



REPUBLIC OF ANGOLA  
INTERMINISTERIAL COMMISSION FOR IMPLEMENTATION OF THE  
NATIONAL STAFF TRAINING PLAN

# HUMAN CAPITAL

## DEVELOPMENT PLAN OF ANGOLA 2023 - 2037



2023 - 2037 | EXECUTIVE SUMMARY

# Human Capital

Under the leadership of the Technical Management Unit of the National Staff Training Plan (UTG/PNFQ), the various ministries and key institutions responsible for managing and implementing the Education and Vocational Training systems were invited to actively participate in the discussion and validation of the main strategic directions for the development of National Human Capital. It is important to highlight the commitment and dedication of all technical and ministerial teams involved in this process.

Possible scenarios were explored to envision the future. Once the Reference Scenario was selected, the corresponding Strategic Goals were formulated.

# **HUMAN CAPITAL**

**DEVELOPMENT PLAN  
OF ANGOLA 2023 - 2037**



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1. The drafting of ACH 23-37 followed a rigorous analysis of the results achieved upon implementation of the National Staff Training Plan (2013-2020), which included identifying the challenges and limitations faced by implementing entities, as well as at the governance and coordination level. Angola's progress in relation to key international well-being and social and human development metrics was also assessed.
2. The diagnosis enabled us to understand *where we are*, by studying the recent development of our Human Capital, and *where we want to be*, by setting new goals that are ambitious yet realistic and reflect the change we aim to deliver through the implementation of this new Plan. We thus established general and specific targets that quantify our *ambition* given this observed *potential* and set the path forward, that is, *how we will get there*. We identified the measures that will allow us to achieve our ambition, and *the resources required*, as well as how we propose to manage them.
3. ACH 23-37 establishes an approach focused on cooperation, integration, and partnership. In each Action Programme specific axes and measures are defined in the short, medium, and long term, the implementation of which will result in the expansion of the education and vocational training sectors and improvement of the quality and relevance of the educational and training offerings. This will enable i) an increase in the availability of qualified human resources in priority areas; ii) the development and expansion of educational and training offerings in line with the real priorities and needs of the labour market; iii) the enhancement of educational and training offerings that support the development of the knowledge and skills required by the public, business, and private sectors; and iv) an increase in the school attainment levels and qualifications of our population, to produce a positive impact on the country's position in relation to human and social development metrics.



## WHERE WE ARE



## WHERE WE WANT TO BE



## POTENTIAL AND AMBITION



## HOW WE GET THERE



## WITH WHAT RESOURCES

# WHERE WE ARE OUR HUMAN CAPITAL

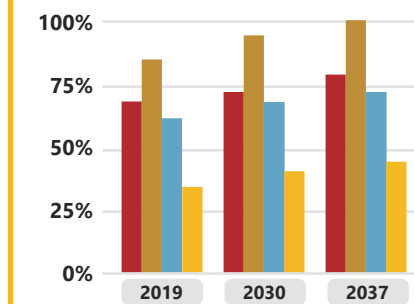
4. Angola possesses the most valuable resource a country can have – a young, dynamic, resilient, and entrepreneurial population. The country's demographic profile presents a challenge but, above all, it is an opportunity for the development of a fair, peaceful, inclusive, and more sustainable society. To achieve this desideratum, well-being, education, and knowledge must become a reality for all citizens, without exception.
5. The country's progress in literacy and schooling has been extraordinary. But we know there is still a long way ahead. Reforming and structuring educational and training systems takes time and resources (i.e., training good teachers and building and equipping schools, laboratories, and other school facilities, in addition to continually adapting content and curricula to meet the labour market and businesses' needs and demands), and the results of these investments are not immediate.
  - The literacy rate has been on the rise and reached 76%
  - 85% of public schools already offer an initiation class, whose gross enrolment rate reached around 69% in 2019
  - The primary school dropout rate has been on a downward trend, but was still at 11.4% in 2019
  - Secondary school attendance has grown, but net enrolment rates remain low, rounding 23% in the first cycle of secondary education, and 6,6% and 5,6% in the general and in the technical-vocational education track of the second cycle of secondary education, respectively.
  - The recent trend in the number of students enrolled in technical-vocational education shows a greater commitment to this type of education, resulting in a 50% growth (between 2015 and 2019).
  - We estimate that in 2019 only 3.2% of the population over 25 held a higher education degree

# WHERE WE WANT TO BE

## OUR VISION AND OBJECTIVES

6. The general objectives of ACH 23-37 regarding the primary enablers of Human Capital accumulation include:

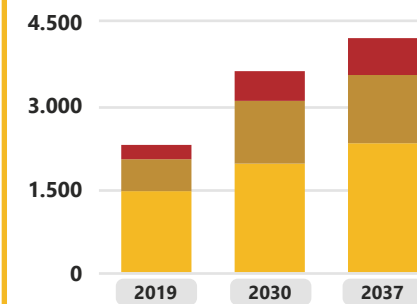
### GROSS ENROLMENT RATES (PERCENTAGE)



● Beginners Class ● Primary Education  
● Cycle I Secondary Education  
● Cycle II Secondary Education

Scaling access to all levels of education, with better lifelong learning and qualification, thereby ensuring the massification of compulsory and free education for everyone in addition to compliance with Sustainable Development Goals

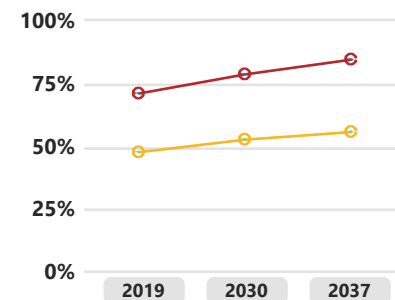
### STUDENTS ENROLLED IN SECONDARY EDUCATION (THOUSANDS)



● Technical and Vocational Education  
● Cycle I General Secondary Education  
● Cycle II General Secondary Education

Integrated expansion of quality education networks, increasing the population's educational attainment

### ATTAINMENT RATES (PERCENTAGE)

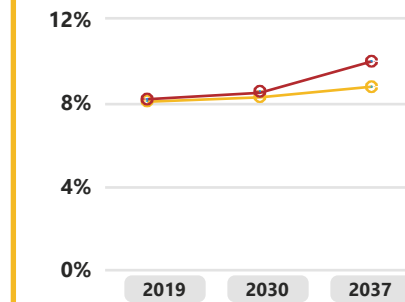


● Primary Education  
● Cycle I Secondary Education

Improving literacy in its various forms (linguistic, numerical, and digital) and guaranteeing the conditions for a "Healthy Life", which are the basis of human capital development

7. The general objectives of ACH 23-37, regarding the secondary enablers of Human Capital accumulation are the following:

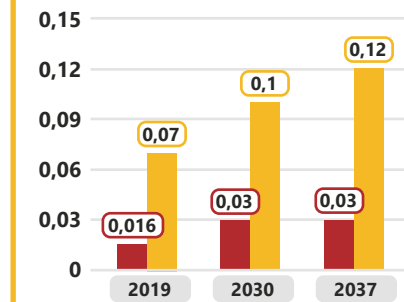
### HIGHER EDUCATION SYSTEM PERFORMANCE



● Gross Enrollment Rate  
● Performance Index (Graduates/Enrolled)

Enriching and raising the quality of secondary enablers for Human Capital Training in a comprehensive way, through higher education, at both undergraduate and post-graduate levels, as well as through advanced training

### HOLDERS OF MASTER'S OR DOCTORATE DEGREES



● % of the population older than 25 years with a PhD  
● % of the population older than 25 years with a Master's Degree

Ensuring human resources for teaching in higher education, scientific and technological research, and management functions, which accelerate innovation and competitiveness, thereby enabling higher added-value rates

8. ACH 23-37 outlines key objectives so the country can fulfil its rightful ambition of long-term development and progress. The established targets allow us to measure the changes we intend to achieve through the implementation of the Plan on two levels. First, through the expansion of education and training systems, both in quantity and quality, resulting in a tangible improvement in their efficiency and equity, which will allow us to confirm the country's increased capacity to train and qualify its Human Capital. Second, in the long term, we will be able to measure the impact of these changes towards the actual improvement of the country's human development indices.

