



TVET COUNTRY PROFILE ANGOLA



Table of Contents

Introduction	1
Policies	1
Governance	1
<i>Implementing Structures</i>	2
TVET Institutions	2
<i>TVET types</i>	2
Funding sources	2
Private sector engagement	2
<i>Teacher training</i>	2
Informal TVET systems	3
Statistics	4
Infographic	4
Sources	5

The TVET Country Profiles published on [ASP YEE](#) are based on data and information available in the public domain. As part of an ongoing process of updating and validating these documents, we invite ASP YEE users to share an updated information.

Contact us on aspyee@nepad.org





Introduction

Vocational training is receiving significant government support as elements of an industrialised nation emerge. A new concept of sustainable vocational training centres is being rolled out in Angola in conjunction with foreign governments.

TVET plays a highly valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries. This paper highlights a country-level overview of the TVET system in Angola, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

Policies

The **Angolan National Development Plan (ANDP) 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 poverty reduction.

In line with the long-term development strategy “**Angola 2025**” and the ANDP, the government has designed a National Strategy for the Development of Human Capital and the Human Capital National Plan (HCNP) for 2013-2020 targeting all levels of education and various priority economic sectors.

Angola started the Reform of Vocational and Technical Training (RETEP) in 2001 aimed at expanding the training offered by improving the level and quantity of infrastructure, the equipment of the laboratories and training workshops, curriculum reform and improvement of the system of training of trainers.

The following documents provide contextual information on the education system and economic indicators in Angola as they relate to implementation and policy of TVET.

- **Presidential Decree 185/18, of 6 August (2018), which revokes Decree 29/97** approves the new legal regime of the Hospital Support Personnel Career, with a view to ensuring the quality and humanisation of care in the health sector, especially in the National Health Service, regulating its structure, income, access, progression, and work and personnel regimens.
- **Presidential Decree 187/18, of 6 August (2018)**, approved the legal regime for the Nursing Career.
- **Law 17/16, of 17 October (2016)** - On the Bases of the Education and Teaching System, which established the principles and general bases of the Education and Teaching System. This repealed Law 13/01, of December 31, 2001, and all legislation that contravened the provisions of this law.
- **Presidential Decree 24/15, of 9 January 2015** created the National Institute for the Training of Education Staff.
- **The Law on Education 17/16, (2016)** defined the system, levels, and cycles of formal education and training: preschool, general, technical and professional, teacher training, adult learning, and higher education and its qualifications.
- **Executive Decree 479/18, (2018)** approves the model of titles for the delivery of certificates and diplomas to students attending the different subsystems of pre-school education, general secondary education, technical secondary education, pedagogical secondary education, adult education and comparability of the education system recognition and equivalence of studies of primary and secondary education levels.

Governance

TVET in Angola falls within the competencies of two different ministries:

- **Ministry of Education (MED)** is responsible for the formal Technical Vocational Education (TVE)



through the lower and higher secondary education system. Secondary technical and vocational education under the MED conducts training for skilled workers and technicians of intermediate level based on the country's needs.

- **Ministry of Public Administration, Labour and Social Security (MAPTSS)** is responsible for the non-formal Technical Vocational Training (TVT) courses, thus ensuring a stronger link between vocational training and the labour market.

Implementing structures

Within the MAPTSS, the **National Directorate of Labour and Professional Training (DNTFP)** (Direcção Nacional do Trabalho e da Formação Profissional) and the **National Institute of Employment and Professional Training (INEFOP)** are the entities responsible for coordinating the training system and the implementation of training programmes.

TVET Institutions

The education system in Angola is divided into three sections. Primary education is usually for six years, secondary for three years or a four-year technical/vocational course, followed by tertiary education.

The **National System of Professional Training (SNFP)** is focused on training and retraining for the labour market.

TVET types

- Public technical schools – 75 (2019)
- Private technical schools – 460 (2019) out of which 172 were non-functional in 2019.

Funding sources

The primary funding source for TVET in Angola is the state education budget.

The approved Private Investment Law (Law 20/11 of 20 May 2011), defines the education sector as one of the priority areas for private investment in Angola.

However, there is limited information regarding TVET related investments.

Donor-led programmes, such as the **EU Project RETFOP**, focus on technical-vocational education to ensure a better qualified workforce to guarantee higher levels of employability. **OPEC Funds for International Development** (2002) financed a scheme to reform the country's education system, placing special emphasis on boosting the quality of learning and providing job skills training for youth and adolescents.

