Country Context Report - Angola

General Country Information

Africa Education Initiative Program Component(s)

- Ambassadors' Girls' Scholarship Program
- Teacher Training

Primary Language(s)

- **Portuguese**: Official, Instruction Grades 1-4, Instruction Grades 5-7/8
- **Kikongo**: National
- **Kimbundu**: National
- **Cokwé**: National
- **Umbundu**: National
- **Mbunda**: National
- **Oxikwanyama**: National

Sources


Population

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>10,978,552</td>
<td>5,546,558</td>
<td>5,431,994</td>
</tr>
<tr>
<td><strong>Under 14</strong></td>
<td>4,773,694</td>
<td>2,410,326</td>
<td>2,363,368</td>
</tr>
</tbody>
</table>

Sources


Ministry of Education Officials

Minister of Education
António Burity da Silva
Rua Comandante Gika
Luanda,
Angola
Phone: +21 12 323326
Fax: +24 42 321592

Ministry Website: http://mineduc.snet.co.ao
Basic Education General Information

Breadth of Basic Education Activities
Length of Primary School Cycle: 8 Years
Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Early Childhood Education
Early childhood education is provided.
Some preschool education is available in larger towns.
Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children
National Curriculum
A national curriculum exists.

National exams - At what level are national exams written?
At the end of secondary school the Habilitacaos Literarias, or Secondary School Leaving Certificate is written. The Habilitacaos Literarias is required for application to either a three-year general track (pre-university) or a four-year technical/vocational track.

What are the key basic education challenges?
- Low adult literacy: An estimated 58% of the adult population is illiterate
- Shortages of schools and teachers have forced the education system to turn away tens of thousands of registered students
- Approximately two million children and youth do not have access to the formal school system
- Very few children have access to secondary school. In 2000, there were a total of 71 public secondary schools in Angola and 37 private secondary schools. Approximately 32% of all secondary schools in the country are located in Luanda province, and several provinces (i.e., Bengo, Cunene, Lunda Norte and Malange) have only two secondary schools. The extreme lack of secondary schools ends or puts on hold the education of thousands of those who somehow manage to reach this level.
- High pupil-teacher ratios and a gross lack of teacher training and preparation
- Lack of basic teaching and learning materials
- Poor results: Only 27% of children that start grade 1 complete grade 4.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Is primary education 'free' (legally)?
Free primary education is provided.
Primary school is free legally, however, as there is extremely limited space at school. Children who pay fees are more likely to be enrolled.

Angola has signed and ratified the Convention on the Rights of the Child and has affirmed its commitment and intention to achieve the Education for All (EFA) goal that states that by 2015 all children will “have access to and complete free compulsory primary education of good quality” and that gender disparities will have been eliminated. To achieve the EFA goals, the government is implementing the Angola National Plan of Action for Education for All.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children
What are the barriers to student access and participation in basic education?

- Thirty years of civil conflict
- Extremely limited access to the interior provinces
- Inadequate funding for education
- Lack of schools
- Shortage of qualified teachers

The situation is worse for internally displaced people and children in rural areas.

The 27-year civil war that battered the country until March 2002 left the educational sector in tatters. The country faces a critical lack of basic infrastructure, trained teachers and of educational material, with one million children excluded from primary education. This translates to 44% of Angola’s children out of school. This is largely due to a lack of schools, the cost of informal fees and materials, as well as children’s workload and lack of birth certificates.

Sources
UNICEF - www.unicef.org
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

In response to the needs of the children and youth who have missed years of formal education, the Norwegian Refugee Council (NRC), UNICEF and the Ministry of Education and Culture work cooperatively to deliver the Teacher Emergency Package (TEP) to older students (10-17) who are entering school for the first time. Older students are provided with smaller classes (maximum 25 students) and more child-centered teaching methodology for a full year of schooling. TEP has been active in Angola since 1995 and has been implemented in 12 provinces. In 2003, TEP was ongoing in ten provinces – Benguela, Bie, Cuando Cubango, Huambo, Huila, Kuanza-Sul, Uige, Luanda, Malange and Moxico. In 2002 there were approximately 20,000 TEP students (42% of whom were girls) taught by 812 teachers.

