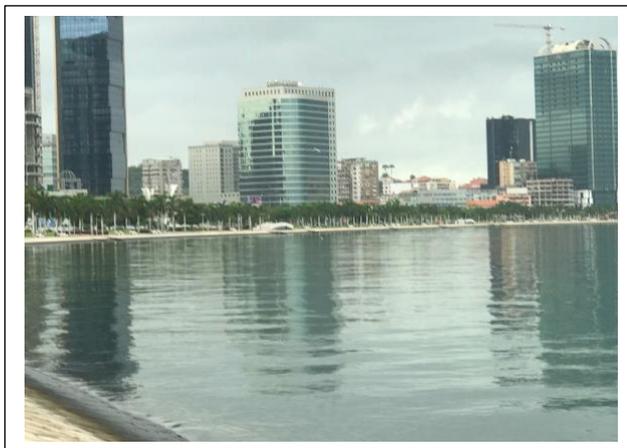# African Continental Qualifications Framework

MAPPING STUDY

Country Report
Working Paper

ANGOLA

SIFA

Skills for Youth Employability Programme

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Reviewer: Andrea Bateman

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This working paper on the national qualifications framework and system of Angola is part of the Mapping Study of qualifications frameworks in Africa, elaborated in 2020 in the context of the project *Developing the African Continental Qualifications Framework (ACQF).*

The reports of this collection are:

- **Reports on countries' qualifications frameworks**: Angola, Cabo Verde, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa and Togo

- **Reports on qualifications frameworks of Regional Economic Communities**: East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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Acronyms

ACQF	Quadro Continental Africano de Qualificações (African Continental Qualifications Framework)
ASG-QA	African Standards and Guidelines for Quality Assurance
AQVN	African Qualifications Verification Framework
AU	African Union
AUC	African Union Commission
CNAAES	Conselho Nacional de Avaliação e Acreditação do Ensino Superior (National Council for the Evaluation and Accreditation of Higher Education)
CPLP	Comunidade dos Países de Língua Portuguesa (Community of Portuguese Speaking Countries)
ETF	European Training Foundation
EU	European Union
HAQAA	Harmonisation of African Higher Education Quality Assurance and Accreditation
INAAREES	Instituto Nacional Avaliação e Acreditação e Reconhecimento de Estudos do Ensino Superior (National Institute of Evaluation and Accreditation and Recognition of Higher Education Studies)
INEFOP	Instituto Nacional do Emprego e Formação Profissional (National Institute of Employment and Professional Training)
MED	Ministério da Educação (Ministry of Education)
MESCTI	Ministério do Ensino Superior, Ciência, Tecnologia e Inovação (Ministry of Higher Education, Science, Technology and Innovation)
MAPTSS	Ministério da Administração Publica Trabalho e Segurança Social
NQF	Quadro Nacional de Qualificações
PDN	Plano de Desenvolvimento Nacional (National Development Plan**)**
PNFQ	Plano Nacional de Formação de Quadros (National Plan for Human Resources Training)
SADCQF	Southern African Development Community Qualifications Framework
SNFP	Sistema Nacional de Formação Profissional (National System of Professional Training)
SNQ	Sistema Nacional de Qualificações (National Qualifications System)
STC-EST	Specialised Technical Committee on Education, Science and Technology
UNESCO	United Nations Educational Scientific and Cultural Organisation
UTG-PNFQ	Unidade Técnica de Gestão do PNFQ (Technical Management Unit of PNFQ)

Introduction

<u>Policy context of this mapping study</u>

This country report forms an integral part of the *Mapping Study on the state of play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview – not an evaluation – of policies, practices and instruments related to qualifications frameworks in Angola.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of three years (2019-2022). The ACQF development activities are part of the African Union (AU)-EU project "Skills for Youth Employability", which supports a holistic process building on evidence and analysis, AUC political leadership and consultation of African stakeholders (national, regional and continental), awareness raising and capacity development of African stakeholders.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision-making by the relevant organs of the AU.

The intermediate project outputs planned for 2019 to 2022 are:

- ACQF Mapping Study (by September-2020)
- ACQF Feasibility Study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops and Webinars throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF-related policy and technical information for STC-EST meetings

<u>ACQF Mapping Study: brief overview of the scope and methodology</u>

The ACQF Mapping Study aims to chart a comprehensive, specific and updated analysis of where Africa stands with respect to qualifications frameworks development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains and inclusive, as it considers the broad range of countries' dynamics and progression stages in developing and establishing qualifications frameworks.

The mapping study builds on a combination of sources of information and data:

a) Desk research: collection and analysis of sources, including policy-legislative framework; methodology sources; qualifications websites, registers and catalogues; statistical data; analyses and studies.
b) Online survey: conducted between beginning of November 2019 and mid-January 2020; a second round was conducted in May 2020. Responses were received from 33 countries.
c) Technical visits to a group of ten countries and three Regional Economic Communities (RECs): carried out by a team of experts, in the period from mid-December 2019 to mid-March 2020.

Countries included in the technical visits: Angola, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, Togo and South Africa. Cabo Verde was included in March 2020, but due to the Coronavirus Pandemic the research did not include a country visit, and was based on online meetings, a presentation of the NQF and extensive desk research. Three Regional Economic Communities (RECs) contacted: EAC, ECOWAS and SADC.

Main reports of the mapping study

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications framework developments in Africa. Finalisation: September 2020.

- Synthetic report and infographics focused on key findings. Period: September 2020.

Thematic analyses contributing to the comprehensive mapping study

- Report of continent-wide survey on developments of qualifications framework.

- Report of analysis of qualifications.

- Country reports (11 countries) and REC reports (three RECs).

Angola technical country visit

In Angola, the technical visit took place from 27 to 30 January 2020 (three full working days) and was led and coordinated by the UTG-PNFQ – Unidade Técnica de Gestão do Plano Nacional de Formação de Quadros (UTG-PNQF) operating under the umbrella of *Casa Civil da Presidência da República de Angola.* UTG-PNFQ is the institution mandated by legislation to coordinate the implementation of the PNFQ as well as the activities related to development and establishment of the National Qualifications System.

The preparation of the visit started after the inaugural workshop of the ACQF project (2-3 September 2019, at the headquarters of the AUC), thanks to the gracious cooperation and facilitation by the representative of the Instituto Nacional de Avaliação, Acreditação e Reconhecimento de Estudos do Ensino Superior (INAAREES), who had represented Angola at the workshop.

Contacts were established with the director of the UTG-PNFQ, who officially appointed the head of division in charge of managing the SNQ, Dr Ana Claudia Pinto de Andrade, as the focal point for the ACQF activities (letter ref.: Ofício Nr 180/001.1/GDQ.PR/2019 of 02/12/2019). The agenda of meetings and specific thematic questions were discussed and agreed in December 2019, based on the approach and topics outlined in the technical note of the ACQF project "ACQF Mapping Study – brief methodology".

Informative meetings were chaired by the UTG-PNFQ and the focal points of the PNFQ in each of the ministries, namely, the Ministry of Public Administration Labour and Social Security, the Ministry of Education, the Ministry of Higher Education, Science, Technology and Innovation. During and after the technical visit, UTG-PNFQ graciously shared information and a rich set of documents of policy, technical and methodological nature for this report. Acknowledgements to UTG-PNFQ, the Ministry of Higher Education, the Ministry of Education and INAAREES for the contribution to documentation and evidence base for this report, listed in the sources.

The ACQF project acknowledges and expresses sincere gratitude to the Angolan authorities for the efficient organisation of the technical visit from 27 to 30 January 2020, for the generous sharing of documentation and views during and after the country visit and the gracious assistance and cooperation.
Special appreciation to Unidade Técnica de Gestão do Plano Nacional de Formação de Quadros – Casa Civil da Presidência da República de Angola for the coordination and commitment.

1 Snapshot of the National Qualifications Framework of Angola

1.1 Legal base of the NQF

The National Development Plan 2018-2022 of Angola (further: PDN 2018-2022) currently in implementation, consists of a programme (1.3.3) specifically aimed at developing the National Qualifications System (SNQ: *country term*), over the period 2019 to 2022. The National Qualifications Framework (NQF) will be a component of the SNQ. The PDN 2018-2022 is the main national policy document underpinning Angola's SNQ.

Two laws define and regulate the systems and levels of education and training in Angola.

1) Law on Education 17/16: Defines the education system – subsystems, levels and cycles of formal education and training.

The six subsystems of the education system are presented in Chapter 4.2 and 5.1 of the report.

    I.   Preschool

    II.   General education

    III.   Technical-professional education

    IV.   Teacher training

    V.   Adult education

    VI.   Higher education

2) Law on Professional Training 21-A/92: Defines and regulates initial and continuing training provided in the framework of the National System of Professional Training (SNFP).

The two systems operate in parallel and the potential pathways between professional training and formal education are limited. One of the expected objectives of the SNQ is to address this compartmentalisation and evolve towards a better interconnected space of qualifications.

1.2 Stage of development of the NQF

In the period 2019 to 2022, Angola is actively developing the SNQ, working in partnership with the project RETFOP funded by the EU. The Technical Management Unit (UTG-PNFQ) expects to complete the first draft of the Concept Paper on the NQF by the end of 2020. Development of the National Catalogue of Qualifications is planned for 2021.

As defined by the PDN 2018-2022 (Programme 1.3.3) and planned in the implementation chronogram (roadmap), the SNQ is wider than an NQF, as it will comprise a set of operational instruments, a dedicated governance structure and a substantial legal and methodological basis. These key operational instruments of the NQS will be a NQF, a National Qualifications Catalogue (register, database of qualifications), Guidelines for Validation of Non-Formal and Informal Learning, Integrated Information System, and a Manual for Development of Standards (competence and training).

The establishment of the National Qualifications Authority is planned for 2022.

The SNQ development project dedicates special attention to information and awareness-raising among stakeholders. In 2019 to 2020, UTG-PNFQ carries out a large information campaign throughout the country to clarify concepts, objectives and novelties of the SNQ.