## POTENTIAL AND AMBITION EXPECTED OUTCOMES

9. *ACH 23-37* is geared towards achieving the following outcomes:
- Expanding the technical-vocational education, from a 10.9% participation rate to a 15.6% participation rate by 2037
  - Expanding the vocational training provision, increasing the participation rate of the economically active population in vocational training from 0.5% to 1.25% by 2037
  - Increasing the number of graduates and post-graduates in the country, with the view of creating an impact on the higher education teaching staff's qualifications, so that the proportion of those with a doctorate degree will rise from 10.8% to 35% by 2037
  - Increasing the number of early childhood educators, from the current 13 300 to 36 100 by 2037
  - Accelerating the training of primary school teachers, training a total of 153 000 teachers over the 2023-2037 period
  - Increasing the proportion of graduates in technical careers within Public Administration (managers and senior technicians), from the current 31.9% to 45.1% by 2037
  - Increasing the number of entrepreneurs with basic, entry-level training, from a total of 101 000 in the 2013-2018 period to 324 000 in the 2031-2037 period
10. Meeting the objectives and targets established requires an effective commitment from the authorities overseeing the education and vocational training sectors to implement the policy measures outlined in the Action Programmes. It also requires the mobilisation of the business community, whose involvement and participation in identifying the necessary qualifications, providing internships, and training their own human resources is fundamental.

## HOW WE GET THERE INTERVENTION LOGIC

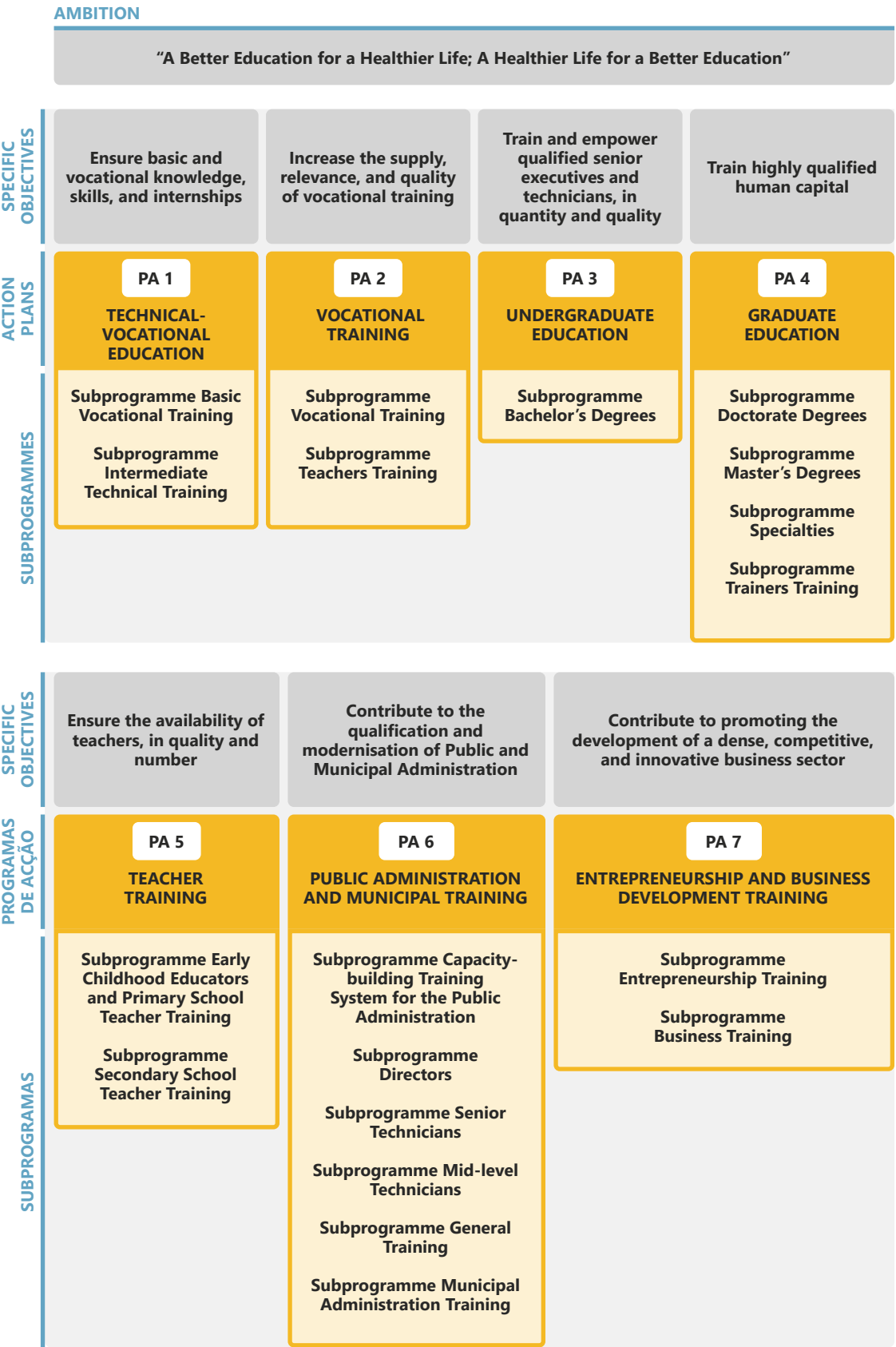
11. The intervention logic of *ACH 23-37* is based on seven operational instruments, the Action Programmes, which in turn include Subprogrammes:



12. The training and empowerment of qualified Human Capital to address priority development areas and the needs of a knowledge-based society requires, however, a holistic and coordinated approach, in which the education and vocational training sectors communicate, cooperate, and define integrated intervention strategies, not only between each other, but also with the private sector, a key partner both as an education and training promoter and, fundamentally, an employer.
13. The following diagram shows the intervention logic of *ACH 23-37*. Coordinated implementation of the different Action Programmes, through collaborative and strategic work between the departments, will accelerate the development of the national Human Capital, while ensuring its sustainability. The Coordination Unit for the implementation of the National Human Capital Development Plan will be responsible for ensuring that this coordination is carried out by the different departments responsible for the implementation of the Programmes.

