

UNESCO

**INTERNATIONAL CONFERENCE ON ADULTS' EDUCATION
CONFINTEA**

(6 to 11 September 2003, Bangkok)

**NATIONAL REPORT ON THE
DEVELOPMENT OF ADULTS'
EDUCATION**

July 1997/July 2003

ANGOLA

INTRODUCTION

1. This report from Angola, to be submitted to the International Conference of UNESCO on Adults' Education (CONFINTEA) to be held in Bangkok (Thailand) from 6 to 11 September 2003, shows the itinerary (progresses and constraints) on the measures and activities developed from July 1997 to July 2003.
2. The Structure/Organisation of the themes in this National Report has been developed according to the methodology and structure (model) established by UNESCO for the Member States and consisting of the following 9 chapters:
 - a) Executive Summary
 - b) Development of Institutional Structures and Plans;
 - c) Increase of investments in Adults' Education;
 - d) Increase of Participation;
 - e) Scientific Studies on Adults' Education;
 - f) Adults' Educators and Advisors: Statute and Training;
 - g) Autonomy for Adults' Students;
 - h) Examples of Best Practices and Innovations;
 - i) Future actions and Concrete Objectives for 2009.
3. Therefore, this report consists of a series of activities developed at national level by different actors, especially:
 - a) Public;
 - b) Private;
 - c) Associative;
 - d) Communitarian;
 - e) Religious;
 - f) And social solidarity.
4. Consequently, Adults' Education is developed in public and private schools, markets, military and para-military units, prisons, integrated education centres for women, agro-silvo-

pastoral cooperatives and associations, religious confessions, residences and condominium residential, displaced people and refugees centres, old people centres, adolescents and youths education and training centres, etc.

5. In general, this National Report on Adults' Education Progresses in Angola from July 1997 to July 2003, beyond the fact of adapting the national context to the Hamburg Declaration and the Agenda for the future resulting from V CONFINTEA, is also inserted in relation with:
 - a) The Conference of Beijing (Promotion and Development of the women 1995);
 - b) Dakar Action Plan (2001-2015);
 - c) Education Decade for Africa (1997-2006);
 - d) New Partnerships for the Development of Africa (NEPAD);
 - e) And the Literacy World Decade (2003-2012), having the developed activities been inserted in the context according to these international commitments.

I EXECUTIVE SUMMARY

- 1) The Republic of Angola, independent since the 11th of November 1975, with the population of about 13.000.000 inhabitants, has inherited 85% of illiteracy from the Portuguese colonialism, and has been facing a long and fratricide war that has finished more than a year ago.
- 2) The dynamic of peace has introduced, at national level, a process of quick change with an impact on free movement of people and goods all over the national territory, in order to consolidate the peace and the democratic process, having adopted the 4th of April as National Day for Peace and Reconciliation, the day when was signed the peace memorandum.
- 3) Regarding Education, in spite of the generalised crisis situation and structure and conjuncture constraints inherited from the Portuguese colonialism, in 1978 had been initiated the process of implementing the new education system with the principles, objectives and democratic aims that have originated a great school explosion at levels and education subsystems, with special

attention on primary schooling enrolment gross rate of higher than 200%.

- 4) The political-military instability that has spread almost all over the country from the 1980's, has greatly contributed for the inefficacy of the Education System, having more than an half of the school network in the rural and peri-urban areas been destroyed by the war, a fact that has contributed to increase the illiteracy rate for children-youths and adults.
- 5) The Angolan State is promoting the creation of macro-economic stability conditions for the implementation of political measures leading to structural adjustments, the consolidation in the building of a democratic and legal society, socio-economic and national reconciliation recovering, through integrated and sustainable policies that, will first contribute for the development of the human resources, the reduction of social disparities, where consequently, education assumes an important/key role taking into account its dimension, impact and range.
- 6) Adults' Education is essentially characterised by the following three problems:
 - a) The limited access to education opportunities;
 - b) The low quality and equity;
 - c) The higher costs for access expansion and quality improvement.