From 1999-2001, the Christian Children’s Fund (CCF) implemented a multi-province program focused on adolescent children which included mobilization and support for local youth groups. It fostered participation and leadership in community-designed projects, peer support through discussion groups and cross-gender discussion of issues such as HIV/AIDS. CCF’s war trauma programming also utilized drama for education and sensitization purposes which furthered the overall program focus on structuring normalizing activities for children and youth. For 2003, CCF is also planning a reintegration program for war-affected adolescents in Huambo and Bie Provinces that will include a life skills component and some vocational skills training.

Citizens of Angola have never enjoyed a fully functioning government that provided basic social services to all its citizens. In fact, the period beginning with Portuguese conquest and leading up to the present day is rife with political, social and economic marginalization of the majority of Angolans. For children, Angola remains one of the “worst places to be a child.” Children were greatly affected by the war – approximately one half of Angola’s 4.1 million internally displaced persons were children under the age of 15 and an estimated 14,000 children under the age of 15 armed forces. The infant mortality rate is 172 out of 1,000 – the second highest in the world, almost half of the country’s children suffer from chronic malnutrition and more than 10,000 Angolan children die each year from measles due to poor immunization coverage. In addition, less than half of Angola’s children and
youth have access to the country’s formal education system and an estimated 30% of children between the ages of 5 and 14 must work to survive.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

**What is the stage of development of the education system?**

- Overall, female illiteracy in Angola is estimated to be around 70%, compared to 50% for men.
- There are 4,500 public primary schools and 213 private schools, and 17,320 classrooms in Angola. If we use the target of 35-40 children in a classroom, Angola needs another 12,000-25,000 classrooms just to accommodate the 1.5 million children who are already enrolled in Levels 1-3. To accommodate the 2 million children and youth who are out of school, an additional 50,000-57,000 classrooms will be required, if schools operate on a single shift basis.
- The challenge of meeting Education for All by 2015 is immense in Angola – more than 30,000 additional trained teachers must be added at an estimated annual cost of U.S. $70-99 million and more than 30,000 learning spaces must be made available.

**Primary School Enrollment by Year and Grade**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>Total</td>
<td>1,600,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Grade 7/8</td>
<td>35,000</td>
<td>20,000</td>
<td>15,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Grade 4</td>
<td>190,000</td>
<td>110,000</td>
<td>80,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>Grade 1</td>
<td>430,000</td>
<td>230,000</td>
<td>200,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

**Enrollment Age**

<table>
<thead>
<tr>
<th>Year</th>
<th>General</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

**Duration of School Day by Year and Grade**

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 (1)</td>
<td>Grade 7/8</td>
<td>4.00 Hours</td>
</tr>
</tbody>
</table>

(1) - Officially, the school week is 22 hours for the first three grades, 27 for the fourth grade.

The school week is 28 hours for grades 5-6 and 30 hours for grades 7-8. The use of shifts (different groups/classes of students attending school at different, assigned times during the day) has become common in some schools, especially in urban areas, because of a shortage of teachers and classroom space. In situations of limited resources and where there is a tremendous demand to get more children into school quickly, the use of shifts is a rational response, but shifts also have a consequence. In Angola, the use of shifts means that children have only 3-4 hours of instruction per day or 15-20 hours per week, as opposed to the official 22-27 hours per week. Instead of six hours of math a week, students may have only two or three. This decrease in instructional time contributes to high dropout and repetition rates and the general inefficiency of Angola’s education system.

Sources

Are there alternatives to traditional schools?
Yes, students have an option of attending a four-year technical/vocational track or a three-year general track (pre-university) secondary education.
Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

How is the country addressing HIV/AIDS issues?
The national government is working to institute a National Commission for the fight against HIV/AIDS, which will lead the process of implementation of the national response.

HIV/AIDS - adult prevalence rate: 5.5% (2001 est.)
HIV/AIDS - people living with HIV/AIDS: 350,000 (2001 est.)
HIV/AIDS - deaths: 24,000 (2001 est.)
Sources

Are there political conflicts and what is the impact of these conflicts on education?
On April 4, 2002, the government of Angola and the National Union for the Independence of Angola (UNITA) signed a memorandum of understanding that ended over 30 years of conflict. During the war, 500,000 to 1 million Angolans died of war-related causes and over 4.5 million people were displaced. Large areas of the interior were cut off from government services, and much of the infrastructure was destroyed or abandoned. As many as seven million landmines were planted which severely hinders the country’s ability to rebuild as humanitarian access, trade and agricultural production are limited. The full impact of the war and almost total neglect of the national education system leave a staggering challenge for Angola’s government, its international partners, local non-governmental organizations (NGOs) and communities.
Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Are there on-going, recently completed projects relating to the following areas?
Teacher Training
The Ministry of Education and Culture invested US$40,000 to train 29,000 new teachers in 2003. The National Education Capacity Building Program and “Back to School” campaign (operating in two of Angola’s 18 provinces), has trained 5,500 teachers and benefited 500,000 children. The government is also running the National Management for the General Teaching program.