<sup>1</sup> PA6 concerns technical careers in Public Administration exclusively

LOGICAL STRUCTURE OF ACH 23-37



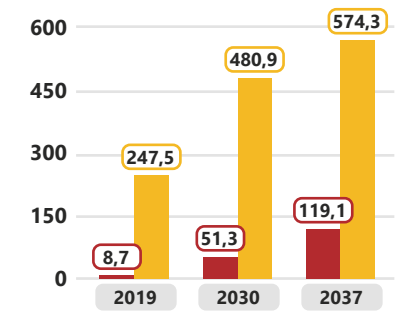
PROGRAMMES, OBJECTIVES AND TARGETS

14. Each of the Action Programmes aims to produce well-defined results:

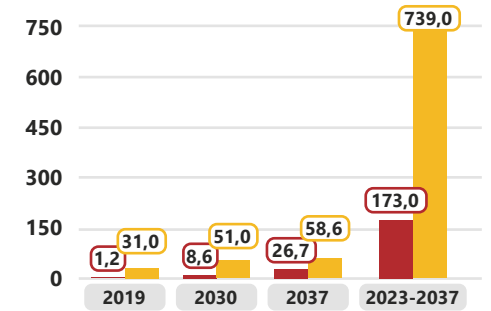
PA 1 Technical and Vocational Education

- Increase the proportion of students who choose to pursue studies in the technical and vocational secondary education path, by expanding and diversifying the availability of high-quality training opportunities.
- Increase the number of graduates, by expanding the availability of qualified human resources in strategic and priority areas to the country's economic development.
- Train for the labour market, by focusing on training that develops workforce skills and adequately qualifies students for jobs that meet the demands of the productive sector and labour market.

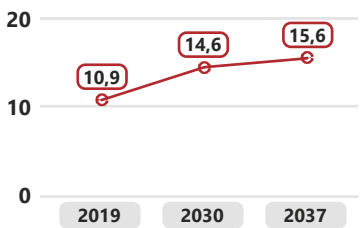
ENROLLED  
(THOUSANDS)



GRADUATES  
(THOUSANDS)



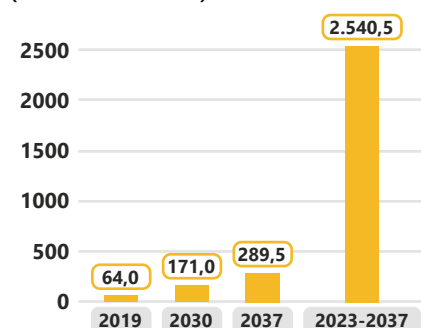
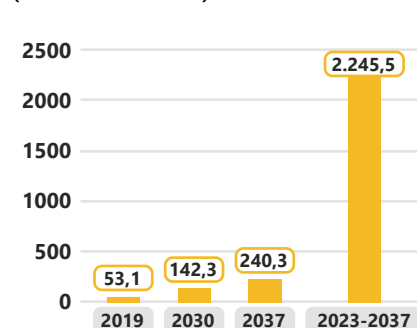
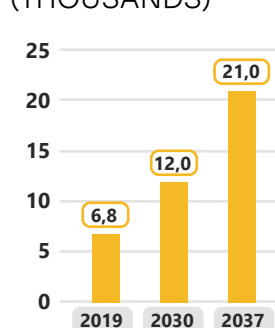
SHARE OF TVE (PERCENTAGE)





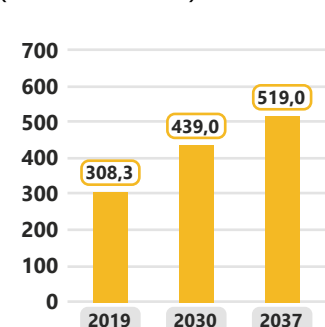
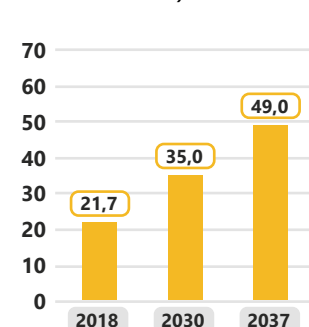
## PA 2 VOCATIONAL TRAINING

- Expand access to entry-level and continuing vocational training for young people and adults.
- Increase the qualification and employability levels of young people and adults.
- Strengthen the availability of training instructors, both in quantity and in quality, throughout the entire country.

ENROLLED  
(THOUSANDS)TRAINED INDIVIDUALS  
(THOUSANDS)INSTRUCTORS OF THE  
NATIONAL VOCATIONAL  
TRAINING SYSTEM (NVTS)  
(THOUSANDS)

## PA 3 UNDERGRADUATE EDUCATION

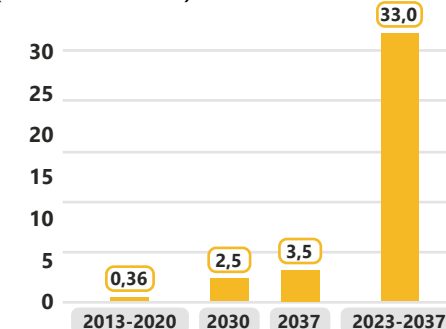
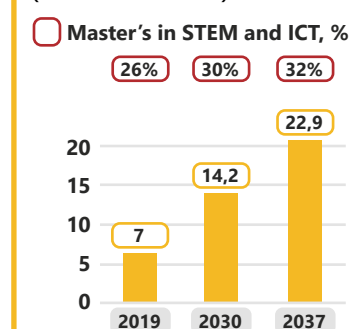
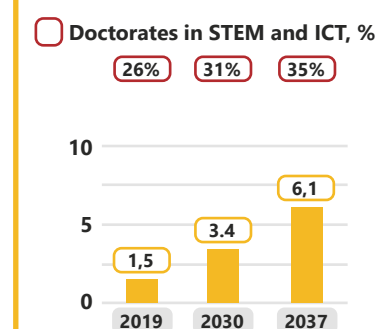
- Expand the supply of high-quality and relevant undergraduate education and promote inclusion and the reduction of disparities in enrolling in and attending higher education.
- Increase the number of graduates in the country and the availability of resources capable of meeting the country's socio-economic developmental needs.