7) Consequently, with regard to Education and in the systematic perspective of the Education Reform viewing the implementation of a New Educational Model, the Angolan State has approved two important and strategic instruments/documents, which are:

- f) Basic Law of the Education System (Lei 13/01), that, apart from other measures, has determined the autonomy of the Adults' Education as being an Education Subsystem;
- g) And the Integrated Strategy for the Improvement of the Education System up to year 2015, which defines the strategies, the objectives, the actions and goals to be reached in the domain of Adults' Education.

- 8) Regarding those two important instruments mentioned in number 6 above, the Angolan State defines and assumes Education as a central instrument of change for the improvement of the population living conditions in terms of poverty reduction, being a political commitment and a social priority.
- 9) In the specific domain of Illiteracy and Adults' Education, according to rationalisation, optimisation, systematisation, coherence, logic and the creation of synergies between illiteracy and adults' education programmes, has been unified the old public structures, namely the National Institute of Literacy (INA) and the National Direction of the Adults' Education (DNEA), resulting from this process the creation since June 2000 of the actual National Institute of the Adults' Education (INEDA) as being the only important public structure of the national policy on adults' education.
- 10) The Government of Angola, being aware of the need and importance of literacy in the political, economical and social context of the country, has started since 1997 the implementation, at national level, a wider Revitalisation Programme of the Literacy Process based on a management through objectives, in an alliance policy where it is expected a great participation of the civil society and of the non-governmental organisations considered principal actors, reserving for the government the role of:
 - a) Promotion;
 - b) Training of trainers;
 - c) Certificatory of knowledge;
 - d) Technical-methodological assistance;
 - e) Distribution of basic teaching materials, such as: pencils, rubbers, notebooks, boards, chalks, etc.
- 11) Thus, 70% of literacy and post-literacy work in Portuguese language as well as in national languages is carried out and implemented by social partners. In order to improve and make the literacy

process efficient, the Government of Angola has introduced, at national level, two new textbooks, for reading and Mathematics, completely reformulated and adapted to the adults' learning psychology.

12) Currently, the Adults' Education Subsystem is supervising at national level more than 1.500.000 students, from which 1.000.000 in literacy and post-literacy (Adults' Primary Education) and 500.000 distributed in the subsequent/following levels (II and III levels of the Adult Education).

13) Literacy is currently carried out/implemented in 8 national languages, which are:

a) Umbundu;

b) Kimbundu;

c) Kikongo;

d) Tchokwe;

e) Kwanyama;

f) Nganguela;

g) Ibinda;

h) And Nyaneka-Humbi, that is in the phase of printing new books for the language.

14) The Government of Angola in partnership with the Eduardo dos Santos Foundation, has created a Literacy National Premium with the value/amount of USD 5.000.000 and a bronze statute that annually, at the 22nd of November (Educator National Day) is handed over to a social organisation having been best involved in the literacy process, according to the given regulation.

15) Not all the different social partners involved in literacy and adults' education process use the methods and materials provided by the Government. Most of them use specific materials, such as: Angolan Association of Adults' Education (REFLECT), Methodist Church (LAUBACH), Catholic Church (EXPRESS and DOM BOSCO), etc.

- 16) The public funding to Adults' Education is provided by the Angolan State through its budgets allocated by duodecimos through the Finance Management Integrated System. At bilateral level, the funding to the literacy projects is provided by only one country, the United States Of America, through direct management by the North-American Non-Government Organisations, namely: ALFALIT International and MCID (Consortium of Mississippi), the last one being involved in the development of projects of support to the training of trainers for the adults' educators and the construction and equipment of an Integrated Training Centre for Women. With regard to the United Nations System, UNICEF and UNESCO are the only agencies co-funding the projects, especially in the domain of women literacy.