1.3 Governance

The governance setting underpinning Programme 1.3.3 (NQS development) is defined in the PND 2018-2022 as follows:

a) The [Unidade Técnica de Gestão do Plano Nacional de Formação de Quadros (UTG-PNQF)](#) is responsible for the implementation of Programme 1.3.3 of the PND 2018-2022. The UTG-PNFQ was created by Presidential Decree Nr 187/13 (14 December) and operates under the umbrella of the Civil House of the President of the Republic of Angola. The UTG-PNFQ is also in charge of the implementation of the National Plan Human Resources Training (further: [PNFQ](#)) and provides technical and expert support to the interministerial commission.

b) Wider coordination of the PNFQ: Interministerial commission for the implementation of the PNFQ. The commission includes the Ministry of Education, the Ministry of Higher Education, Science and Technology and the Ministry of Public Administration, Labour and Social Security (in charge of the National System of Professional Training), the Ministry of Planning, the Ministry of Economy and the Ministry of Territorial Administration. Created by Presidential Order Nr 125/12 (27 November).

c) Other institutions involved in the design and consultation of the SNQ are [INEFOP](#), universities, technical-professional education institutions, professional training centres, social partners. sectoral commissions will be involved in the development of qualifications and professional families of the SNQ.

1.4 NQF conceptual-technical design: scope, levels and descriptors

Development of the SNQ is not an isolated project. Instead, it is part of the wider national plan of human resources and the whole system of education and training in a lifelong learning perspective (PDN 2018-2022, Axis 1 "Human Resources Development", Programme 1.3.3).

Bearing in mind the wide scope of objectives defined in Programme 1.3.3 of the PND, the SNQ will be comprehensive and inclusive, embracing qualifications from all subsystems of the education and training system, as contemplated in the legislation, the [Law on Education 17/16](#) and the [Law on Professional Training 21-A/92](#).

The level structure of the NQF and the level descriptors are in an early stage of design and discussion under the activities of Programme 1.3.3 of PDN.

It is worth noting that the reflection on the conceptual-technical design of the NQF started in previous years has resulted in a draft technical document of the Ministry of Education: "National Qualifications Framework for Teachers" (2014). According to this proposal, the NQF was to be structured in 10 levels However, this draft was not sanctioned by a legal Act.

Currently, two options are being considered in the ongoing conceptual reflection, namely, eight levels or 10 levels of the NQF. The latter has the advantage to harmonise the NQF with the level structure of the SADCQF.

1.5 Use of learning outcomes

Elements of the learning outcomes approach are being applied in current programmes and qualifications of higher education and programmes of professional training.

The learning outcomes approach in higher education is being strengthened through the ongoing reform. Namely, the [Presidential Decree 193/18 of 10/08/2018,](#) introducing the new curriculum standards for graduation-level qualifications in higher education, which stipulates that learning outcomes and content defined in terms of knowledge, skills, attitudes and values are integral parts of the new structure of analytical programmes (curricular units). All higher education institutions shall revise their programmes and adopt the new standards by the end of the academic year 2020.

The roadmap to develop the SNQ includes an elaboration of a renewed curriculum and qualifications development methodology, based on learning outcomes (standards, units of competence). This work is underway in 2020 to 2022.

1.6 Quality assurance

<u>Higher education</u>

Angola launched a comprehensive system of [quality assurance in higher education](#), defined in the Presidential Decree 203/18 of 30 August 2018: Establishing the Legal Framework of Quality Evaluation and Accreditation in Higher Education Institutions. The overarching goal of quality assurance in higher education is to instil a culture of continuous improvement of the performance of higher education institutions and to enhance the credibility of the subsystem.

Quality assurance of higher education comprises a set of processes, namely, self-evaluation by higher education institutions; b) external evaluation, verification and analysis of quality of performance of higher education institutions carried out by external entities; c) institutional evaluation, gauging the quality of performance and results of higher education institutions; and d) accreditation, certification of quality of higher education institutions and their courses/programmes, after a positive result of an external evaluation promoted by the relevant department of the ministry in charge of higher education.

The Presidential Decree 203/18 (Art 19) entrusts INAAREES with the responsibility to assure implementation and development of evaluation and accreditation of quality in the subsystem of higher education. INAAREES is a specialised service of the ministry in charge of higher education, that is,, not an independent quality assurance agency.

Other organs contributing to evaluation and accreditation of quality in higher education are i) CNAAES with a consultative role and ii) Self-Assessment Commissions in the higher education institutions.

Other new policies intend to contribute to the quality of higher education programmes are a) Reform of curriculum, through [new general curriculum standards](#) aiming to harmonise curriculum content and plans within study domains and b) teacher education, benefitting from sizeable PNFQ support.

<u>PNQF</u>

The programme addresses quality assurance of education and training as a [multidimensional framework combining](#) a) information and observation systems to collect, systematise and analyse data and information about supply and demand of training and the labour market insertion of graduates/trained persons; b) employability studies, a qualitative analysis of qualifications profiles and the competence profiles of graduates; c) certification of training institutions, evaluation, accreditation and recognition of courses, standards to gauge and guarantee the quality of institutions, courses and qualifications and d) training of teachers and trainers to improve their competences and performance.

<u>Subsystem of secondary technical-professional education</u>

This implements measures to assure and improve quality, namely, a) development and renewal of programmes aligned with labour market demand; b) increased practical training in the curriculum (13th class – dedicated to supervised professional internships); c) development of unified Database of Training Offer (BDOF); d) employability study to identify needs for change and adjustment in courses' learning outcomes and curriculum content; e) development of a system for quality evaluation of education and training programmes (included in the workplan of RETFOP) and f) infrastructure, installation of laboratories, equipment, materials in public providers; cooperation protocols with enterprises for the organisation of supervised professional internships.

1.7 Validation of non-formal and informal learning

The system of RVCC (Recognition, Validation and Certification of Competence) is defined as one of the key objectives of the future SNQ (Objective 3 of Programme 1.3.3). Two targets of the programme concern the

operationalisation of RVCC, namely, Target 3.1, approval of the legal basis of RVCC; Target 3.2, completion of 80 experiences of RVCC.

The Law on Education 17/16 and the Law on Professional Training 21-A/92 do not refer to the validation of skills/competences/learning outcomes acquired in non-formal and informal contexts.

INEFOP, the National Institute of Employment and Professional Training, is focused on coordination and provision of formal training programmes in line with Law 21-A/92. Some pilot experiments of RVCC processes have been tested but were discontinued in the expectation of the approval of a new comprehensive and reliable approach and methodology. Information on those experiments is scarce.

1.8   Relation to regional frameworks

Angola is committed to participate and deliver according to obligations of regional cooperation in the framework of the Southern African Development Community (SADC). This commitment is important to reinforce Angola's integration in the region and benefit from mutual recognition of qualifications and vital portability of skills and qualifications of migrant workers.

In parallel, Angola is interested to follow developments with other transnational qualifications frameworks, in particular, the European Qualifications Framework (EQF). This is a natural consequence of the fact that Angola cultivates a wide range of economic, technological and educational cooperation activities with Europe and other continents. A substantial number of higher education students study abroad under the national scholarship programme, and a large Angolan diaspora keeps links with the country of origin.

Angola is a member of the Community of Portuguese Speaking Countries (CPLP) and participates in the community's initiatives and programmes related to education and training. Quality assurance of higher education and recognition of diplomas are among the themes discussed by the community.

1.9   Recognition of foreign qualifications

INAAREES (Instituto Nacional de Avaliação Acreditação e Reconhecimento de Estudos do Ensino Superior) is the institute in charge of recognising study periods and diplomas (national and foreign origin).

In July 2020 INAAREES established a new digital (online) procedure for homologation and recognition of diplomas, via the Portal of Public Services of the Government (https://www.sepe.gov.ao).

1.10 Next steps, plans

The detailed roadmap 2019-2022 (chronogram of the SNQ) for development and consultation of the SNQ and its components is defined, agreed and funded. Implementation of the roadmap is coordinated by UTG-PNFQ but is the result of a partnership approach of relevant ministries and stakeholders and RETFOP.

The success of this important national project will contribute to the overall National Development Plan 2018-2022 and will depend on the effective buy-in of all involved institutions, working united and making sense of propositions towards the Angolan NQF discussed in the previous years.

2   Country outlook and introduction to education and training policy

2.1   Angola's outlook

The hard-fought battle for liberation from colonialism in 1975 did not lead to immediate peaceful construction of an independent Angola. After peace was restored in 2002, the country advanced in its social and economic development and became a key player in Central and Southern Africa where it has been

exerting considerable influence through close political and economic relations with neighbours, the region and the outside world.

Angola has vast wealth in natural resources but continues to face a challenging macroeconomic environment since the sharp drop in oil prices in 2014. The development challenges include reducing its dependency on oil and diversifying the economy, rebuilding the infrastructure and improving institutional capacity, public finance, human development indicators and living conditions of the population. Structural reforms, strategic investments in infrastructure, skills and credit markets should contribute to diversifying the economy. Investment in value chains such as agriculture, fisheries and petrochemicals need to be aligned with skills upgrading and human capital development and supported by improvements in the business environment.

The National Institute of Statistics reports the following indicators (access: 12/04/2020).

Table 1: Main country indicators

Indicator	Value
Population – projection 2020 (number persons)	31 127 674
GDP growth rate (Quarter III 2019)	-0.8%
Inflation rate (Feb 2020)	1,.48%
Unemployment rate (Quarter IV 2019)	31,8%
Poverty rate (2018-2019)	40,6%

In its Rapid Information Sheet on Employment and Unemployment (Quarter IV 2019), based on the labour force survey (Inquérito ao Emprego em Angola: IES) and published on 2 March 2020, the National Institute of Statistics provides the complete overview of the main labour market indicators in Quarter IV 2019, summarised in Figure 1:

Figure 1: Resident population – by activity (Quarter IV 2019)
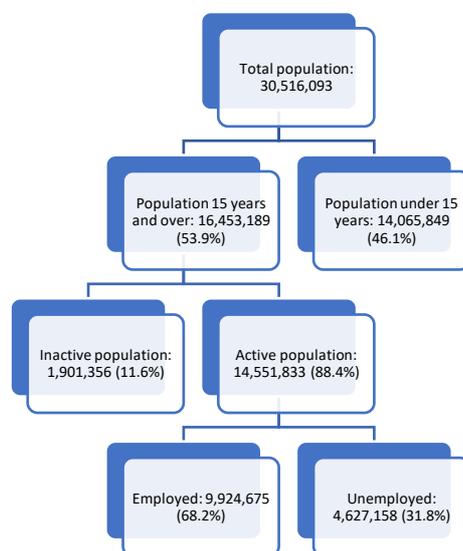
Source: National Institute of Statistics, Rapid Information Sheet on Employment and Unemployment, Quarter IV 2019 (*access: 12/04/2020*)

From the reported labour market indicators (Quarter IV 2019), it is worth noticing:

- High share (46,1 per cent) of the youngest population group (under 15 years) – A determining driver for the major public policies, notably education and training, health, social security, employment.