ENROLLED  
(THOUSANDS)GRADUATES  
(THOUSANDS)

Does not include pedagogical higher education

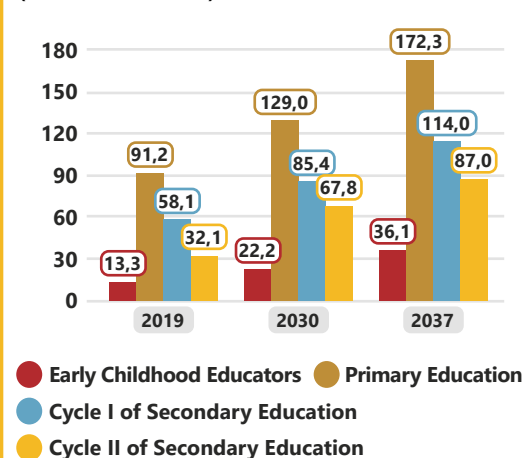
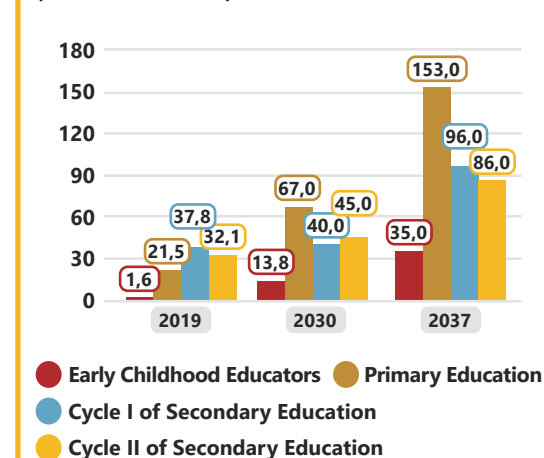
## PA 4 GRADUATE EDUCATION

- Increase the number of post-graduates in specialised fields.
- Increase the availability of highly qualified human resources in strategic and priority areas, namely STEM and ICT.
- Increase the availability of highly qualified human resources to expand the higher education system and strengthen the national scientific and technological system.

SPECIALTIES  
(THOUSANDS)MASTER'S DEGREES  
(THOUSANDS)DOCTORATE DEGREES  
(THOUSANDS)

## PA 5 TEACHER TRAINING

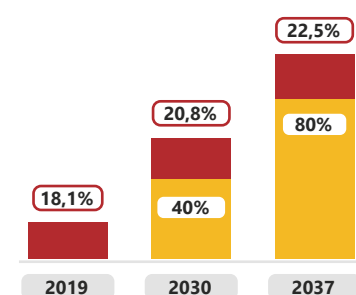
- Ensure properly qualified, well-performing teachers in adequate numbers to meet the needs of the educational system and its subsystems.
- Promote the progressive transition of Teacher Training to higher education and implement the sequential training model for secondary school teachers.

TEACHER STOCK  
(THOUSANDS)TEACHERS TO BE TRAINED  
(THOUSANDS)

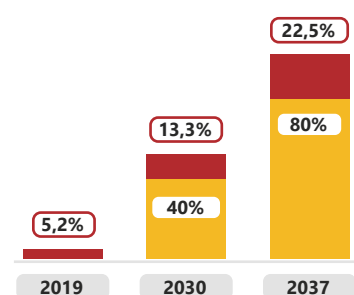


## PA 6 PUBLIC ADMINISTRATION AND MUNICIPAL TRAINING

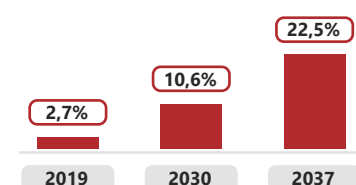
- Contribute to qualifying and modernising Public and Municipal Administration, as well as the quality and efficiency of its services to the population.

DIRECTORS  
(PERCENTAGE)

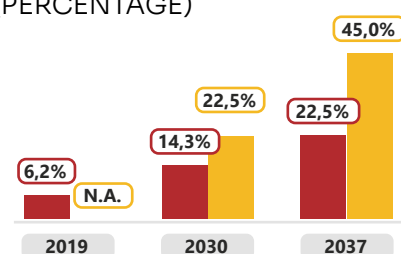
- Relevant Training / Year
- Complete entry-level training up to 2 years after start of duties

SENIOR TECHNICIANS  
(PERCENTAGE)

- Relevant Training / Year
- Complete entry-level training up to 2 years after start of duties

MID-LEVEL TECHNICIANS  
(PERCENTAGE)

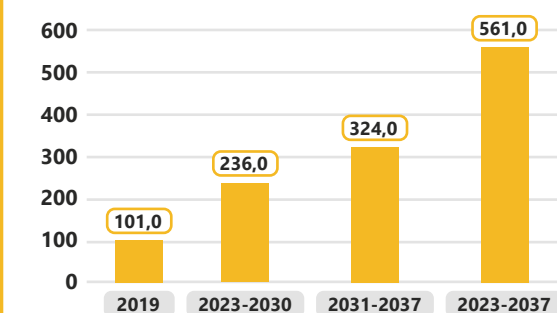
- Relevant Training / Year

GENERAL TRAINING  
(PERCENTAGE)

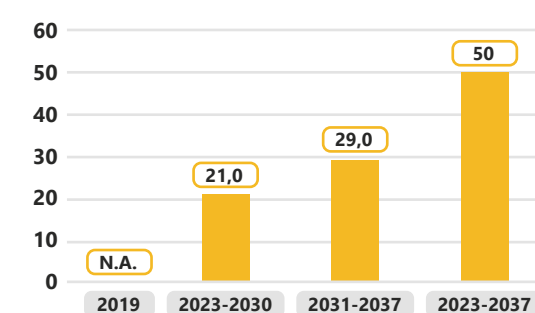
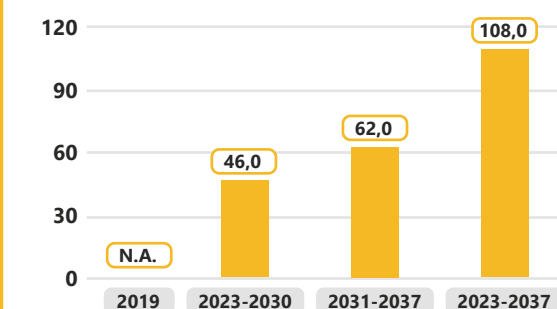
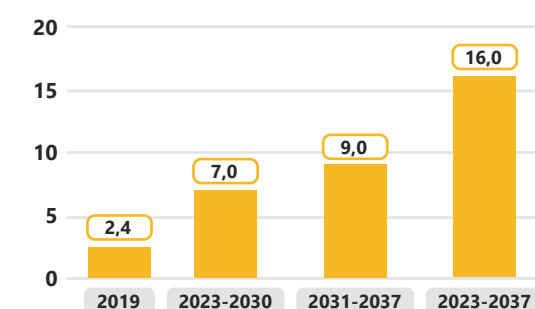
- Public Employees in Relevant Training / Year
- Public Employees with Basic/Intermediate Digital Skills

## PA 7 ENTREPRENEURSHIP AND BUSINESS DEVELOPMENT TRAINING

- Increase the entrepreneurial activity rate by raising the number of potential entrepreneurs and their ability to identify opportunities.
- Develop attitudes, behaviours and skills that enhance the likelihood of success and profitability of the businesses to be created.
- Contribute to the formalisation of the economy.
- Strengthen companies' chances of survival and growth and improve their profitability and competitiveness.