II

CREATION OF STRUCTURES AND INSTITUTIONAL STAFF

1. From July 1997 to July 2003, Angola has promoted a series of policies consubstantiated by normative and methodological legal dispositions in terms of organisation, administration and management of the adults' education subsystem, the conditions and criteria of access and frequency, the definition and supervision of formal and non-formal education, the education contents as well as the regulation of the statistic information system of the adults' education.
2. As a fact, the competent organs of the Angolan State (the Government and the Parliament) as well as the Ministry of Education, have approved and adopted respectively the following dispositions:
 - a) Creation of the National Institute of Adults' Education (INEDA) by the Government, a public institution in charge of the national policy on adults' education in reference to the article 27 of the decree-law No. 6/00 of 9 June 2000, published in the Republic Official Journal, Series I No 23 of the Ministers' Council. Therefore, INEDA is the organ of the Ministry of Education in charge of regency

and Scientific-pedagogical co-ordination of the adults' education, from literacy to the 2nd cycle of the secondary school in the domains of research, investigation, training, community development, documentation and information, having its own legal authority and an administrative, financial and patrimonial autonomy.

- b) Approval of the Basic Law of the Education System by the National Assembly (Law No 13/01) of 31 December 2001, published in the Republic Official Journal I Series No 65. Article 10, paragraph e) defines adults' education as an education subsystem. Articles 31, 32, 33 and 34 respectively, determine the nature of the subsystem, the specific objectives, the structure and the need of having its own regulation.
 - c) Approval on the 28th of September 2001 by the Government of Angola of the Integrated Strategy for the Improvement of the Education System 2001-2015 as a strategic-operational document leading to the implementation of nuclear actions in the domain of education. With regard to the Adults' Education, this strategy is concerned with the diagnostic of the current situation, formulates the objectives, establishes the strategies, and identifies the actions and goals to reach during the next 15 years.
 - d) In relation with the education reform process in progress, the Ministry of Education has also adopted the following methodological instruments/documents: the Statutes of the Adults' Education Subsystem, the Evaluation System for the Adults' Education Subsystem as well as the Statistic Information System for the Adults' Education Subsystem.
3. The Adults' Education Subsystem Structures are established in the 18 provinces as well as in the 163 Municipalities and 532 localities as for the political-administrative division of Angola.

4. In the country, there are 25.000 literacy and post-literacy lessons with a total number of 1.000.000 students, and 1.250 classrooms of the II and III levels of the Adults' Education with 500.000 students.
5. Adults' Education structures include 2.372 workers, from which there are:
 - a) 2.289 teachers;
 - b) 83 administrative staff.

III INVESTMENTS IN ADULTS' EDUCATION

1. Since its independent, the Republic of Angola has assumed totally the public funding of the education actions of the Adults' Education Subsystem. During the last 6 years (1997-2003), the State General Budget for the Adults' Education has increased significantly, having to highlight the existence of two parallel public funding ways, which are:
 - a) The Government of Angola has assumed and modified literacy as a Government Programme to which has been allocated a direct and specific budget, whose values in USD is evaluated at USD 3.000.000 with the objective of implementing projects related to the training of trainers, the acquisition of teaching materials and the promotion of studies with the view of developing scientific investigation in this domain;
 - b) With regard to the administrative and financial autonomy provided by the Government of Angola to the National Institute of Adults' Education, this institution is provided its own funding from the State General Budget, whose annual global value is evaluated at about USD 2.000.000, representing

about 15% of the funds allocated to the Ministry of Education.

2. Meanwhile, during the mentioned period (1997-2003), Angola has received some contributions provided at bilateral level as well as by the United Nations System. In this aspect, it is highlighted, on one hand the United States Of America (USA) that has funded, through the USAID, two literacy projects carried out by ALFALIT International and by MCID – Mississippi Consortium, viewing to supervise more than 20.000 Angolans with a budget estimated at about USD 1.500.000, and on the other hand, the Republic of China has contributed in providing various didactic/teaching materials funded at the value of USD 200.000.
3. With regard to the United Nations System, UNICEF and UNESCO are highlighted in the implementation of literacy programmes for girls and women aiming the protection and development of the children and the literacy in national languages, with a funding estimated at USD 100.000.
4. The current education expenses, per student, for the Adults´ Education Subsystem are estimated at USD 25.