Private sector engagement

Information on Angola's private sector engagement in skills development and TVET is not readily available. TVET initiatives are financed by the government, the private sector (for initiatives involving extractive industries) and donors.

Private sector authorities

- **International Trade Union Confederation (ITUC)** focuses on promotion and defence of workers' rights and interests, through international cooperation between trade unions, global campaigning and advocacy within the major global institutions.

Teacher training

There is a lack of qualified TVET trainers overall. Limited information related to teacher training programmes and institutes for TVET trainers is available.



INFORMAL TVET

The Ministry of Public Administration, Labor and Social Security (MAPTSS) is responsible for the non-formal Technical Vocational Training (TVT) courses, for ensuring a stronger link between vocational training and the labour market. There are also other non-formal TVET courses organised by other ministries and by private companies which are not under MAPTSS responsibility.

MAPTSS has 365 vocational training centres, of which 97 are under the responsibility of the National Institute of Employment and Professional Training (INEFOP), 245 are private and conduct only lifelong learning activities and 23 belong to other organisations. Their total capacity of 24,564 students accommodates only a small percentage of the potential demand.

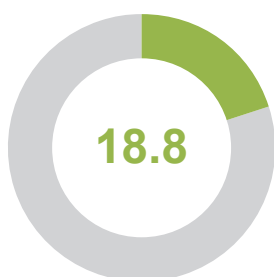
Statistics

This section presents an overview of key metrics in Angola:

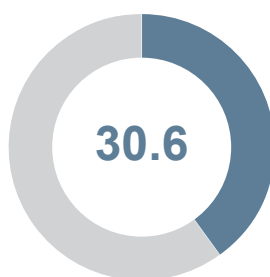


TVET-COUNTRY LEVEL OVERVIEW ANGOLA

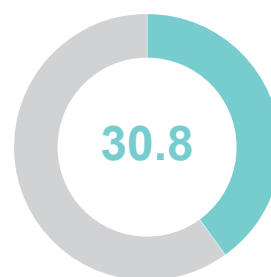
YOUTH POPULATION



NEET



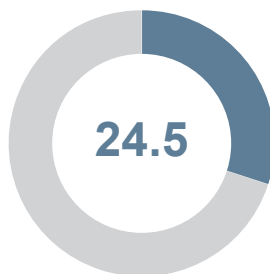
UNEMPLOYMENT
RATE



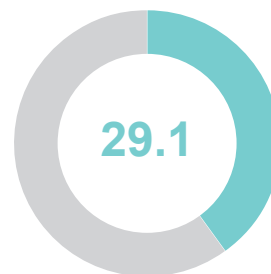
YOUTH POPULATION
MEN



NEET MEN



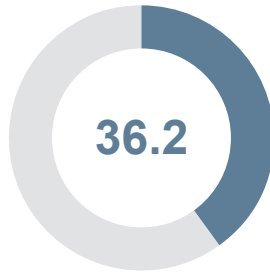
UNEMPLOYMENT
RATE MEN



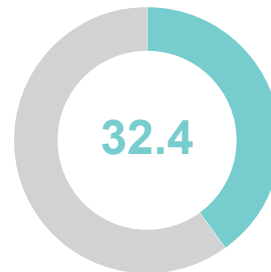
YOUTH POPULATION
WOMEN



NEET WOMEN



UNEMPLOYMENT
RATE WOMEN



YOUTH IN TVET

203,882

WOMEN 94,072
MEN 109,810



GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



Sources

[Angola Country Profile, AU](#)

[Africa Volunteer Work](#)

[Republic of Angola National Indicative Programme 2014 – 2020](#)

[Ministry of Education - Angola](#)

[Angola Country Report - 2014](#)

[UNESCO UNEVOC](#)

[Rethinking the role of Technical and Vocational Education and Training \(TVET\) in Future Work, 2020](#)

[AFDB, Angola](#)

[European Forum for Technical Vocational Education](#)

[Boosting technical and vocational education and training in Angola](#)

[FormPRO](#)

[Boosting trade unions' development partnerships in Southern Africa](#)

[Angola: EU vocational training, technical education support helping to reduce unemployment](#)

[People in Need, Angola](#)

[Integrated Country Strategy](#)

[Ver Angola](#)

[Relief Web](#)

[ILO Stat](#)

[Global Change Data Lab](#)



This project is co-funded by the European Union and the Federal Ministry for Economic Cooperation and Development





AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY

AUDA-NEPAD AGENCY

230 15th Road
Midrand
South Africa

+27 11 256 3600
aspyee@nepad.org