BASIC ENTRY-LEVEL TRAINING IN  
ENTREPRENEURSHIP  
(THOUSANDS)

- No. of Trainees

INDIVIDUALS WITH BUSINESS IDEAS  
WHO HAVE RECEIVED SPECIFIC  
SUPPORT AND TRAINING  
(THOUSANDS)OWNERS OF INFORMAL  
BUSINESSES WHO HAVE  
RECEIVED TRAINING  
(THOUSANDS)MICRO, SMALL AND MEDIUM  
ENTERPRISES OWNERS OR MANAGERS  
WHO HAVE RECEIVED TRAINING  
(THOUSANDS)

# PROGRAMMING

15. The implementation of ACH 23-37 will run until 2037. The execution of the measures to achieve the intended results under the Action Programmes will proceed as follows:

## PLANNED SCHEDULE FOR ACH 23-37

Action Programme 1 – Technical-Vocational Education			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Structure the technical education and training system in line with the country's development agenda	<b>1.1.</b> Revision of the legal framework for Technical–Vocational Education	x	
	<b>1.2.</b> Design and gradual implementation of the National Qualifications System	x	
	<b>1.3.</b> Creation of the Technical Education and Vocational Training Observatory	x	
<b>Axis 2</b> - Increase the schooling rate of TVET and the relevance of skills and learning	<b>2.1.</b> Preparation of the Charter for Expansion of the TVET Offerings	x	
	<b>2.2.</b> Preparation and implementation of the TVET Resource Programme	x	x
	<b>2.3.</b> Adoption of an Innovation Plan for the TVET offerings	x	x
	<b>2.4.</b> Development of an action-based programme to facilitate inclusion and access to TVET	x	x
	<b>2.5.</b> Provision of relevant and transparent information to students and society	x	x
<b>Axis 3</b> - Promote high levels of quality, efficiency, and relevance in the TVET subsystem	<b>3.1.</b> Capacity-building for managers at TVET institutions	x	x
	<b>3.2.</b> Qualification of teachers and strengthening the connection with the productive sector	x	x
	<b>3.3.</b> Creation of benchmark schools for Intermediate Technical Training	x	x
	<b>3.4.</b> Establishment of quality standards and regulations	x	
	<b>3.5.</b> Updating curricula	x	x
	<b>3.6.</b> Implementation of a plan to promote academic success	x	x
	<b>3.7.</b> Independent evaluation of TVET's quality	x	x
<b>Axis 4</b> - Foster partnerships and promote adjustment to the needs of the economy and society, and improve the social and individual return on investment in TVET	<b>4.1.</b> Creation of the TVET Forum	x	
	<b>4.2.</b> Promotion of pilot experiences for territorial partnerships in training and employability	x	x
	<b>4.3.</b> Engaging companies in TVET processes	x	x
	<b>4.4.</b> Definition of the framework for public-private partnerships in the development of technical education in priority areas	x	
	<b>4.5.</b> Creation of an incentive scheme for the employability of TVET graduates	x	

Action Programme 2 – Vocational Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Structure the National Vocational Training System	<b>1.1.</b> Updating the NVTs legal framework and reconfiguring the governance model	x	
	<b>1.2.</b> Structuring a long-term funding model	x	
	<b>1.3.</b> Reduction of the information deficit on vocational training	x	
	<b>1.4.</b> Modernisation of the legal framework for companies' obligations and benefits regarding vocational training	x	
	<b>1.5.</b> Densifying the network of integrated Employment and Vocational Training Centres and strengthening the integration of services for the unemployed and workers at risk of unemployment	x	x
	<b>1.6.</b> Creation of Benchmark Vocational Training Centres for strategic professional families	x	x
	<b>1.7.</b> Optimisation of international cooperation in human capital development	x	
	<b>1.8.</b> Strengthening the participation of private vocational training entities	x	x
	<b>1.9.</b> Strengthening cooperation between NVTs and TVET	x	x
	<b>1.10.</b> Modernisation of the governance model for public training centres	x	
<b>Axis 2</b> - Expand initial training and strengthen the economic and social relevance of qualifications	<b>2.1.</b> Expansion of offerings and improvement of access to vocational training	x	x
	<b>2.2.</b> Boosting demand for vocational training	x	x
	<b>2.3.</b> Equipment and modernisation of training facilities and tools	x	x
	<b>2.4.</b> Implementation of specific training programmes for the most vulnerable groups, in partnership with the State, NGOs, and Civil Society Organisations	x	x
	<b>2.5.</b> Promotion of women's access to activities with low female participation	x	x

Action Programme 2 – Vocational Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 3</b> - Promote continuous vocational training, reduce illiteracy, and advance and boost lifelong learning	<b>3.1.</b> Definition of a lifelong training strategy, adjusted to the specifics of worker conditions	x	x
	<b>3.2.</b> Promotion of functional literacy among the adult population	x	x
	<b>3.3.</b> Encouraging continuous vocational training for employees in a corporate context	x	x
<b>Axis 4</b> - Qualify the NVTs for the development and dissemination of technological and digital skills among the population	<b>4.1.</b> Development of the NVTs Distance Learning Project	x	x
	<b>4.2.</b> Generalisation of basic digital skills	x	x
	<b>4.3.</b> Promotion of participatory management centres for ICT	x	x
	<b>4.4.</b> Qualification of technological infrastructures	x	x
	<b>4.5.</b> Expansion of the technological specialisation network	x	x
<b>Axis 5</b> - Enhance both non-formal and self-training and create the necessary mechanisms for the validation and certification of skills	<b>5.1.</b> Establishment of mechanisms for the recognition, validation, and certification of skills	x	x
	<b>5.2.</b> Development of a pilot programme for the enhancement and upgrading of non-formal training	x	x
	<b>5.3.</b> Enhancement of self-training to increase adaptability to change	x	x
<b>Axis 6</b> - Expand and qualify vocational training by reinforcing the National Vocational Training System	<b>6.1.</b> Identification of areas with a shortage of instructors	x	x
	<b>6.2.</b> Development of training branches and reassessment of pedagogical and technical skills of NVTs instructors	x	x
	<b>6.3.</b> Qualification of training managers and coordinators	x	x
	<b>6.4.</b> Inclusion of informal instructors	x	x
	<b>6.5.</b> Qualification of E-instructors	x	x
	<b>6.6.</b> Encouraging shared continuous training between instructors	x	x
	<b>6.7.</b> Establishment of international mobility programmes for instructors	x	x

Action Programme 3 – Undergraduate Education			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Consolidate the Higher Education Subsystem	<b>1.1.</b> Evaluation and accreditation of the higher education subsystem	x	x
	<b>1.2.</b> Structuring a long-term funding model	x	x
	<b>1.3.</b> Implementation of a prescription system	x	x
	<b>1.4.</b> Expansion of the HEI network	x	x
	<b>1.5.</b> Sustainable expansion of the educational offer	x	x
	<b>1.6.</b> Production and dissemination of higher education statistics	x	x
<b>Axis 2</b> - Promote access and equity in higher education	<b>2.1.</b> Higher education promotion and inclusion policy	x	x
	<b>2.2.</b> Development of a “Women in Science” Programme	x	
	<b>2.3.</b> Higher Education Attendance Incentive Programme	x	x
	<b>2.4.</b> Lines of credit for students in higher education	x	x
<b>Axis 3</b> - Increase the quality and efficiency of HEIs	<b>3.1.</b> Qualification of teaching staff	x	x
	<b>3.2.</b> Training of HEI technical staff	x	x
	<b>3.3.</b> Improving curricula and teaching resources	x	x
	<b>3.4.</b> Upgrading infrastructure	x	x
<b>Axis 4</b> - Digitise and qualify HEIs for distance learning	<b>4.1.</b> Digitalisation of HEIs	x	x
	<b>4.2.</b> Implementation of Distance Learning Projects in Higher Education	x	x
	<b>4.3.</b> Teacher training for digital teaching	x	x
	<b>4.4.</b> Equipping and connecting HEIs	x	x
	<b>4.5.</b> Implementation of Coding Academies	x	x
<b>Axis 5</b> - Promote employability and develop entrepreneurial and innovative ecosystems at HEIs	<b>5.1.</b> Integration into the job market	x	x
	<b>5.2.</b> Promotion of professional internships for young graduates	x	x
	<b>5.3.</b> Development of academically based incubators and start-ups	x	x