IV INCREASE OF PARTICIPATION

1. The criteria and modalities of access of the target-population of the Adults Education Subsystem, have established the following priorities:
 - a) Most disadvantaged and vulnerable women and girls, as they represent the majority social group where illiteracy is of great impact.
 - b) People with special education needs (deficient);

- c) Adolescents and youths of and in the street, orphans, considered as illiterates and/or have left the school earlier without concluding the basic regular education for various and obvious reasons;
 - d) Agriculturists and fishermen illiterates, mostly those who are organised in associations and cooperatives agro-silvo-pastoral and piscatorial in order to meet their needs in an organised way;
 - e) Militaries and para-militaries.
 - f) Workers, with a priority to those from the foreign companies, the National Economy (private and public);
 - g) Auxiliary workers in the civil service, mostly cleaners;
 - h) Displaced people and refugees due to the war;
 - i) Prisoners.
2. As for the education activities that consist of the Adults' Education Subsystem, the civil society and the non-governmental organisations donate more than 60% of the direct management of the process, specially in literacy and post-literacy. As for the II and III levels, the participation is provided by the government at almost 100%.
3. The success and progress realised in Adults' Education is primarily due to the larger participation of the civil society and the non-governmental organisations, where Adults' Education assumes more increasing characteristics of "socio-educative wider movement".

V

SCIENTIFIC STUDIES ON ADULTS' EDUCATION

1. Regarding scientific studies on Adults' Education, it has been noticed very little progress, as unfortunately, specialists in Andragogy are not available in Angola. At bilateral level, many projects and intensive training programmes for specialists have been delineated, but none of them have been realised due to the lack of financial resources.
2. In terms of training, priority is given to countries such as Brazil and Portugal in the domain of Adults' Learning Psychology, Curriculum Organisation and Development, Teaching

Methodology and of Programmes and Curriculum Design for the Adults.

3. Thus, one of the priorities for Angola is the organisation and scientific development of the Adults' Education at all levels and modalities of the Adults' Education Subsystem.
4. Currently, Angola is planning to be in touch with the UNESCO Institute of Education of Hamburg in order to identify projects related to biennial participation programmes that will provide Angola with Experts and Consultants from UNESCO able to implement capacity building intensive programmes in Andragogy.

VI

ADULTS' EDUCATORS: STATUTE AND TRAINING

1. Adults' Educators have the Teaching Career Statute, an instrument establishing the criteria and the modalities of access, promotion, juridical-laboral and salarial.
2. Almost all the Adults' Educators have not a specific and adequate training, as they are recruited among the educators from the general education subsystem, working in a teaching collaboration system.
3. The lack of scientific preparation for the Adults' educators has a negative influence in the success and efficiency of the teacher-education process, questioning, thus, the quality of the work carried out by them.
4. In terms of Adults' Educators Training, the greater investment has been oriented for literacy agents through intensive technical-methodological training of 30 days period.
5. There are 2.289 adults' educators in the country, from which about 2/3 are teaching in the Adults' Primary Education (literacy and post-literacy) and the remaining 1/3 work in the II and III levels of the Adult Education. From this global number, 75% are men and 60% are less than 40 years old, while their qualification minimum is the 8th grade of the General Education.

VII

AUTONOMY OF THE ADULTS' STUDENTS

1. According to the adults' Education Subsystem Statutes, Students' obligations are assured within the context of democratic management, of respect and students' valorisation,

including the promotion of every one's right to Learn all along his Life as for the spirit of permanent education. Adults' Students have the right to education as well as a judicious and effective equality of opportunities in terms of access and school success.

2. The guarantee of equity are also provided regarding the benefits of school social action services expressed through the principles of gratuitousness, where are distributed gratis basic teaching materials, specially in primary school.
3. Adults' Students have also their own obligations, being submitted to disciplinary education measures when acting against the established behaviour and living regulations that is shown in not satisfying the general rule, disturbing the normal working way of the education activities.
4. Adults' Students have also the right of being represented as for the right of participation in the School internal life. They are submitted to Learning Evaluations, diagnostic, formative and somative. In this aspect, the reality related to the student has to be prevalent in the learning process in order to arouse the student's motivation and interest.