Sources
Integrated Regional Information Network - http://www.irinnews.org/
Textbooks and Learning Material
Thousands of United Nations Children’s Fund (UNICEF) education kits have been supplied to children and teachers.
Sources
UNICEF - www.unicef.org

Copyright 2004, Exegesis Consulting/Strategic Management Concepts Inc.
On February 10, 2003 the "Back to School" campaign was launched, to return 250,000 children to school. It pays special attention to girls. Girls continue to trail boys in literacy rates, despite ample proof that educated girls are more likely to ensure the education and health of their own children. By promoting a policy of "not one child out of school" and encouraging religious and traditional leaders to be committed to the enrollment of girls, "Back to School" aims to prevent gender biases.

Sources
UNICEF - www.unicef.org

Additional Basic Education General Information

Donor Information

World Bank (WB) - 2004
US$ 21,000,000
Mitigation of HIV/AIDS infection rate/Health Control Project.

United Nations Children Fund (UNICEF) - 2003
US$ 1,500,000
Back to School Campaign
Full implementation of the program requires $6 million. There is a critical shortfall of US$3.55 million, thus UNICEF is pleading with donors to support this program.

European Union - 2003
US$ 950,000
Back to School Campaign

Japan - 2001
US$ 8,308,500
Project for Construction of Primary Schools in Luanda.

United States Agency for International Development - 2000
US$ 2,460,000
Basic Education

Norwegian Agency for Development Cooperation - 1999
US$ 63,137
FY 1999-2000: Basic Education

UNICEF - 1998
US$ 19,713,000
FY 1998-2003: Education Program

UNICEF - 1996
US$ 2,440,000
FY 1996-2000: Education Program
Government of Netherlands - 1996
US$ 690,200
FY 1996-1999: Basic Education and Street Children

UNESCO - 1996
US$ 584,071
1996 - Ongoing: Promotion of educational opportunities for the rehabilitation of vulnerable children

Sources
UNESCO/Education - www.unesco.org/education/information/50/proj_50/africa/af_angol.htm

Country Spending on Education  - Total Government Expenditure by Budget Type and Year

<table>
<thead>
<tr>
<th>Type</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Budget</td>
<td>2001</td>
<td>US$ 281,000,000</td>
</tr>
</tbody>
</table>

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Teacher Training

Number of Teachers by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (1)</td>
<td>56,908</td>
</tr>
</tbody>
</table>

(1) - 56,908 teachers in Grades 1-3. In 2000, Angola employed 42,310 teachers (41% of whom were women) in Grade 1; 8,749 (32% women) in Grade 2 and 5,849 (26% women) in Grade 3.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Number of Primary Teachers by Gender

<table>
<thead>
<tr>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>56,908</td>
<td>35,241</td>
<td>21,667</td>
</tr>
</tbody>
</table>

There are 21,667 female teachers in Grades 1-3.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children
Percentage of Primary Teachers Certified to Teach

Certified: 1 %
Untrained: 99 %

Many teachers have completed Grade 8 only. In Uige province, due to the lack of qualified applicants, local administrators accepted people with only sixth grade education to teach in primary schools. In addition, in June 2003 the government reported that as many as 29,000 Angolan teachers did not have any form of pedagogical training.

In 1998, the Angolan Ministry of Education and Culture found that only one-half of teachers in Luanda province had adequate skills to teach at their assigned grade level. In other provinces the percentage of unqualified teachers was much higher, with 88% of teachers in Cabinda and 93% in Huila unqualified. In Cuando-Cubango, not one of the 421 teachers were listed as qualified.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Pupil/Teacher Ratio

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1-4</td>
<td>20:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Although national pupil-teacher ratios are a modest 27:1 for Grade 1, 24:1 for Grade 2 and 16:1 for Grade 3, these numbers are not completely indicative of how many children teachers face in a classroom.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

What are the barriers to teacher sufficiency?

- Poor school conditions (physical, e.g., lack of roof, desks, water)
- The large number of students that teachers face in the classroom
- The low and infrequent salaries that teachers receive.