Action Programme 4 – Graduate Education			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Structure the scientific and technological national system	<b>1.1.</b> Legislation and structure	x	x
	<b>1.2.</b> Financing	x	x
	<b>1.3.</b> Consolidation of existing resources	x	x

<b>Axis 2</b> - Qualify and empower HEIs	<b>2.1.</b> Training human resources	x	x
	<b>2.2.</b> Enhancing research groups and graduate teaching	x	x
	<b>2.3.</b> Upgrading infrastructure	x	x
<b>Axis 3</b> - Promote internationalisation	<b>3.1.</b> Boosting international cooperation	x	x
	<b>3.2.</b> Promotion of mobility	x	x
	<b>3.3.</b> Professionalisation of international support structures	x	x
<b>Axis 4</b> - Coordinate graduate education with economic specialisation	<b>4.1.</b> Addressing the country's social and business training needs	x	x
	<b>4.2.</b> Supporting priority areas for the country's development	x	x

Action Programme 5 – Teacher Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Improve knowledge of the dynamics and challenges in the educational system and plan teacher necessities in due time	<b>1.1.</b> Overcoming gaps in information and internationally comparable data	x	
	<b>1.2.</b> Updated diagnosis of the dynamics in the educational system and the teaching profession	x	
	<b>1.3.</b> Planning teachers' training needs	x	x
	<b>1.4.</b> Development of research in the field of education	x	
<b>Axis 2</b> - Promote the quality of entry-level teacher training	<b>2.1.</b> Programmed implementation of strategic measures from the PNFGPD	x	x
	<b>2.2.</b> Creation of a system for monitoring the implementation of reforms	x	
	<b>2.3.</b> Ex-ante evaluation of the financial impact of reforms and long-term planning of its funding model	x	
	<b>2.4.</b> Analysing the implications of social and territorial diversity on teacher training	x	
	<b>2.5.</b> Auditing the network and improving the quality of teacher training infrastructures	x	x
	<b>2.6.</b> Standardisation of minimum requirements for material and teaching resources	x	
	<b>2.7.</b> Strengthening participation in international initiatives for quality teaching and the qualification of teachers in Africa	x	x
	<b>2.8.</b> Implementing independent evaluations of teacher training institutions	x	
<b>Axis 3</b> - Qualify and recognise the professional status of in-service teachers	<b>3.1.</b> Acquisition of appropriate professional teaching qualifications by Education Agents already working	x	x
	<b>3.2.</b> Extending and diversifying continuous teacher training models	x	
	<b>3.3.</b> Mainstreaming teachers' continuous training	x	x

Action Programme 5 – Teacher Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 4</b> - Enhance the appeal and recognition of the teaching profession	<b>4.1.</b> Approving an integrated National Teachers' Policy that defines the long-term perspective of recognising the teaching profession	x	
	<b>4.2.</b> Creation and recognition of teacher participation bodies	x	
	<b>4.3.</b> Promoting the social status of teachers	x	x
<b>Axis 5</b> - Develop teacher training and digital and distance learning	<b>5.1.</b> Distance Primary Education Development Project	x	
	<b>5.2.</b> Supporting the creation of distance learning teacher training courses	x	
	<b>5.3.</b> Creation of a digital platform for continuous distance learning	x	
	<b>5.4.</b> Training of instructors for distance and hybrid learning	x	x
	<b>5.5.</b> Teacher training for digital teaching	x	x

Action Programme 6 – Public Administration and Municipal Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Structure the public administration training system	<b>1.1.</b> Legislation and structure	x	x
	<b>1.2.</b> National and international cooperation and studies	x	x
	<b>1.3.</b> Quality system	x	x
	<b>1.4.</b> Financing	x	
	<b>1.5.</b> Monitoring	x	x
<b>Axis 2</b> - Enable the relationship between training, assessment, and promotion	<b>2.1.</b> Mapping the skills, requirements, and duties of each work position	x	
	<b>2.2.</b> Preparation of the Individual Training and Assessment Dossier for each technician	x	
	<b>2.3.</b> Development of the training schedule system	x	
	<b>2.4.</b> Coordination between training, performance assessment, and career progression	x	
	<b>2.5.</b> Rewarding merit and good performance	x	
<b>Axis 3</b> - Ensure qualified initial training	<b>3.1.</b> Consolidating manager quality	x	
	<b>3.2.</b> Raising the performance level of senior technicians	x	

Action Programme 6 – Public Administration and Municipal Training			
Axis	Measures	2023-2030	2031-2037
<b>Axis 4</b> - Raise the knowledge level and average qualifications in public administration	<b>4.1.</b> Creating a training catalogue tailored to the needs of target groups	x	
	<b>4.2.</b> Prioritising continuous training in all professional categories	x	x
	<b>4.3.</b> Admission of new technicians with a high specialisation and skills profile	x	x
	<b>4.4.</b> Supporting individual ownership by strengthening skills in the area of public management	x	x
<b>Axis 5</b> - Boost the strategic training of civil servants	<b>5.1.</b> Partnering with higher education institutions	x	x
	<b>5.2.</b> Training in critical areas	x	x
	<b>5.3.</b> Digitalisation	x	x
	<b>5.4.</b> Preventing and fighting corruption	x	x
<b>Axis 6</b> - Structure local public services and municipalisation	<b>6.1.</b> Expanding timely access to training for municipalities	x	x
	<b>6.2.</b> Capacity-building and empowerment of municipalities	x	

Action Programme 7 – Training in Entrepreneurship and Business Development			
Axis	Measures	2023-2030	2031-2037
<b>Axis 1</b> - Evaluate and revise the entrepreneurship and business development training model, adapting it to the new social and economic dynamics	<b>1.1.</b> Study to evaluate the impact of training on entrepreneurship and business development	x	
	<b>1.2.</b> Preparation and approval of a National Entrepreneurship Strategy	x	
	<b>1.3.</b> Preparation of a governance and implementation model for entrepreneurship and business training	x	
	<b>1.4.</b> Programming training, support, formalisation and development of informal businesses	x	x
	<b>1.5.</b> National Training, Credit, and Monitoring programme for new businesses	x	x
	<b>1.6.</b> Strengthening the role of local authorities in entrepreneurship training	x	

Action Programme 7 – Training in Entrepreneurship and Business Development			
Axis	Measures	2023-2030	2031-2037
<b>Axis 2</b> - Make distance learning a strategic tool in entrepreneurship and business training	<b>2.1.</b> Boosting and developing the “Our Know-How” digital platform	x	x
	<b>2.2.</b> Structuring a network of online training support centres	x	
	<b>2.3.</b> Programming online training events in entrepreneurship and business training	x	x
	<b>2.4.</b> Development of relevant and attractive content for online access	x	x
<b>Axis 3</b> - Diversify the agents and activity types in entrepreneurship and business training	<b>3.1.</b> Diversification of training service providers/ technical support network units	x	
	<b>3.2.</b> Promotion of “economic sponsorship”	x	
	<b>3.3.</b> Adjusting training programmes to the specific characteristics of rural areas	x	



# BUDGETARY IMPACT

## THE IMPACT OF ACH 23-37 TARGETS ON THE BUDGET FOR CURRENT ACTIONS

16. To meet the ACH 23-37 targets, it is necessary to consider a significant increase in budget allocations for current actions related to Human Capital development, namely for the regular activities of the educational system (from pre-school to higher education) and vocational training.