- The activity rate of the population over 15 years is high (88,4 per cent), which attests the availability of the population for work. However, given the context of the national economy, this availability of labour is underutilised, since approximately a third (31,8 per cent) is unemployed (unemployment in the ILO definition).
- Urban areas register much higher unemployment rates and lower employment rates compared with rural areas. The unemployment rate was 42,6 per cent in urban areas, against 17 per cent in rural areas.
- The indicators of the age group 15-24 years underscore the challenging employment situation of youth and the high degree of underutilisation of human resources:
  o Activity rate: 81,5 per cent.
  o Unemployment rate: 56,5 per cent (increased by 2,3 percentage points compared with the previous quarter) – without significant gender difference.
  o Employment rate: 35,5 per cent.

Angola is a member of two RECs: SADC and ECCAS.

According to the Africa Regional Integration Index Report 2019, Angola is classified among the countries performing below average as far as overall regional integration is concerned. Angola ranks among the high performers in one of the five dimensions of the African Regional Integration Index (ARII) 2019: productive integration.

The African Economic Outlook 2020 (AFDB, 2020) classifies Angola as an oil-exporter and non-fragile country in Africa (page 47).

The African Development Bank Group (2019) estimates that real GDP per capita is expected to stay negative given low productivity and fast population growth.

The Human Development Index (HDI) report 2019 of the United Nations Development Programme (UNDP, 2019) found that Angola's HDI value was 0,574 – which places the country in the medium human development category, ranking the country 140 out of 189 countries and territories (Table 1). This HDI value is below the average of 0,634 for countries in the medium human development group and above the average of 0,541 for countries of Sub-Saharan Africa.

Between 2000 and 2018, the HDI increased from 0,394 to 0,574 (46 per cent), albeit with different trends of each of the four components:

- Substantial improvement of two components, namely, life expectancy at birth and expected years of schooling.
- Deterioration of the component GNI per capita.

Table 2: Angola's HDI

Year	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2011 PPP$)	HDI value
2000	46,5	5,1	4,4	3 092	0,394
2010	55,4	8,6	4,7	5 818	0,510
2018	60,8	11,8	5,1	5 55	0,574

Source: Human Development Index (HDI) report 2019

2.2 Overview of the education and training system

This overview is complemented by more detailed information on the structure and pathways in the Education System and the National System of Professional Training provided in Chapter 4.1 of this report.

A. Education System: six subsystems of the education system

I. **Preschool:** three phases – creche; Kindergarten; kindergarten with initiation class.

II. **General education:**

a) Primary: three cycles – i) first to second class; ii) third to fourth class; iii) fifth to seventh class.

b) Secondary: two cycles: i) first cycle: seventh to ninth class; ii) second cycle: tenth to twelfth class.

III. **Technical-professional education**

a) Basic professional training: seventh to ninth class.

b) Secondary technical-professional education: ninth to thirteenth class.

IV. **Teacher training**

a) Secondary pedagogic education.

b) Higher pedagogic education.

V. **Adult education:** Similar organisation as general and technical-professional education, but with the flexible organisation of content, schedule and methodologies of delivery and evaluation.

a) Primary: two cycles

- Alphabetisation: first to second class: students older than 15 years.
- Post-alphabetisation: third to sixth class: students older than 17 years.

b) Secondary: Organised as follows

- First cycle of general secondary education (seventh to ninth classes).
- Second cycle of general secondary education (tenth to twelfth classes).
- Basic professional education (seventh to ninth classes).
- Secondary technical education (tenth to thirteenth classes).

VI. **Higher education**

a) Graduation – diplomas of *bacharelato* (three years of education) and *licenciatura (*four to six years of education).

b) Postgraduation: academic and professional.

- Academic postgraduation: Levels – a) Master (two to three years of education) and b) Doctorate (four to five years).
- Professional postgraduation: a) Professional training; b) Specialisation.

The **National System of Professional Training (SNFP)** is focused on training and retraining for the labour market. Its programmes and qualifications are structured in four levels. More details are provided in Chapter 4.1 of this report.

2.3 Human Resources Development: a continuing priority in national development strategies

In the last decade, the national authorities and stakeholders have placed the education and human Resources Development agenda ahead of all national development strategies and plans.

2012 adopted National Strategy HR Training	2012 adopted PNFQ 2013-2020	In 2018 adopted PDN 2018-2022

1. **National Strategy of Human Resources Training (adopted in 2012):** Based on labour skills and jobs demand projections, the strategy defined 14 megaclusters, prioritised 184 occupations (of which 98 required higher qualifications and 86 required medium-level qualifications) and defined nine strategic fields of education and training, namely, science, natural and environmental science, medical science and healthcare, engineering and technology, agrarian science and fishery, social science and communication, management and administration, education, arts and humanities.

2. **PNFQ 2013-2020 (adopted in 2012):** The National Plan for Human Resources Training (PNFQ) defined the operational response of the whole education and training system to the objectives of the strategy. The PNFQ aims to promote the gradual (quantitative and qualitative) matching between projected supply and demand for skills and qualifications. The PNQF identified and projected important mismatches (shortages and oversupply) between supply and projected demand of skills and qualifications and planned the provision of education and training (all subsystems) programmes with the intent to minimise the mismatch in the short and medium term perspective. The PNFQ is based on action programmes tackling all major components of education and training (more details in Section 3.3. Reforms in this report).

3. **PDN 2018-2022**: The National Development Plan (PDN) 2018-2022 was adopted on 26 April 2018 and establishes the new strategic orientations and priorities for Angola. This comprehensive programme addresses all major policy areas, including human development and welfare, the first of the six strategic axes of the PDN. Human Resources Development is one of the eight policies of the first axis.

2.4   Reforms

2.4.1   PNFQ

The PNFQ is structured in action programmes, which jointly contribute to reform and strengthen the overall system of education and training (Figure 2).

Figure 2: Action programmes of PNFQ

Programme 1: Higher level qualified HR

Programme 2: Middle-level qualified HR

Programme 3: Professors and researchers in higher education, science, technology and innovation

Programme 4: Teachers, specialists and researchers in education

Programme 5: HR for public administration

Action Programme 6: HR for entrepreneurship development

Increase demand for higher education: public scholarships policy

Professional training

Programme 1 (Training of higher-level qualification human resources – higher education) and Programme 2 (Training of middle-level qualification human resources) are structured in projects of training aiming at improving the equilibrium between projected demand and existing offer in strategic domains of study/training. These projects comprise actions supporting the development and renewal of programmes, expansion of training provision, quality, alignment with skills required by employers and scholarships and incentives to increase participation in education and training. Actions are designed to address different types of situations of strategic training domains, as listed below:

1. Situation of shortage and no training offer (baseline year: 2010)
2. Situation of potential shortage and scarce training offer
3. Situation of oversupply of training
4. Situation of tendential equilibrium.

Table 3 summarises the targets for 2020 and intermediary results of 2017, based on data provided by the report of the interministerial commission for PNFQ implementation (2018).

- The intermediary results until 2017 in all programmes, except Programme 3 (situation of oversupply of courses), point to the need to continue to expand participation (and completion) in education programmes in a situation of shortage and a situation of equilibrium.
- Remarkably, implementation is on track as far as education programmes in a situation of oversupply are concerned.
- These discernible preliminary observations confirm, from one side, the acknowledged time lag to the impact of education reforms, and, on the other side, the need to consistently incentivise the change process pursued by new policies and reforms.

Table 3: Projects of Programmes 1 and 2 - respective targets for 2020 and results until 2017

Programme	Project 1: Shortage and no offer **Target 2020 Results until 2017 (graduates)**	Project 2: Potential shortage **Target 2020 Results until 2017 (graduates)**	Project 3: Oversupply **Target 2020 Results until 2017 (graduates)**	Project 4: Tendential equilibrium **Target 2020 Results until 2017 (graduates)**
Programme 1: Training of higher-level qualified HR (higher education)	**Target 2020: 7 400** Situation 2017: 1 790	**Target 2020: 85 225** Situation 2017: 15 184	**Target 2020: 22 500** Situation 2017: 18 749	**Target 2020: 8 250** Situation 2017: 1 083
Programme 2: Training of middle-level qualified HR (secondary technical-professional education)	**Target 2020: 67 000** Situation 2017: 1 624	**Target 2020: 72 600** Situation 2017: 35 041	**Target 2020: 59 500** Situation 2017: 33 992	**Target 2020: 87 550** Situation 2017: 23 681

Source: Comissão Interministerial para Implementação do PNFQ (2018), O Capital Humano em Angola: Realidades Perspectivas Desafios, December 2018. Table: author of report.

Programmes 3 and 4: Teacher training: for preschool, primary education, secondary education (first and second cycles) and higher education.

These programmes resulted in a range of measures highlighted in the report of the interministerial commission of PNFQ implementation (2018), addressing quantitative and qualitative improvements of the systems of teacher training for all subsystems of education and training:

- Expansion of the school network for secondary pedagogic (teacher) training, but the number of teacher trainers remains insufficient for the needs of the education system.

- New programmes of teacher training developed and launched. There has been a higher incidence in teacher training for primary education.
- Drafting of the teacher training policy by means of a partnership between the Ministry of Education and the Ministry of Higher Education, Science, Technology and Innovation.
- Developing of the model of sequential teacher training for preschool, primary education and the first cycle of secondary education.
- Measures and guidelines for evaluation of the quality of courses of teacher training (secondary level) and methodology for accreditation of institutions and courses.
- Increase in number of graduates of pedagogic secondary education, by 34 per cent between 2010 and 2015.

Complementary information on Programmes 5 to 8 can be found in the website of PNFQ, and data and analysis of progress are provided by the report of the interministerial commission of PNFQ implementation (2018).

Programme 5: Training HR for local administration.

Programme 6: Entrepreneurship and enterprise development training.

Programme 7: Scholarships.

Programme 8: Training of technical HR (professional training under the SNFP).