Moreover, teacher training colleges are not widely available, as there are very few institutions and they are located mostly in urban and coastal areas. Also, like other schools, these institutions are often understaffed and under-equipped, which limits availability and reduces quality.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

What is the design of pre-service teacher training programs?

Young students who have completed sixth grade, eighth grade, tenth grade or twelfth grade are recruited. The government’s programs are generally two to four years of pre-service training.

The government currently has four different types of pre-service teacher training programs:

- After sixth grade, students can enter Centro Basico de Formacao de Professores – a two-year training course that qualifies graduates to teach the first level of basic education.
- Students who finish eighth grade can enter Instituto Medio Normal de Ensino (IMNE), which serves – along with the Instituto Medio Technias de Ensino – as Angola’s secondary education program. After a four-year program, graduates qualify to teach any of the three basic education levels.
- After completing tenth grade (usually in IMNE), students can attend Instituto do Magisterio...
Primario (IMAP) where, after two years, they can teach all levels of basic education (grades 1-8) and the first two years of secondary education.

- Finally, students who complete twelfth grade (including those through IMNE or IMAP) can enter the university-level Higher Institute of Education Science (ISCED), which is the highest level of training for teachers that is available in Angola and is required to teach secondary education.

Development Aid from People to People (Ajuda de desenvolvimento de povo para povo - ADPP) is a Danish NGO that manages six pre-service, accredited teacher training institutions in five of Angola’s provinces (Huambo, Benguela (2), Cabinda, Luanda and Zaire). These schools, Schools for the Teachers of the Future (Escolas de Professores do Futuro - ESF), provide an additional pre-service teacher training opportunity. The ESF program consists of 18 months of classroom study and practice, followed by an 11-month practicum, and two months of follow-up study and exams. ESFs specifically target students from rural areas who will agree to return home and teach in those areas after they finish the ESF program. Most of the ESF students are young men (aged 20-22) from the interior provinces and all of them have graduated at least from Grade 10. The cost per student is roughly $3,000 for the entire two-and-a-half-year term. The majority of students receive government scholarships (15 from each province).

The ESF program concentrates on three themes: 1) teaching, 2) community development and 3) study. Students are expected to reach a high level of competence in the subjects that they will later be expected to teach. In addition, they are taught various teaching methods and help teach at local affiliated schools (orphanages) that are also run by ADPP. Students are also required to implement a community development project, which they develop and put into place during their practicum. During the practicum, students usually return to their home provinces to teach a full (11-month) school year. ADPP staff try to visit each student and, to the best of their abilities (depending on remoteness of the student’s post), monitor their progress. Unfortunately, because of the logistical difficulties in traveling to the provinces, some students complete their entire practicum without a monitoring visit. Unlike government teacher training programs, ESFs have achieved a very high rate of success of graduating teachers. Since 1998, 465 teachers have graduated from ESFs (172 in 2002). A 2002 survey carried out by ADPP to track their alumni found that 77% were working as teachers, presumably in rural areas.

**Sources**

Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

What is the design of in-service teacher training programs?

NGOs such as the Norwegian Refugee Council (NRC), Open Society Institute (OSI) and Christian Children’s Fund (CCF) primarily offer in-service training to quickly train new teachers or to improve the teaching skills and knowledge of existing teachers, as well as the Norwegian Refugee Council (NRC), which is responsible for the teacher training component of the Teacher Emergency Package (TEP).

OSI supports in-service training for teachers, school directors and school inspectors/supervisors. They also train local trainers, who are mostly teachers themselves, who then train other teachers locally. The education delegation of the local municipality identifies participants to take part in the OSI training program. Once identified, these teachers must complete the OSI application process (which includes an exam) before they are admitted to the program – most of them have passed the eighth grade. Since 1998, OSI has trained some 3,607 teachers and 751 headmasters, local inspectors and local trainers. OSI’s goal is to train teachers in a participatory methodology, as teaching in Angola tends to be a very teacher-centered approach.
OSI’s in-service program begins with a 10-day introductory course followed by a module. Trainees then spend three months in the field where they also obtain some monitoring, assessment and continued training by the national or local trainers. After the three months, teachers may participate in another 10-day workshop. Most trainings have taken place in Luanda, Kwanza Sul and Bengo provinces. In 2002, OSI began training teachers and trainers in Benguela, Mbaza Congo (with Save the Children Norway) and in Uige province (with Jesuit Refugee Service).