### ESTIMATED GROWTH IN EXPENDITURES ON THE EDUCATIONAL SYSTEM

Considering that  $D_n = M_n \times C_n$  ( $D_n$  - total expenditure in year  $n$ ;  $M_n$  - enrolled in year  $n$ ; and  $C_n$  - cost per student in year  $n$  and that  $M_n = P_n \times TBE_n$  ( $P_n$  - school-age population and  $GER$  - gross enrolment rate), then the multiplicative of expenditures between year 0 and year  $n$  can be estimated using the ratio

$$D_n/D_0 = (P_n/P_0) \times (TBE_n/TBE_0) \times (C_n/C_0)$$

The first factor corresponds to population growth, the second measures the coverage of the education system, and the third can be interpreted as an indicator of the evolution of quality in educational inputs.

Population growth is not controllable in the medium term and projections from the National Institute of Statistics have been used. The instrumental variables will be the  $GER$  and the cost per student. The  $GER$ s have been set as targets. The cost per student is primarily determined by the student/teacher ratio and investments in facilities and equipment, and its evolution, at 2022 prices, was estimated based on assumptions about annual investment costs and the expected evolution of the student/teacher ratio (salary increases were not considered; when they occur, they will raise this ratio).

Based on the 2019-centred average of the 2018, 2019, and 2020 budget allocations, converted to 2022 prices using inflation rates, the following multiplicative factors were derived.

### Multiplicative factors for public expenditures in 2037 compared to 2019

	Population	GER	Cost/student	Public Expense
Initiation and Primary Education	1,32	1,18	1,21	<b>1,88</b>
Secondary Education	1,56	1,21	1,17	<b>2,20</b>
Technical and Vocational Secondary Education	1,63	1,43	1,26	<b>2,92</b>
Undergraduate Higher Education	1,81	1,09	1,58	<b>3,11</b>

Compared to the average of those three years, public expenditure on pre-school and primary education in 2037 should be 88% higher at constant prices, as a result of the 32% growth in the school-age population, the 18% increase in  $GER$ , and the 21% growth in the cost per student. The effort to improve quality will be greater in TVET and, above all, in undergraduate higher education.

Given that population growth is not controllable, the adjustment to the available budgetary resources will have to be made through coverage ( $GER$ ) or cost per student, which will naturally lead to changes in the corresponding targets. Any salary changes will be reflected in the cost per student factor.

17. The calculations mentioned in the previous text box were used to estimate the budget allocation scenario for 2037, with the starting point being the 2019-centred average of the budget allocations for 2018, 2019, and 2020, converted to 2022 prices using inflation rates. However, three years have passed, and the 2022 State Budget does not exactly match the calculated reference, so it is important to compare the scenario reached with the 2022 State Budget, which is presented in the following paragraph.
18. To meet the ACH 23-37 targets, it is estimated that, at constant prices, public expenditure on the education system (pre-school, primary, secondary, and higher education) should be around 80% higher in 2037 than the 2022 budget allocation. This increase is explained by the combination of three factors: an increase in the school-age population, greater coverage of the education system with an increase in  $GER$ , and rises in the cost per student metric (moderate in the case of primary and secondary education, and higher in TVET and higher education). The increase in public spending would be 67% for pre-school and primary education, 82% for secondary education, around 300% for TVET, and 62% for higher education.

**PROPOSED ALLOCATIONS TO SPECIFIC ACH 23-37 ACTIONS**

19. The figures presented below are a proposal for budget allocations to be assigned, for the entire 2023-2037 period, to the actions outlined in the ACH that do not correspond to current activities, which should be included in the regular framework of the State Budget.
20. Therefore, only three types of actions are considered:
- A.** Actions framed within the specific measures of the ACH 23-37 Action Programmes that correspond to time-limited projects of a non-recurring nature.
  - B.** Actions that represent a significant innovation in current activities that justify an additional effort during the kick-off phase<sup>2</sup>;
  - C.** Extraordinary reinforcement of ongoing measures to achieve the ACH targets<sup>3</sup>.
21. When correctly interpreting the figures below, it should be kept in mind that:
- A.** The ACH proposes open-ended measures, setting the objective but not predefining the specific form in which it will be achieved. For this reason, the figures are not the cost of the measures but values that have been calculated as reasonable and indicative for accommodating actions that may contribute to their implementation.
  - B.** The estimates were based on considerations regarding concrete actions for implementing the measures, but these considerations should not limit flexibility and creativity in the forms of implementation.
  - C.** The figures are presented at constant 2022 prices and at that year's exchange rate. They should be adjusted to reflect any changes in these two economic variables;
    - There is a significant difference compared to the PNFQ, resulting from the non-inclusion of current actions<sup>4</sup>.
  - D.** The figures presented correspond to the budget envelope for the 2023-2037 period, with the annual breakdown to be determined by initiative of the implementing entities.

2 For example, normal teacher training was not considered, but the impacts of implementing the sequential training model and the pedagogical qualification programme for in-service teachers were taken into account

3 For example, an extraordinary effort to qualify TVET teachers

4 For example, PA 2 allows for a major increase in entry-level vocational training (multiplied by 5 by 2037), but that is not included in these figures since, as an ordinary activity, it will be included in the regular framework of the State Budget

22. Based on the best information available, the following result was reached regarding the reference budget allocations to be assigned to the measures of the ACH 23-37 Action Programmes:

**INDICATIVE REFERENCE ALLOCATIONS FOR THE 2023-2037 PERIOD**

Action Programmes	Reference Allocation
PA 1	Kz 186 337 Million
PA 2	Kz 193 444 Million
PA 3	Kz 381 782 Million
PA 4	Kz 90 979 Million
PA5	Kz 165 719 Million
PA6	Kz 27 204 Million
PA7	Kz 24 792 Million
<b>TOTAL</b>	<b>Kz 1 070 257 Million</b>