Megaclusters of the PNFQ

Key occupations and relevant training domains were identified for each of the fourteen megaclusters. They are considered strategic within Angola's development framework at horizon 2020.
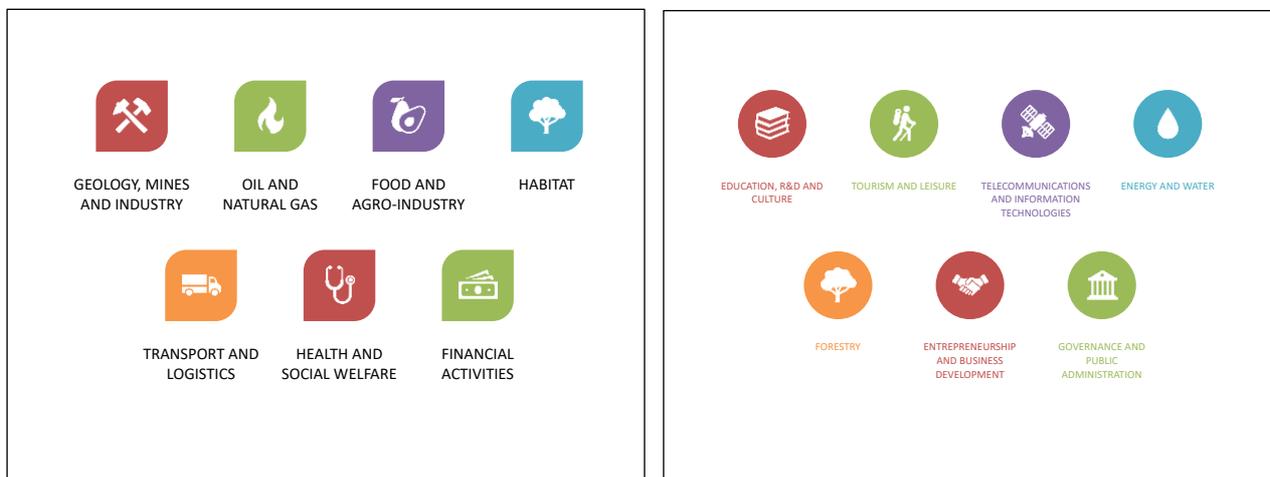
In 2020 the reform the PNFQ is in discussion and a first short concept drafted for further consultation.

2.4.2 National Development Plan 2018-2011 (PDN)

The PDN is a whole-of-government development programme, prospective and multi-annual, of multilevel coverage (national, sectoral, and regional) and is aligned with the major relevant strategic frameworks for development: African Union Agenda 2063, SADC Regional Indicative Strategic Development Plan 2020 and United Nations Agenda 2030.

The PND is structured in six strategic strands. One of the eight policies of the strand human development and welfare is dedicated to the development of human resources. This policy encompasses measures and

reforms across all subsectors of education and includes a programme specifically dedicated to establishing the National Qualifications System (Programme 1.3.3).

Table 4: PND 2018-2022 – strands and policies

Strand	Policies
1. Human Development and Welfare	1.1 Population 1.2 Education and higher education **1.3 Human Resources Development Policy (comprises Programme 1.3.3 Establishment of the National Qualifications System)** 1.4 Health policy 1.5 Social assistance and protection 1.6 Housing policy 1.7 Cultural policy 1.8 Sports policy
2. Sustainable, diversified and inclusive economic development	2.1 Sustainable public finance 2.2 Business environment, competitiveness and productivity 2.3 Promotion of production, import substitution and diversification of exports 2.4 Environmental sustainability 2.5 Employment and labour conditions
3. Infrastructures for development	3.1 Transports, logistics and distribution 3.2 Electrical energy 3.3 Communications
4. Peace consolidation, reinforcement of the democratic state and rule of law, reform of the state and decentralisation	4.1 Reinforcement of the bases of democracy and civil society 4.2 Good governance, reform of the state and modernisation of public administration 4.3 Decentralisation and reinforcement of local authorities
5. Harmonious territorial development	5.1 Spatial planning and urbanism
6. Guarantee of stability and territorial integrity of Angola and reinforcement of its role in the international and regional context	6.1 National defence 6.2 National security 6.3 Reinforcement of the role of Angola in the international and regional context

2.4.3 Ongoing and planned reforms

The implementation of the PND entails a renewed vitality and re-orientation of the reforms in education and training, embedded in the wider strand of human development and welfare, but also on the strand of sustainable and diversified economic development. Remarkably, all programmes under Policy 2.3 of the PND (Promotion of production, important substitution and diversification of export) comprise priority actions to expand training of human resources and the capacities of the relevant training system.

Important reforms are in conceptualisation and implementation in all subsystems of education and training. Given the thematic scope of this report, it is relevant to note the following aspects:

a) New curriculum policy

The Draft Law on Curriculum Policy (May 2019) is publicly available. The new curriculum policy will encompass preschool, primary and secondary education. The draft law is a comprehensive text of 86 articles, which defines the bases, principles, parameters and procedures enabling the design, development and evaluation of the curriculum and generates the conditions for the organisation of education, which is

inclusive, integrated and of high quality. For the scope of this report, it is worth highlighting Articles 29 and 35 (more details in Section 4.6 of this report):

- Article 29: Defines the five elements of curriculum design, development and evaluation (knowledge, skills, attitude, values and ethics),
- Article 35: Defines the eight competencies to be formed through the education and learning process, contributing to the integral development of learners.

a) Higher education

A range of important reforms has started. For the scope of this report, it is worth mentioning the following elements:

I. **Quality assurance framework**: Implementation of the new evaluation and accreditation principles and procedures defined by the Presidential Decree 203/28 of 30/08/2018.
   a. Development of the new evaluation manuals and guidelines has been finalised and has reached the stage of legal approval. Practical implementation will start in 2020, notably by the process of self-evaluation in higher education institutions. These activities will require substantial support and investment in information, capacity building and buy-in of all involved stakeholders. More information provided in Chapter 7 of this report.

II. **Curriculum reform for the cycle "graduation" (degrees: bacharelato and licenciatura):** The practical activities to design new education programmes based on the principles standards laid down by the Presidential Decree 193/18 of 18/08/2018 are underway. Important new features:
   a. Shift towards enhanced orientation to the demand of the economy and labour market, by expanding programmes in technological and scientific areas, practical training elements and cooperation with the world of work and professional sectors in developing new programmes.
   b. The new ongoing process of curriculum design is based on eight multistakeholder sectoral commissions, comprising professional orders and associations, teachers and higher education institutions. This participatory approach aims to increase the relevance of new curriculum vis-à-vis societal and economic demands and to minimise potential resistance to change by some institutions.
   c. Harmonisation of programmes/curriculum within the different domains of education: Nuclear curriculum corresponds to 70 per cent of total workload, which is common for all higher education providers, 30 per cent of the workload is dedicated to optional curricular units, defined by the individual higher education providers.
   d. Article 17 of the Presidential Decree 193/18 approving the general curriculum standards for graduate courses defines the characteristics of the system of credit units. The credit units system is being implanted through this curricular reform process. All new education programmes are being designed on this basis of credits: **1 credit = 15 hours of workload**.

b) Reforms in the subsystem of technical-professional education and the National System of Professional Training (SNFP)

The great challenge facing the current systems of technical-professional education and the professional training system is to improve their capacity to train sufficient human resources with medium-level qualifications and with the appropriate skills, adaptability and flexibility for the country's economic and social development needs, for economic diversification and the priority sectors.

This challenge involves acting at the different levels and dimensions of the technical education and vocational training system to overcome the main challenges (RETFOP, 2019):

1. Scarce articulation between the subsystems of Technical High School (EMT) and Vocational Training (PF);

2. Insufficient statistical information systems on technical education, employment and vocational training, both at a central level and in the various training areas;

3. Limited public-private dialogue in the definition of technical education training policies and the design of vocational training profiles, resulting in insufficient recognition of certification and a low level of employability of students and trainees;

4. Reduced efficiency of secondary technical education, resulting in a high dropout rate;

5. Lack of technical support personnel in the service of the Ministry of Education (MED) and Ministry of Public Administration, Labour and Social Security (MAPTSS), together with weaknesses in performance in various components of the organisational management of these ministries; and

6. Lack of teachers and trainers in the areas of technical education and vocational training and inadequate training methods and content in relation to the real needs of the labour market.

Both systems currently benefit of the support provided by the project RETFOP to address key challenges and strengthen their systemic performance as expected by the strategic policy framework of the country. Actions at the core of these reforms comprise three main strands of work:

I. Reinforce the strategic management capacity of the relevant public institutions, at multiple levels (central and local) and strengthen the coordination between public institutions and the private sector.

- **Towards a coherent and articulated system of technical education and professional training (ETFP):** An important element of this first strand of work is the much-needed improved articulation between the subsystem of technical-professional education and the SNFP. This coordination and coherence will be supported by the joint work in developing the NQF (one of the planned outputs of RETFOP).

II. Improve the quality of and relevance of curricula and qualifications awarded by the ETFP.

- This strand of work comprises the development of the methodological package and instruments to design y-based programmes and qualifications – complemented by capacity building of key stakeholders, employers and actual design of new programmes. Evidence from new analyses of labour market demand and trends will inform the design of learning outcomes and the mix of competencies of the new programmes.
- Management and information systems in technical schools and professional training institutions.

III. Facilitate and support the transition of graduates from training to work.

- Actions to stimulate young graduates in the labour market.
- Strengthen the capacity, competencies and instruments for career guidance and labour market orientation for young people – under the umbrella of the Ministry of Education (GIVA: Gabinetes de Inserção na Vida Ativa) and the employment centres.

3   Scope and structure of the current qualifications system

The NQF is at an early stage of development and consultation, and completion of the concept paper is expected by the end of 2020. Therefore, this report identifies and analyses the relevant elements of the existing education and training system, which will be components and pillars of the future NQF and SNQ.

Education system

The overview of the structure of the education system provided in Chapter 3.2 is complemented by the map of all subsystems presented in Chapter 4.1. The objectives, structure and qualification titles within the education and training system are comprehensively described in the Law 17/16 (Lei de Bases do Sistema de Ensino e Educação) of 7 October 2016.

National System of Professional Training (SNFP)

The level structure of the SNFP is presented in articulation with the objectives, access requirements by level. The SNFP is regulated by a different law (Law 21-A/92), which no longer responds to the aspirations and needs of a substantially changed society, technology and economy. Therefore, all actors agree to the need to revise this legislation.