EXAMPLES OF BEST PRACTICES AND INNOVATIONS

1. With regard to the 10 topics of CONFINTEA, the example of best practices and innovations is more significant in topic 4: Promoting Women Autonomy. This option is due to the fact that in Angola, Women represent the majority population group (more than 50%) and also because illiteracy is more prevalent in this group. In Angola 7 out of 10 women cannot read and write.
2. In this context, the Government of Angola, fulfilling the recommendations from the World Conference of Women (Beijing) and the National Strategy on the Promotion of Women and Gender, has oriented the enrolment and education supervision of girls and women with the perspective of establishing equality and equity, and the reduction of the existing inequalities in the social relationships between men and women.
3. In the specific domain of literacy, priority is given to girls and women, when, for example, 600.000 women out of 1.000.000 illiterates have to be enrolled to study. Women from any social categories are invited to participate in literacy process, including female literacy agents. The Angolan Women Organisation, the most important female organisation partner with more than 200.000 women involved in the literacy process, works in the construction of hundreds of education spaces using local

construction materials, and mobilising women and female literacy agents.

4. Literacy projects and programmes for women are inserted in the strategy of poverty reduction aiming the improvement of the population living conditions.

IX FUTURE EXPECTED ACTIONS AND CONCRETE OBJECTIVES FOR 2009

1. Strategic Objectives:

- a) Increase the general knowledge level through the elimination of the literal and functional illiteracy of the youth and adult.
- b) Give to each individual the opportunity to increase his knowledge and develop his potentiality, with the perspective of an integral development of the man and his active participation in the social, economic and cultural development showing/demonstrating his working capacity through an adequate preparation to the needs of the every day life.
- c) Ensure the access to education for the adult population, giving him the opportunity to acquire technical-professional skills for the economic development and the social process of the society where he is inserted, reducing, thus, the existing disparities on education between the rural and urban population, with the perspective of gender.
- d) Contribute for the protection and development of the national culture, the environmental protection, the peace consolidation, the national reconciliation, the civics education, and stimulate the spirit of tolerance and respect for the fundamental liberties.
- e) Transform the Adults' Education in an integrated communitarian and rural attractive and development axle, as factor of the individual activity.
- f) Ensure all adults an equal access to basic education programmes as for Literacy universality.

2. Measures and Activities to be developed up to 2009:

Nuclear Objectives for Literacy and Adults' Education

- Contribute for the correction of the regional and local development asymmetries;
- Eradicate the literal illiteracy and provide a compulsory basic education (6th grade) to the population economically active, with priority to youths and women;
- Contribute for a progressive raising of the man power qualification, showing a working capacity through an adequate preparation for the every day life needs;
- Contribute for the improvement of the national human development rates.

2003/2005 (EMERGENCY)

Strategies:

- Mobilise the civil society in order to intensify the fight against illiteracy;
- Reinforce and develop a social partnership for an integrated fight against illiteracy, through the training of trainers, the distribution of basic teaching materials (pencils, rubbers, notebooks, boards and dusters) in order to increase and diversify the education opportunities in literacy and post-literacy;
- Raise the literacy and post-literacy quality education, adjusting the education contents to the current challenges of the country in various aspects;
- Improve literacy and post-literacy levels of the adolescents, women and people with special education needs;
- Engage and make the local authorities responsible in the fight against illiteracy;

Measures and Actions:

- Sign decentralised and desconcentrated entailed accords with representative organisations of the civil society, in order to establish co-operation, partnership and co-responsibility processes in the diversity of the education opportunities and the equity access to literacy and post-literacy;

