure for basic education increased substantially (from 36 percent in 2000 to 48 percent of total expenditure in 2001). The same goes for recurrent expenditure per pupil in basic and intermediate education as well as university. Education is also a priority area of the PRSP.

²⁶ *BTI 2008 — Angola Country Report*. Bertelsmann Transformation Index (BTI) 2008. Bertelsmann Stiftung and the Center for Applied Policy Research (C.A.P) at Munich University, 2007

²⁷ Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, HARVARD UNIVERSITY, Human Development Sector, Africa Region, February 2006

1.5 Issues and Observations

Bloom et al found a positive and statistically significant correlation between higher education enrolment rates and governance indicators, including amongst other factors the absence of corruption, rule of law, bureaucratic quality, and low risk of appropriation.²⁸ It can therefore be argued that in Angola, where quality higher education remains a rare opportunity, governance will remain a challenge .

‘Constitutional revision in 1991-92 opened the way to pluralist politics, more diverse mass media, independence of the trade unions and the emergence of independent associations and national NGOs.’ However in all sectors ‘there have been limits to the scope and impact of the reforms.’²⁹ This is worsened by uninspired civil servants, whose salaries have not kept up with the cost of living, pushing quality staff out of the public sector. A major lack of transparency in Angolan budget decision-making processes also remains a significant problem, especially with regard to the more than US\$ billion (above 20 percent of government expenditure) which remains unaccounted for annually.

After independence Angolan higher education suffered from frequent interference from political powers, extending to appointments of most staff. However, new legislation in 1995 changed this considerably by giving universities full autonomy and introducing a ‘system of internal democracy ... , guaranteeing free elections of all organs and officeholders by the teaching staff. The latter was guaranteed by selection processes based exclusively on academic merit.’³⁰

28 DE Bloom, M Hartley, and H Rosovsky (2006): "Beyond Private Gain: The Public Benefits of Higher Education". In James J. F. Forest and Philip G. Altbach, eds., International Handbook of Higher Education.

29 ANGOLA:THE POST-WAR CHALLENGES. COMMON COUNTRY ASSESSMENT 2002. United Nations systems in Angola. 2002

30 Higher Education and Economic Development in Africa, David Bloom, David Canning, and Kevin Chan, HARVARD UNIVERSITY, Human Development Sector, Africa Region, February 2006