3.1   Structure: subsystems and levels of the education and training system

Figure 4: Subsystems and levels of education and training (Law 17/16 – Bases of the Education System)

Levels	Sub-systems			
Higher education - post-graduation: a) Master: 2-3 years; Doctor: 4-5 years	Academic post-grad: master, doctor	Professional post-grad: specialisation (1 year); training (varied)	Pedagogic - academic post-grad: master, doctor;	Pedagogic - professional post-grad: aggregation; specialisation
Higher education - graduation: a) Bacharelato: 3 years; b) Licenciatura: 4-6 years	University education: graduation	Polytechnic Education: graduation	Pedagogic education: bacharelato, licenciatura	
2nd cycle secondary education	General education: 10th, 11th, 12th class	Technical-professional education (10th, 11th, 12th, 13th class)	Pedagogic education (10th, 11th, 12th, 13th class) - Magisterio	Adult education: general (10-12th classes) and technical (10-13th classes)
1st cycle secondary education	General education: 7th, 8th, 9th class	Basic Professional Education (7th, 8th, 9th class)	Adult Education general and professional (7th, 8th, 9th class)	
Primary education	3rd cycle: 4th-6th class / 2nd cycle: 3rd-4th class / 1st cycle: 1st-2nd class	Adult education - post-alphabetisation: 3rd, 4th, 5th, 6th class / Adult education - alphabetisation 1st-2nd class		
Pre-school	Pre-school: kindergarden, creche			

Source: Law 17/16. Graph: author of the report.

The correspondence between levels of education and training with degrees and types of credentials awarded at each level is presented in Table 5.

Table 5: Degrees (qualifications) and types of credentials (titles)

Levels of education – upon completion	Degree	Type of credentials
Preschool		Attestation
Primary education		Certificate
First cycle secondary general education		Certificate
Basic professional education	Technician	Diploma and certificate
Second cycle secondary general education		Diploma and certificate
Second cycle secondary technical; pedagogic education	Technician	Diploma and certificate
Higher education graduation: bacharelato	Bacharel	Diploma and certificate
Higher education graduation: licenciatura	Licenciado	Diploma and certificate
Higher education postgraduation: specialisation		Diploma or certificate
Higher education postgraduation: master	Master	Diploma and certificate
Higher education postgraduation: doctor	Doctor	Diploma and certificate

Source: Law 17/16, Articles 109 and 110. Table: author of the report

The SNFP has an unambiguous orientation to employment and encompasses:

- Initial training: preparation to enter the labour market and access employment
- Continuing training in different modalities, namely, upskilling and improvement, retraining and reconversion.

The level structure of the SNFP is particular, as levels are linked with the type of training institution and admission level of learners (Figure 5).

Figure 5: SNFP - levels

Nível I
Pavilhões de Artes e Ofícios

Perfil de Entrada
(Abaixo da Escolaridade
obrigatória – até a 6ª Classe)

Nível II
Escolas Rurais de Arte e Ofícios

Perfil de entrada
(6ª Classe até a 9ª Classe

Nível III
Centros de Formação Provincial/
Municipal

Perfil de entrada
(Mínimo 9ª Classe até 12ª Classe)

Nível III e Nível IV
Centro Integrado
de Formação Tecnológica

Source: UTG-PNFQ

1. Level I: Admission level – below sixth class.
2. Level II: Admission level – between sixth and ninth class
3. Level III: Minimum admission level – between ninth and twelfth class
4. Level IV: Minimum admission level – twelfth class. Integrated Centre of Technological Training

3.2   Overview of provision, enrolment

The growth in the number of providers and of enrolled students in two fundamental subsystems (higher education and secondary technical-professional education) provides an overview of trends and scale of the

education and training system (Figures 6 and 7). The dynamic has been faster in the last years in secondary technical-professional education.

With the establishment of many private institutions, the Angolan higher education system grew exponentially in the number of enrolments, and the institutional landscape grew more diverse, but the core function of most higher education institutions is focused on teaching while research has had limited attention.

Figure 6: Providers of education – higher education and secondary technical-professional
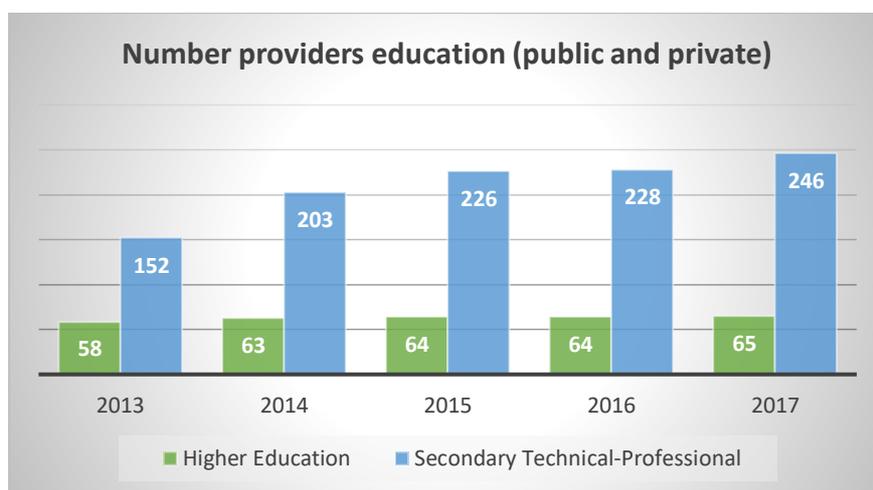
Source: Comissão Interministerial para Implementação do PNFQ (2018), O Capital Humano em Angola: Realidades Perspectivas Desafios, December 2018. Graph: author of report.

Figure 7: Enrolled students in higher education (first cycle to "graduation") and secondary technical-professional education
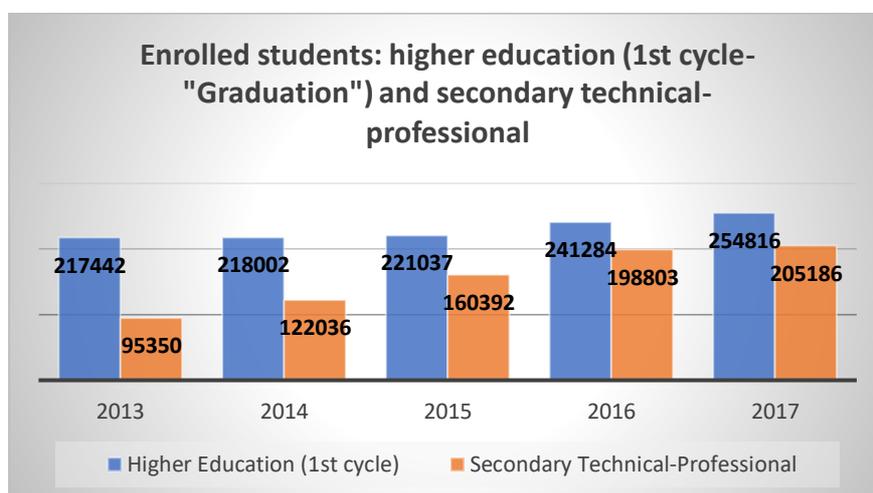
Source: Comissão Interministerial para Implementação do PNFQ (2018), O Capital Humano em Angola: Realidades Perspectivas Desafios, December 2018. Graph: author.

The landscape of the SNFP has evolved in terms of established providers, number of courses and qualifications and enrolled learners.

In 2016, Angola had a total of 635 providers of professional training, of which 140 are public (INEFOP). To expand outreach to remote areas, INEFOP has 35 mobile (automobile) and equipped training units.

Table 6 provides an overview of the distribution of learners' enrolment by courses. IT courses capture over 40 per cent of enrolment at Levels 1, 2 and 3 of public provision (INEFOP), while at Level 4, IT enrolments decline (between 20 and 39 per cent). Energy and electrical installations, civil construction and languages record shares of enrolment between 10 and 19 per cent at different levels. Remarkably courses in the area of hotels and restaurants represent less than 10 per cent of enrolments in different levels of public provision, as well as in private provision.

Table 6: Weight of enrolment by courses in the National System of Professional Training (SNFP) – 2015

Public - INEFOP (58%)				Private (37%)	Other public (5%)
Level 1	Level 2	Level 3	Level 4		
IT	IT	IT	Mechanics	IT	Education and culture
Civil construction	Civil construction	Hotels and restaurants	Other	Other	IT
Energy and electrical installations	Energy and electrical installations	Others	IT	Languages	Energy and electrical installations
Design and fashion	Other	Languages	Energy and electrical installations	Communication	Civil construction
Mechanics	Design and fashion	Civil construction	Civil construction	Hotels and restaurants	Other
Hotels and restaurants	Hotels and restaurants	Accounting and financial management	Healthcare	Accounting and financial management	Hotels and restaurants
Agricultural production	Energy and electrical installations	Mechanics	Telecommunications	Healthcare	Administration and secretariat
Others	Mechanics	Administration and secretariat	Industrial production and quality	Commercial management, marketing	Distribution and logistics operations
	Commercial management, marketing	Energy and electrical installations		Administration and secretariat	Accounting, financial management
				Energy and electrical installations	Mechanics

Legend:

Over 40%	Between 20-39%	Between 10-19%	Below 10%

Source: Interministerial commission PNFP (2018)

3.3   Objectives of the SNQ

The conceptual-technical design of the SNQ (and NQF) is in development, and its general objectives, as outlined in Programme 1.3.3 of the PDN 2018-2022, comprise:

a)   SNQ as a facilitation instrument: to improve the articulation of the education system, the vocational education system and the labour market, by linking the different types and levels of

qualifications of the different subsystems and the validation of non-formal and informal learning – in a coherent framework, supporting social, human and professional development.

b) Improve information on occupations and profiles of greater relevance, taking a sectoral perspective through the definition of priority professional families, occupations and qualifications.

c) Raise the levels of qualification of the population through the implementation of policies and incentives to lifelong learning, promoting the value and certification of learning from different contexts, through the definition and approval of the system of RVCC.

Besides, SNQ is viewed as a policy instrument to support the objectives of regional cooperation within SADC, in particular harmonisation and alignment between education and training systems of the member states, to ease mutual recognition of qualifications, and portability of technical and professional qualifications – as factors of regional integration.

3.4   NQF levels

Development of the SNQ is not an isolated project. It is part of the wider national plan of human resources development and strengthening of the whole system of education and training in a lifelong learning perspective (PDN 2018-2022, Axis 1 "Human Resources Development", Programme 1.3.3).

Bearing in mind the wide scope of objectives defined in Programme 1.3.3 of the PND, the SNQ will be comprehensive and inclusive, embracing qualifications from all subsystems of the education and training system, as contemplated in the legislation, namely, the Law on Education 17/16 and the Law on Professional Training 21-A/92.

Figures 4 (education and training) and 5 (SNFP) of this report represent the level structure of the entire system of education and training, as defined by the two mentioned laws. Table 5 synthesises the existing titles and types of qualifications documents, as stipulated by the Law on Education 17/16. This is essential background information for further analysis and engineering of the new NQF.