The NRC’s target trainees are in-service teachers and supervisors as well as 29,000 new teachers. The NRC new TEP teachers receive a basic six-week introductory course prior to teaching and may also participate in a two-week capacity building course during the year. In addition to the teachers, TEP also employs teacher supervisors who receive an additional two-week training course. Supervisors and education assistants observe TEP teachers’ performance in the classroom and provide feedback and further in-service training as necessary. In conjunction with UNICEF and the government’s “back-to-school” campaign, NRC has also been asked to provide in-service training for some of the 29,000 new teachers scheduled to be hired by the government. In May 2003, NRC conducted three-week teacher training courses for the new teachers in Malange and Bie provinces. As the “back-to-school” campaign is expanded into the remaining 16 provinces, NRC will assist with two-week training courses for approximately 20,000 new teachers.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General
Number of Institutions: 6
There are six institutions where students can receive teacher training namely: Centro Basico de Formacao de Professors, Instituto Medio Normal de Ensino (IMNE), Instituto Medio Technias de Ensino, Instituto do Magisterio Primario (IMAP), Higher Institute of Education Science (ISCED) and Escolas de Professors do Futuro (ESF).

Unfortunately, the organization of Angola’s secondary school system poses a serious structural problem with regard to teacher training. Because the teacher education schools are a main part of Angola’s very limited secondary system, they attract many individuals who have no intention of teaching but who want to use their degree as a way to gain access to the university level. Therefore, the majority of the system’s graduates do not become teachers.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children
Minimum Requirements for Teacher Training Recruitment

General
Students who have completed sixth grade, eighth grade, tenth grade or twelfth grade may enroll in the institutions, which provide teacher training. After the training they would be qualified to teach grade 1, grades 1-3, grades 1-8 and secondary education respectively.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Demand for Teacher Training
The number of teachers needed to accommodate the remaining children and youth who still need to be enrolled at school: 43,000 (for ratio of 35:1), 30,500 (for ratio of 40:1).

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Are alternative routes to teacher certification available?
Alternative routes for teacher training exist.
There are distance education programs to upgrade unqualified teachers offered by the Instituto Superior de Ciências de Educação. Students sit for examinations at the University. Teachers can also follow distance education courses to upgrade their professional training.

Sources
UNESCO - http://www.unesco.org

Starting Salary for Teachers
Public Schools: US$ 100

In recent years, the government has increased teacher salaries greatly. However, despite the recent salary increases, receiving the salary remains difficult. One NGO worker commented that payments were regularly six to eight months late. In addition, many teachers are still not on the government’s payroll.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Are working conditions sufficiently competitive to attract and retain quality teachers?
No, teachers who have university or even secondary education often find better paying jobs in the private sector or outside the education field. The result is that less qualified teachers, who cannot find better jobs, remain in the classroom.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children
Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- Fear for their safety, especially if they travel long distances to school
- Cultural preferences for boys’ education
- Lack of female teachers.

Sources
Global Survey on Education in Emergencies, Angola - Women’s Commission for Refugee Women and Children

Textbooks and Other Learning Materials

To what extent is information communication technology available/used in basic education?

ICT Available
There is one Internet Service Provider and 60,000 Internet users. (2002 est.)

Sources

Description of Transportation Systems and Projected Improvements

Railways: 2,761 kilometers
Highways total: 51,429 kilometers
Paved: 5,349 kilometers
Unpaved: 46,080 kilometers (1999 est.)
Ports and harbors: Ambriz, Cabinda, Lobito, Luanda, Malongo, Mocamedes, Namibe, Porto Amboim, Soyo
Airports - with paved runways: 32 (2002 est.)

Sources

Community Participation in Basic Education

In what ways is the community involved in basic education?

Provision of labor
Local communities build schools and classrooms, out of locally available material; the majority are mud hut classrooms.

Sources
Integrated Regional Information Network - http://www.irinnews.org/
Impact of HIV/AIDS on Basic Education

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

The Association for the Support of Abandoned Children (Assoçiaçao de Apoio a Criança Abandonada) with funding from USAID and the Education for Development and Democracy Initiative (EDDI) created Horizonte Azul (Blue Horizon) in 2000. Its creation was a response to the critical problem of the large numbers of homeless children who subsist on Luanda’s streets. It provides formerly homeless girls with shelter, basic health care, counseling, primary school education, literacy training, vocational skills training and life skills training.

Sources
EDDI Monitoring Report, Exegesis Consulting Africa - Exegesis Consulting and SMCI