- Printing of literacy and post-literacy textbooks in Portuguese and national languages, in conformity with the actual political, economical and social context of the country, with the preventing measure of not returning to illiteracy;
- Organising literacy and post-literacy methodological processes in the training of trainers in Portuguese and national languages, in order to have a more dynamic link between the education contents and the every day life of the beneficiaries;
- Promoting the integral education of youths and women of less schooling through the creation of Integrated Education Centres for Women involving the civil society, with the perspective of a system raising the social and technical-professional skills of women;
- Making operational in phase of an integrated Teaching Materials Acquisition Programme of support to literacy and post-literacy;
- Implementing a Functional Intensive Literacy Programme for Adolescents, Women and Deficient people;
- Implementing a Training and Supervising Programme for 1500 literacy agents in Portuguese and national languages;
- Reviewing, up dating and printing 10 titles of textbooks and the respective curricula for literacy and post-literacy;
- Promoting and Implementing Functional Literacy and Post-Literacy Activities of adolescents and youths illiterates for a professional training;

Indicators (Goals and Results)

- Reducing the current illiteracy rate between 10 and 15%, with special impact on women;
- Editing and producing 14 titles (textbooks) of literacy and post-literacy in Portuguese and national languages: Umbundu, Kimbundu, Kikongo, Tchokwe, Ibinda, Nganguela, Nyanekahumbi and Kwanyama;
- Eradicating illiteracy in the public service (the Government organs of the Central and Local Administration);

2005/2007 (STABILITY)

Strategies:

- Generalising and expanding the national languages in literacy and post-literacy education;
- Strengthening the informal and non-formal education in relation to the ability of the Adults Education Subsystem;
- Establishing organisational and methodological processes for the stability of the teaching staff for the Adults' Education Subsystem;
- Reinforcing the Polyvalent Schools;
- Organising the 2nd and 3rd levels of the Adults' Education with specific teaching materials;
- Raising the schooling liquid rates in the Angolan Armed Forces.

Measures and Actions

- Reinforcing the social intervention capacity of the NGO's and Churches in rural and peri-urban areas using mostly the national languages with the view of promoting and ensuring the cultural and linguistic identity, of the respect for the diversity, the reinforce of the peace culture and the social and ethics values;
- Diversifying the implementation of the education opportunity for the Adults' Education subsystem through systematic informal and non-formal education opportunities, with special impact on civics education, the fight against the endemic and pandemic diseases;
- Adopting a statute for Adults' Education teachers in relation to the objects, tasks and specific characteristics of Literacy and Adults' Education;
- Engaging and making the provincial Government responsible in the rehabilitation and equipment of Polyvalent Schools, with the perspective of reactivating the rural and communitarian life in the education context through the social work carried out by the illiterates and less schooling adolescents and youths;
- Reviewing and up dating the curricular plan, and editing and printing of titles (textbooks) for the 2nd and 3rd levels of the

Adults' Education related to the alternative modalities of the presence education as well as to the new information and communication technologies.

Indicators (Goals and Expected Results)

- Consolidation and development of the national languages all over the national territory;
- Recognition and validation of the informal and non-formal education;
- Supervise the adolescents and youths illiterates and with less schooling in Polyvalent Schools;
- Improve and increase the moral and professionalism of teachers;

2008/2009 (EXPANSION AND DEVELOPMENT)

Strategies:

- Develop social and education self-sustainable capacities of long duration in order to implement the expansion, the generalisation and the eradication of illiteracy and the development of post-literacy;
- Consolidate and develop the preceding strategies in order to adopt efficient methods and dispositions that will ensure in a sustainable way the research on the adult basic education;

Measures and Actions

- Ensure the adults an equal access to basic education programmes as for the literacy universality;
- Integrate the perspective of gender in order to eliminate sex disparities;
- Generalise and expand the Literacy National Programme to Rural Women and Deficient people;
- Implement the Editing and Printing of School Textbooks Programme for the 1st and 2nd cycles of the Secondary Education;
- Create Regional Permanent Training Centres for Literacy and Adults' Education Staff;

- Implement and generalise literacy in national languages.

Indicators (Goals and Expected Results)

- Reduce the feminine population illiteracy rate at 15%, specially in rural areas;
- Enrol adolescents and youths illiterates and semi-illiterates in schools integrating them in the professional training in polyvalent schools with the view of fighting the children of and in the street phenomenon;
- Reduce the youths and adults' deficient illiteracy rate;
- Eradicate illiteracy in the Angolan Army.