The level structure of the NQF and the level descriptors are in an early stage of design and discussion under the activities of the Programme 1.3.3 of the PDN.

It is worth noting that reflection on the conceptual-technical design of the NQF started in previous years has resulted in a draft technical document of the Ministry of Education: "National Qualifications Framework for Teachers" (2014). According to this proposal, the NQF was structured in 10 levels. However, this draft was not sanctioned by a legal Act.

Table 7: Proposed level structure for the National Qualifications Framework for Teachers

Level	Qualification
10	Doctorate – degree: doctor
9	Master – degree: Master
8	Specialisation – degree: specialist
7	Licenciatura – degree: Licenciado
6	Specialisation – degree: specialist
5	Bacharelato – degree: Bacharel
4	Second cycle secondary pedagogic education – degree: technician
3	Second cycle secondary technical-professional education – degree: technician; second cycle secondary general education
2	First cycle secondary education
1	Primary education

Table 7 summarises the levelling of existing qualifications from the education and training system, in accordance with the proposal of the Ministry of Education (2014). It is worth mentioning the most salient observations, as the national discussion on the NQF structure and levelling of qualifications are beginning.

- The proposed qualifications framework was focused on the continuum of teachers' education. Therefore, the framework exclusively includes qualifications from the formal education and training system, without considering qualifications from the SNFP (regulated by Law 21-A/92).
- The proposed level structure is leaning to higher education: six out of 10 levels are allocated to qualifications of that subsystem.
- The qualification of second cycle secondary pedagogic education is placed a level higher than the other equivalent qualification – second cycle secondary technical-professional. Both share important features, such as duration of the programmes and the same admission requirements (four years of education after ninth grade).

3.5   Level descriptors

The draft proposal of the NQF for Teachers (2014) elaborates the level descriptors for all 10 levels with the following structure:

Table 8: Level descriptors – applicable to all 10 levels

Learning outcomes (competencies)	Learning autonomy
Knowledge Skills Attitudes	**Example: Level 10** b) Capacity to evaluate own learning and identify training needs in a context of structured education c) Capacity to take initiative regarding the identification of own needs d) Capacity to help other persons with identified learning needs

3.6   Use of learning outcomes

Elements of learning outcomes (competency-based) approach are in the application in programmes and qualifications of higher education and professional training.

The Presidential Decree 193/18, approving the general curriculum standards for higher education (graduate) courses defines:

- The structure of analytical programmes (Article 41), which includes, among other elements: the learning outcomes and content in terms of knowledge, skills, attitudes and values.
- The use of the concept of "exit profile" in the design of new programmes, as the set of competencies and characteristics that learners shall acquire/form in the course of the programme and considered indispensable for the exercise of an activity or a profession.

The new Draft Law on the Curriculum Policy (Ministry of Education, 2019) introduces two important systemic elements relevant for a coherent national approach to competency-based education and training. These elements are laid down in Articles 29 and 35, summarised as follows:

1. Article 29 lays down that curriculum design, development and evaluation ought to be structured based on the five elements of knowledge, skills, attitudes, values and ethics. These five elements are

designated by the acronym CHAVE (translation: "key") standing for: conhecimento, habilidades, atitudes, valores e ética (knowledge, skills, attitudes, values and ethics).

2. The draft law establishes a system of competencies to be formed through the education and learning process and contributing to the integral development of all learners. These key competencies, defined in Article 35, are:

- Competencies in the domain of language and texts
- Competencies in the domain of information and communication
- Competencies in the domain of science, technical and technological matters
- Competencies in the domain of information technologies and communication
- Social and civic competence
- Cultural and artistic competence
- Learning to learn competence
- Competence for autonomy, personal initiative and entrepreneurial mindset.

3.7   Definition of "qualifications"

The draft proposal of an NQF for Teachers (Ministry of Education, 2014) endorses a widely accepted definition of an NQF, but does not propose a definition of "qualification".

> "*The NQF is an instrument conceived for the classification of qualifications according to a set of criteria for specific levels of learning and acquired competence, which aims to integrate and coordinate the national qualifications system and improve transparency, access, progression and quality of qualifications relative to the labour market and society*." (Page 6)

In Article 108, Law 17/16 defines and describes the characteristics of the different types of titles, representing official documents issued by educational institutions to prove the attendance and conclusion of the different levels of education. These titles are:

- Attestation: Proof of the attendance and conclusion of a level of education
- Certificate: Proof of the abilities, schooling pathway, duration, grade
- Diploma: Proof of successful completion of a technical or professional course, award of an academic degree, habilitates for the exercise of an occupation.

Executive Decree 479/18 of 30 October 2018 approves the models for all attestations, certificates and diplomas delivered in all subsystems of education and training, and for recognition and equivalence of studies of primary and secondary levels.

3.8   Development of qualifications

Higher education adopted a package of legal Acts, standards and guidelines to orient and structure the organisation of processes of curriculum and qualifications development.

The Presidential Decree 193/18 approving the general curriculum standards for graduate courses (bacharelato and licenciatura) provides guidance on principles, concepts and structural elements of curriculum of graduate courses. The renewed process to design curriculum and qualifications is organised in sectoral commissions comprising the academia as well as sectoral and professional associations and orders. All higher education institutions shall revise and adapt their programmes for graduate degrees to the new standards by end of the academic year 2020.

The decree provides detailed guidelines on classification, duration, use of credit units, structure and organisation of the curricular plan, the role of curriculum commissions and the approval process. Article 41 describes the structure of analytic programmes as follows:

- Name of unit
- Curricular year
- Rationale
- Educational objectives
- Learning outcomes
- Number of credit units and working hours, distributed by theoretical and practical classes
- Thematic planning
- Methodological recommendations
- Assessment system
- Bibliography.

The SNFP and the subsystem of technical-professional education use a range of methodological materials to guide development of standards and curriculum. RETFOP has been tasked to design up-to-date methodology and pilot it on a sample of new qualifications. Information on skills and qualifications in demand, gathered via labour market and employability studies and feedback from employers, is factored into the design of programmes and qualifications.

3.9   Access to qualifications, progression, credits

The overview of access and progression is displayed in Figures 4 and 5 of this report, which represent the continuum of the system of education and training, with subsystems and levels.

The credit system in higher education was introduced by the [Presidential Decree 193/18](#).

- Article 17 of this decree defines the use of credit units as a means to quantify and structure learning and harmonise courses according to comparable standards.
- One credit unit corresponds to 15 hours of workload.
- Curriculum units in higher education may have a credit value between 1 and 20 credit units.

The credit system is active in higher education only.

3.10   NQF's relationship with other instruments

At the moment the vision for the SNQ is multidimensional. The NQF should be one of the intrinsic elements of SNQ. Other planned components are:

- Catalogue of qualifications
- System and instruments for recognition and validation of competences
- Manuals and guides for the development of qualifications
- Information system
- National Qualifications Authority.

4   Legislation

4.1   Legal Acts directly applying to the NQF and its implementation

The [National Development Plan 2018-2022 of Angola (PDN 2018-2022),](#) currently in implementation, consists of a programme (1.3.3) specifically aimed at developing the National Qualifications System (SNQ: *country term*). Currently, the PDN is the main national policy document underpinning Angola's SNQ.

Two laws define and regulate the systems and levels of education and training in Angola.

1) The Law on Education 17/16 defines the system, levels and cycles of formal education and training – preschool, general, technical-professional, teacher training, adult learning and higher education – and the qualifications therein.
2) The Law on Professional Training 21-A/92 defines and regulates initial and continuing training provided in the framework of the SNFP.

The two systems operate in parallel and the potential pathways between professional training and formal education are limited. One of the expected objectives of the SNQ is to address this compartmentalisation and evolve towards a better interconnected space of qualifications.

4.2   Relation with other related legal Acts/regulations

Legislation defining the framework of quality assurance of higher education and new general curriculum standards for the courses of graduation in higher education will be closely correlated with the operationalisation of the SNQ.

5   Organising systems: governance, institutions, stakeholders

5.1   Governance, roles, functions – policy, coordination, implementation, monitoring

The governance setting underpinning Programme 1.3.3 (NQS development) is defined in the PND 2018-2022 as follows:

- The Unidade Técnica de Gestão do Plano Nacional de Formação de Quadros (UTG-PNQF) is responsible for the implementation of Programme 1.3.3 of the PND. The UTG-PNFQ was created by Presidential Decree Nr 187/13 (14/Dec) and operates under the umbrella of the Civil House of the President of the Republic of Angola. The UTG-PNFQ is also in charge of the implementation of the PNFQ and provides technical and expert support to the interministerial commission.
- The statute of UTG-PNFQ was revised by Presidential Decree 87/15 of 05 May 2015

The interministerial commission for the implementation of the PNFQ (National Plan Human Resources Training) responds for the wider coordination of the PNFQ. The commission includes representatives of the Ministry of Education, the Ministry of Higher Education, Science and Technology and the Ministry of Public Administration, Labour and Social Security (in charge of a National System of Professional Training), the Ministry of Planning, the Ministry of Economy and the Ministry of Territorial Administration. This Commission was created by Presidential Order Nr 125/12 (27 November).

The establishment of the new National Qualifications Authority of Angola (ANQA), with the lead role over operations of the SNQ, is in preparation. Launch of the ANQA is expected in 2022.

5.2   Key actors and stakeholders: sector councils, world of work, training institutions

Other institutions involved in the implementation of the PNFQ, including SNQ activities are INEFOP, universities, technical education institutions, professional training centres, and social partners.

Sectoral commissions are being established for the development of qualifications and professional families associated with the SNQ.

6   Quality assurance of qualifications

The quality of education and training and the competencies acquired by citizens in different subsystems and contexts is a core objective in all major policy and legislative documents.

Law 17/16 underlines that the education and training system shall reaffirm, among its objectives, the promotion of human development, on the basis of education and learning throughout life for all individuals, and assurance of a higher quality of education.

6.1 Legal base of the quality assurance framework

Angola launched a comprehensive system of [quality assurance in higher education](#), defined in the Presidential Decree 203/18 of 30 August 2018 on *Establishing the Legal Framework of Quality Evaluation and Accreditation in Higher Education Institutions*.

Other new policies intend to contribute to the quality of higher education programmes are a) [new general curriculum standards](#) aiming to harmonise curriculum content and plans within study domains and b) teacher education, benefitting from visible support in the PNFQ.