## FINANCING MODEL

23. The main source of funding for *ACH 23-37* is the General State Budget (OGE), with the sectors responsible for its implementation being required to include the projects and activities in the 2023-2027 National Development Plan (NDP) and in each year's General State Budget.
24. *ACH 23-37* may also use resources made available to Angola by international, multi-lateral or bi-lateral institutions to finance national Human Capital Development Programmes or Projects.
25. Upon the inclusion of programmes and projects in the State Budget each year, the *ACH 23-37* Coordination Unit conducts preventive oversight of the implementing sectors to ensure the incorporation of the Anchor Projects<sup>5</sup> outlined in *ACH 23-37* into the respective budgets.
26. Once the Social Development Support Fund (SDSF) is institutionalised, the Anchor Projects will no longer be directly financed by the State Budget but will depend on this Fund and on resources made available to Angola by international institutions.
27. Proposals for resource mobilization under the SDFS, for *ACH 23-37*, are subject to evaluation and prior consideration by the *ACH 23-37* Coordination Unit.
28. The Financing Model must be based on the following principles:
  - Financial control is of the responsibility of the Ministry of Finance (MINFIN), which defines the budget limits each year for financing *ACH 23-37*.
  - Technical management of the Plan is the responsibility of the *ACH 23-37* Coordination Unit, which coordinates the technical assistance required for the Plan's implementation, as well as its monitoring and evaluation.
  - This Unit, in cooperation with MINFIN, is responsible for pursuing and identifying alternative sources, both national and international, to finance actions under *ACH 23-37*, aside from the State Budget.
  - The implementation of the actions outlined in *ACH 23-37* is the responsibility of the entities assigned to it.

<sup>5</sup> An Anchor Project is defined as: "An action or a coherent set of actions that are fundamental to the sustainable achievement of the *ACH 23-37* objectives, which can, across the board, leverage the implementation and results of other measures in the programme, or have, on their own, significant transformative or catalytic potential in terms of the desired outcomes. These projects are reflected in investment and development support expenditures"

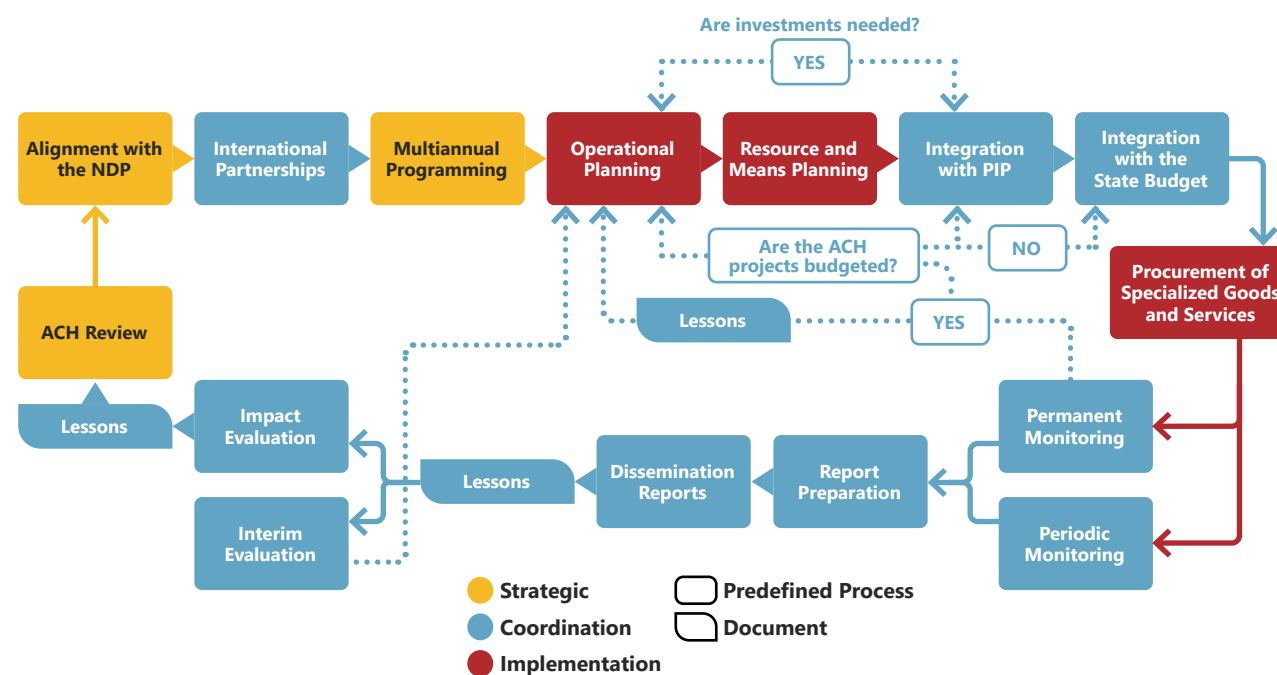
## GOVERNANCE AND MONITORING

29. The governance structure of *ACH 23-37* consists of three levels: the Strategic Level, coordinated by the Vice-President of the Republic and the Heads of the Ministerial Departments; the Coordination Level, led by the *ACH 23-37* Coordination Unit, specifically designed to coordinate the implementation of public policy on training and qualification of domestic Human Capital; and the Implementation Level, consisting of the education and training institutions that implement public policy on the ground.
30. The Strategic Level primarily ensures three processes: 1) the coordination of *ACH 23-37* with the national development plans, ensuring that its political and programmatic relevance remains up to date; 2) the preparation of an annual programme that establishes a medium-term reference framework for the specific adjustments required during the implementation of *ACH 23-37*, in order to meet the intermediate and final targets set; and, finally, arising from the first two, 3) the periodic review of *ACH 23-37* to ensure its consistency, viability, and alignment with the country's priorities and objectives.
31. The Coordination Level is the responsibility of the *ACH 23-37* Coordination Unit, which should include an Executive Committee to ensure coordination with the entities involved in the implementation of *ACH 23-37*. Regular coordination will be ensured with the Ministries and entities responsible for implementing the Action Programmes, thereby guaranteeing support, monitoring, and evaluation of their implementation.
32. The Implementation Level corresponds to the operationalization of *ACH 23-37* and will be the responsibility of the supervisory bodies in charge of implementing the Action Programmes. .

## ACH 23-37 GOVERNANCE STRUCTURE

Levels of Governance	Macro processes	Processes
Strategic	Programming	Alignment with the NDP
		Multiannual Programming
		ACH Review
Coordination	Fundraising	Integration with PIP
		Integration with the State Budget
		International Partnerships
	Monitoring	Permanent
		Periodic
		Report Preparation
	Evaluation	Final Evaluation
		Impact Evaluation
Implementation	Planning	Operational Planning
		Resource and Means Planning
	Implementation	Procurement of Specialised Goods and Services

33. The following flowchart illustrates the different levels of governance throughout the ACH management process cycle.



34. Monitoring of ACH 23-37 is based on two types of interventions, which are summarised in the table below:

Frequency	Objectives	Indicators	Criteria	Nature	Reporting
<b>Permanent</b>	<p>Improve the programming of the ACH 23-37</p> <p>Measure the progress achieved</p>	Input-output	Efficiency	Quantitative	Automatic
<b>Periodic</b>	<p>Recolher reacções Collect feedback from target groups on the investments made and measures implemented</p> <p>Assess the quality of implementation processes</p> <p>Record the values observed in the ACH 23-37 Outcome Indicators</p>	Outcome	Effectiveness and Sustainability Potential	Qualitative	Structured (Paradigm)

# **HUMAN CAPITAL**

**DEVELOPMENT PLAN  
OF ANGOLA 2023 - 2037**





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