6.2 Scope of the quality assurance framework

Higher education

The overarching goal of quality assurance in higher education is to instil a culture of continuous improvement of the performance of higher education institutions and to enhance the credibility of the subsystem.

Quality assurance of higher education comprises a set of legally defined processes:

- Self-evaluation: By the higher education institutions;
- External evaluation: Verification and analysis of quality of performance of higher education institutions carried out by external entities;
- Institutional evaluation: Gauging the quality of performance and results of higher education institutions;
- Accreditation: Certification of quality of higher education institutions and their courses/programmes, after a positive result of an external evaluation promoted by the relevant department of the ministry in charge of higher education.

The manuals and guidelines for implementation of the higher education quality assurance processes (self-evaluation, external evaluation and accreditation) have been developed and finalised. At the time of writing of this report, the legal Acts sanctioning these manuals and guidelines are in the approval process for publication. Noticeable that these new guidelines include a range of norms inspired by the [African Standards and Guidelines for Quality Assurance.](#)

PNQF

The programme takes a view on quality assurance that goes beyond institutions and programmes and considers also external efficiency, labour market relevance and employability. The PNFQ addresses quality assurance of education and training as a [multidimensional framework](#).

This vision of quality assurance combines:

- Information and observation systems to collect, systematise and analyse data and information about supply and demand for training and the labour market insertion of graduates/trained persons;
- Employability studies: A qualitative analysis of qualifications profiles and the competence profiles of graduates;
- Certification of training institutions, evaluation, accreditation and recognition of courses: Standards to gauge and guarantee the quality of institutions, courses and qualifications.
- Training of teachers and trainers to improve their competences and performance.

Figure 8: PNFQ – The multidimensionality of quality assurance in education and training

Source: [PNFQ Factsheet](#)

Subsystem of secondary technical-professional education

Prepared and implements measures to assure and improve quality aligned with the multiple dimensions used by the PNFQ, in particular:

- Development and renewal of programmes aligned with labour market demand;
- Increased practical training in the curriculum (13th class – Dedicated to supervised professional internships);
- Development of unified Database of Training Offer (BDOF) – Likely to be articulated with the future Catalogue of Qualifications foreseen by PDN Programme 1.3.3 and supported by RETFOP;
- Employability study to identify needs for change and adjustment in courses' learning outcomes and curriculum content;
- Development of a system for quality evaluation of education and training programmes (RETFOP work plan); and
- Infrastructure: Installation of laboratories, equipment, materials in public providers and cooperation protocols with enterprises for the organisation of supervised professional internships.

6.3   Quality assurance bodies and regulators in NQF implementation

Higher education

Presidential Decree 203/18 (Art 19) entrusts INAAREES with the responsibility to assure implementation and development of evaluation and accreditation of quality in the subsystem of higher education. INAAREES is a specialised service of the ministry in charge of higher education, that is,, not an independent quality assurance agency.

Other organs contributing to evaluation and accreditation of quality in higher education are i) CNAAES, with a consultative role; ii) self-assessment commissions in the higher education institutions.

Other subsystems of education

The institutional setting of quality assurance of the other subsystems of education and training is closely articulated with the relevant ministerial departments at the Ministry of Education.

SNFP

The National Direction of Labour and Professional Training oversees the quality assurance framework of the National System of Professional Training.

6.4 Participation in international bodies

Angola is a member of the SADC and aspires to reference to the SADCQF, and is a member of [African Qualifications Verification Network (AQVN)](.).

7 NQF development

In 2019, the UTG-PNFQ has initiated the process of engineering the NQF, and to engage with the stakeholders is organising debates and workshops in all provinces. RETFOP provides the related technical, expert and financial assistance.

These training workshops contribute to raise awareness and build capacity, discuss key concepts and expectations on the SNQ and its components and create buy-in of all stakeholders.

7.1 Inclusion of qualifications in catalogue/register

Development of the National Catalogue of Qualifications is part of the action plan of Programme 1.3.3 of PDN, and its operationalisation is scheduled for 2020. Development activities are underway under the work plan of PNFQ/RETFOP.

Currently, the subsystems of education and the SNFP use diverse solutions to systematise and communicate information on existing education and training programmes and qualifications.

Higher education

The Ministry of Higher Education publishes every academic year the full updated list of officially recognised courses of cycle "graduation" of private higher education institutions ([Quadro Legal](_)), and courses of postgraduation in public and private higher education institutions ([Quadro Legal Post-Graduation](_)). This information covers exhaustively the officially valid programmes and contains reference to the individual creation decrees, but is deprived of other useful details for candidates/learners, such as the learning outcomes of the different courses.

The Ministry of Higher Education with the National Statistical Institute publish annually the Statistical Yearbook of higher education, providing very detailed data tables on institutions, courses, enrolments, graduates and other features of the system. The Yearbook 2015 is available [here](_). The Yearbooks 2016 and 2017 have been published, but at the time of writing this report (May 2020) were not yet online.

Secondary education

The Ministry of Education annually updates a map of all technical programmes by institutes and provinces.

Besides regulatory registers of approved education and training programmes, such as the above-mentioned "Quadro Legal", there are novel information platforms designed for the wider public.

Novel digital tools: App Qualificar

UTG-PNFQ developed and piloted the app "Qualificar", which systematises information on all courses and education and training provision. The app is undergoing revision and version 2.0 was presented in March 2020. Public launch was delayed by the Covid-19 crisis in March 2020.

UTG-PNFQ

The [website of UTG-PNFQ](#) dedicates a page to information on the existing qualifications and education and training programmes in three subsystems, namely, technical-professional education, professional training and higher education.

Tables 8 and 9 provide a synthetic overview of the qualifications in technical-professional education (secondary level – degree: "technician") and in higher education (level graduation), provided under the auspices of the PNFQ and as published in the [website of UTG-PNFQ](#). It is worth noticing that the total number of qualifications in each of the subsystems is higher.

Table 8: List of programmes for qualification level "technician" of secondary technical-professional subsystem (four years education), by sectors – under the PNFQ

Sector	Programme title
Engineering and technological sciences	Designer projectionist
	Electromechanics
	Low voltage electricity
	Electricity and car electronics
	Electronics and telecommunications
	Energy and electrical installations
	Renewable energy
	Cold and climatisation
	Oil geology
	Furniture
	Information systems
	Oil instrumentalisation
	Industrial maintenance
	Mechatronics
	Metal mechanics
	Civil construction
	Drilling oil production
	Gas processing
	Oil refining
	Locksmith
Medical and healthcare sciences	Clinical analyses
	Pathological anatomy
	Nursing
	Stomatology
	Pharmacy
	Physiotherapy
	Orthoprotesia
	Nutrition and dietetics
	Radiology
	Environmental health
	Diagnostic technology
Exact sciences	Laboratory techniques
Natural and environment sciences	Maritime biology
	Biochemistry
	Geology
	Environmental management

	Mining
	Basic sanitation and environment
	Treatment and use of solid waste
Agrarian science and fishery	Aquaculture
	Beekeeping
	Agriculture assistant
	Livestock helper
	Agriculture management
	Mechanisation of agriculture
	Agrofood production
	Animal production
	Vegetable production
	Food technologies
	Technologies milk and dairy products
	Technologies meat and meat products
	Resources of forestry
	Naval electricity
	Fishing industry
	Inspection of fisheries
	Refrigeration machines and installations
	Naval machines and engines
Hotels and tourism	Cooking and pastry
	Cooking
	Employee table and bar
	Hotel management
	Confectioner/Baker
	Reception
	Restaurant/Bar
	Tourism
Management and administration	Commerce
	Distribution and logistics operations
	Finance
	Commercial management and marketing
	Management of human resources
	Transport planning and management
Social, political sciences and communication	Social communication
	Social educator
Arts and humanities	Arts (visual and plastic arts)
	Dance
	Apparel production
	Tailoring
	Design and fashion
	Apparel models
	Music
	Theatre and cinema

Source: PNFQ Programme 2

Table 8: List of programmes – qualification title "licenciado/a" (level "graduation", higher education) - under the PNFQ (2015)

Sector	Programme title
Engineering and technological sciences	Civil engineering
	Telecommunications engineering
	Engineering of networks and telecommunications
	Electronic engineering and telecommunications
	Electrotechnical engineering
	Electrical engineering
	Mining engineering
	Oil engineering
	Engineering of oil exploration and production
	Chemical engineering
	Geology and mining engineering
	Mechanical engineering
	Geographic engineering
Medical and healthcare sciences	Nursing
	Pharmacy
	Medicine
	Dental medicine
	Odontology
Exact, natural and environmental sciences	Physics
	Mathematics
	Chemistry
	Biology
	Environmental engineering
	Engineering of natural resources and environment
	Engineering forestry
	Geology
Agrarian science and fishery	Agronomic engineering
Hotels and tourism	Management hotels and tourism
	Management hotel, tourism and animation
Management and administration	Accounting (administration, audit, management and finance)
Social, political sciences and communication	Philosophy
	Political science
	Political science and international relations
	Political science and territorial administration
Arts and humanities	Arts (music, visual arts)
	Languages and Portuguese literature
	Languages and English literature
	Languages and French literature

Source: PNFQ Programme 1

The SNFP has a large number of programmes leading to qualifications of different sizes:

- Training programmes with basic admission requirements – basic literacy required

- Programmes leading to a qualification of middle-level technician – admission requirement: first cycle of secondary education (ninth class)
- Programmes leading to a professional technical qualification – admission requirement: a second cycle of secondary education (12th class)
- Programmes leading to a qualification of specialist – admission requirement: at least 12th class, or partial study in higher education.

CINFOTEC, the most sizeable public provider displays in its Menu of Courses user-friendly information on the key features of each course: title, objectives, workload, main units of learning.

- This Menu of Courses acts as one of the catalogues of programmes and qualifications in the system of SNFP.
- The Menu of Courses is organised into five sectors, mechanics and production, information technologies and communication, electricity and mechatronics, metrology and languages.

7.2 Funding

Development and implantation of the unified SNQ, with operational instruments and a new functioning authority, are embedded in the PDN 2018-2022.

Besides the public operational budget of the UTG-PNFQ, the SNQ coordinating organ, the technical development activities related to the SNQ are supported and funded by the EU project (RETFOP).

7.3 Monitoring, evaluation and development

The PDN 2018-2022 (Programme 1.3.3) and the implementation timetable of RETFOP represent the baseline for monitoring progress and charting corrective measures.

Beyond the project implementation period, the UTG-PNFQ and the successor authority, ANQA, should put in place a monitoring and evaluation system able to regularly follow indicators, gauge the effectiveness of the SNQ and screen the feedback and experiences of stakeholders and end users.

8 Validation of prior learning, non-formal and informal learning (RPL)

8.1 Relation of RPL and NQF

The system of RPL, in Angola called "RVCC", is defined as one of the key objectives of the future SNQ (Objective 3 of Programme 1.3.3).

Two targets of the programme concern the operationalisation of RVCC:

- Target 3.1: Approval of the legal basis of RVCC;
- Target 3.2: Completion of 80 experiences of RVCC.

8.2 Stage of development of RPL

The Law on Education 17/16 and the Law on Professional Training 21-A/92 do not refer to the validation of skills/competencies/learning outcomes acquired in non-formal and informal contexts.

INEFOP, the National Institute of Employment and Professional Training, is focused on coordination and provision of formal training programmes in line with Law 21-A/92. Some pilot experiments of RVCC processes have been tested but were discontinued in the expectation of the approval of a new comprehensive and reliable approach and methodology. Information on those experiments is scarce.

9 Recognition of foreign qualifications

INAAREES is a public institution with legal personality, administrative, financial and patrimonial autonomy. It has the mission of promoting and monitoring the quality of technical, pedagogical and scientific conditions of the services provided by higher education institutions and is in charge of recognition and homologation of diplomas. It is a specialised service of the ministry in charge of higher education.

In 2019, INAAREES and the Ministry of Higher Education undertook steps to improve the efficiency of recognition procedures and workflows, to cope with the increased inflow of requests of homologation and recognition of diplomas. The revised procedure requires the higher education institutions to receive the applications and requests from applicants and refer the documents to INAAREES, thus avoiding visits of thousands of applicants to the Institute. To this end, INAAREES requested 25 employees of the Ministry of Higher Education, Science, Technology and Innovation, who joined the 31 employees of INAAREES to issue a total of 11 200 documents in four weeks.

In July 2020 INAAREES established a new digital (online) procedure for homologation and recognition of diplomas, via the Portal of Public Services of the Government (https://www.sepe.gov.ao).

10 Conclusions and future plans

Angola is at a crossroads of a renewed development model and charted the path forward through a new national development programme (2018-2022) in which the agenda of human development and welfare has a prominent place. Diversification of the economy is no longer only an option, and the country has to continue to engage with consistency with the priorities of human resources development and integrated, inclusive and high-quality education.

Development of the SNQ is not an isolated project. It is part of the wider national plan of human resources development and strengthening of the whole system of education and training in a lifelong learning perspective (PDN 2018-2022, Axis 1 "Human Resources Development", Programme 1.3.3).

The work plan 2019-2022 to engineer the SNQ and its components is comprehensive and multidimensional. It is not only about technical deliverables and political processes, but also about engaging with stakeholders, dissemination and communication of information, raising awareness and collecting feedback. This roadmap can be shared with countries interested in moving ahead with their plans to develop an NQF.

The vision behind the decision to build the NQF as an integral part of a wider National Qualifications System, articulating different subsystems, operationalising efficient instruments to meet end users' needs (such as the Catalogue of Qualifications) and bringing forward novel mechanisms to document and assess learning from experience and non-formal contexts represents a major strength of the momentum. Other favourable factors include the political support, financial and technical assistance from development partners to support the SNQ and the results of debates and analysis undertaken in previous periods.

The Law on Education 17/16 defines the core objectives, the subsystems and the structure of titles, which represent the essential reference points for the upcoming reflection on the technical-conceptual design of the NQF. The learning objectives by subsystem of the SNE defined by Law 17/16 provide valuable orientations for the design of the level descriptors of the NQF. However, Figures 4 and 5 of this report represent the level structure of the entire system of education and training, as defined by the two afore-mentioned Laws. Table 5 synthesises the existing titles and types of qualifications documents. However, the debate on the NQF also needs to embrace the qualifications from SNFP and eventually from other credible constituencies, such as professional sectors and international organisations.

The SNQ stakeholders can engage in this engineering of the NQF and SNQ with an open-minded approach in structuring and populating the NQF with qualifications from different strands and considering the end

goal, namely, contributing to human development, welfare, employability, diversification of the economy and new learning. Qualifications in the NQF can be of a diverse typology, provided they are purposeful for society, economy, individual development, technological change and encompass the new modalities and forms of learning and assessing competences.

The challenges are at least partly known. The need for improved dialogue and real cooperation between all subsystems of education and training and with the national professional training system is among one of the major premises for the success of this process of SNQ development.

The SNQ should contribute to better articulation of the supply side (qualifications, trained people) with the demand side, and support the objective of economic diversification. This dimension of the SNQ will require information from a strengthened system of labour market and skills anticipation. The authorities recognise the need to invest in reinforcing the capacities and deliverables of the Labour Market Observatory.

The expectations of different stakeholders regarding the benefits of the SNQ are certainly high, but they cannot be lower. The practitioners, academics, researchers, department managers and policy-making representatives interviewed during the technical visit to Angola in January 2020 expressed some shared views, notably:

- The SNQ development process should unite and federate the different subsystems, ministries, education and training institutions, public and private actors. The facilitation of this process will be as important as the result.
- The SNQ will clarify deep inconsistencies and persisting barriers to smooth permeability (vertical and horizontal) that hamper lifelong learning of individuals. From this perspective, the SNQ can offer a new start.
- Recognising the value of learning from all contexts is imperative. Policies and mechanisms of validation and recognition of competences associated with the SNQ not only provide individuals with more diverse avenues to acquire qualifications of all types but shift the focus from the formality of credentials/certificates to the value of skills and competencies as representations of qualifications.
- Collect, review and consider the results of past debates and analysis on the NQF – in the new phase of SNQ development.
- The successful SNQ is contextualised in the Angolan environment and builds on the many good solutions and practices developed over the last decades, some of which have been mentioned in this report.

As the drafting of this report takes place in the middle of the global Covid-19 pandemic, it is important to underscore the ingenuity and resourcefulness demonstrated by educationalists, teachers, parents and schools throughout the world to adapt to the unforeseen consequences of the crisis on all societal and economic activities and, above all, on education and training. Digital and online learning is no longer only an option, and older distance learning solutions, such as School-TV, have regained momentum. The quick shifts caused by this sudden and deep transformation sound an additional alarm on the need to consolidate while being ready to adopt change.

The SNQ in Angola has all ingredients to become a change agenda. Making it happen depends mostly on the stakeholders and actors from all parts of the system. For the ACQF agenda, this country case can be considered as exemplary in the sense that the NQF-process is evolving quasi in parallel with the ACQF-process and the dialogue started with the country visit in January 2020 has multiple benefits for the two processes.

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12 Annexures

12.1 Annexure 1: List of organisations interviewed for this report

- UTG-PNFQ: High-level meeting, with the director and his deputy, heads of division. Technical meetings with the division coordinating the SNQ, and Information Systems Division.
- Ministry of Public Administration Labour and Social Security: Direction of Professional Training, the team of the National Institute of Employment and Professional Training (INEFOP) and the PNFQ focal point.
- Ministry of Education: Key departments representing primary education, secondary education (general and technical-professional), teacher training, and the National Institute for Research and Development of Education.
- Ministry of Higher Education, Science, Technology and Innovation: Key departments and INAAREES.
- Team of the EU-Angola project "RETFOP": Team leader and key expert in charge of the component supporting the development of SNQ.
- Independent University of Angola: With the rector, Prof. Filipe Zau.
- Association of Hotels and Resorts of Angola: CEO and technical specialist.

12.2 Map of programmes by education institutions (2019): second cycle secondary technical-professional education (partial map)
The complete map/file is available for consultation

Mapa de Institutos Médios por Província e Respectivos Cursos/2019

Nº Ordem	Província	Instituição de Ensino	Cursos
1	Bengo		
	1	Escola de Formação de Técnicos de Saúde do Bengo	
		1	Análises Clínicas
		2	Enfermagem
		3	Farmácia
		4	Fisioterapia
		5	Radiologia
	2	Instituto Médio Politécnico do Bengo	
		1	Contabilidade e Gestão
		2	Energia e Instalações Eléctricas
		3	Energias Renováveis
		4	Manutenção Industrial
		5	Técnico de Informática
	3	Instituto Médio Politécnico do Piri	
		1	Gestão dos Sistemas Informáticos
		2	Recursos Florestais
		3	Técnico de Informática
	4	Instituto de Ciências Religiosas de Angola "Bengo"	
		1	Educador Social
		2	Moral e Cívica
2	Benguela		
	1	Escola de Formação de Técnicos de Saúde de Benguela	
		1	Análises Clínicas
		2	Enfermagem
		3	Estatística
		4	Estomatologia
		5	Farmácia
		6	Fisioterapia
		7	Oftalmologia
		8	Radiologia
	2	Escola do II Ciclo do Ensino Secundário "Comandante Kassanji"	
		1	Contabilidade e Gestão
		2	Finanças
		3	Gestão dos Recursos Humanos
		4	Gestão Empresarial
		5	Técnico de Finanças
	3	Instituto de Ciências Religiosas de Angola "Lobito"	
		1	Educador Social
	4	Instituto de Ciências Religiosas de Angola "Benguela"	
		1	Educador Social
	5	Instituto Médio Agrário Joaquim Kapango	
		1	Produção Animal
		2	Produção Vegetal
	6	Instituto Médio de Administração e Gestão da Catumbela	
		1	Contabilidade
		2	Estatística e Planeamento
		3	Gestão dos Recursos Humanos
		4	Gestão Empresarial
		5	Informática de Gestão
		6	Secretariado
		7	Técnico de Comércio
		8	Técnico de Finanças
	7	Instituto Médio de Ciências Policiais da Baia Farta "Comandante André Pitra Petroff"	
		1	Guarda Fronteiriça
		2	Inspecção e Investigação das Actividades Económicas
		3	Investigação Criminal
		4	Segurança Pública
		5	Segurança Rodoviária
	8	Instituto Médio Industrial de Benguela	
		1	Contabilidade e Gestão
		2	Desenhador Projectista
		3	Electromecânica
		4	Electrónica e Telecomunicações
		5	Energia e Instalações Eléctricas
		6	Frio e Climatização
		7	Gestão dos Sistemas Informáticos
		8	Gestão Empresarial
		9	Máquinas e Motores
		10	Metalomecânica
		11	Técnico de Informática
		12	Técnico de Móveis