



REPUBLIC OF COTE D'IVOIRE  
Union – Discipline – Work  
MINISTRY OF STATE,  
MINISTRY OF EMPLOYMENT,  
SOCIAL AFFAIRS  
AND VOCATIONAL TRAINING



Ushirika wa Maendeleo ya Elimu Barani Afrika  
الرابطة لأجل تطوير التربية في إفريقيا  
Association for the Development of Education in Africa  
Association pour le développement de l'éducation en Afrique  
Associação para o Desenvolvimento da Educação em África

## **ANGOLA COUNTRY REPORT FOR THE 2014 MINISTERIAL CONFERENCE ON YOUTH EMPLOYMENT**

How to improve, through skills development and job creation,  
young Africans' access to the world of work

**21-23 July, 2014  
(Abidjan, COTE D'IVOIRE)**



**REPUBLIC OF ANGOLA**

**COUNTRY REPORT ON POLICIES AND  
MECHANISMS FOR INTEGRATION INTO THE  
WORKFORCE AND JOB CREATION**



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*June, 2014*

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## **Abbreviations and Acronyms**

1. AfBD – African Bank for Development
  2. AIP – “Angola Invest” Program
  3. CSSR – Centre for Studies and Scientific Research
  4. EU – European Union
  5. GDI – Gross Domestic Income
  6. GDP – Gross Domestic Product
  7. GNI – Gross National Income
  8. ILO – International Labour Organization
  9. EPGSY – Executive Plan of the Government in Support of the Youth
  10. ISORFC – Institute for Social and Occupational Reintegration of Former Combatants
  11. MoE – Ministry of Education
  12. MSAR – Ministry for Social Assistance and Reintegration
  13. MSME – Micro, Small and Medium-sized Enterprises
  14. MPALSS – Ministry of Public Administration, Labour and Social Security
  15. MTGLM – Multi-sectorial Technical Group for Data Processing on Labour Market
  16. NAPI – National Agency for Private Investment
  17. NIEPT – National Institute of Employment and Professional Training
  18. NIS – National Institute of Statistic
  19. NISSME – National Institute to Support Small and Medium-sized Enterprises
  20. NPD – National Plan of Development
  21. NPST – National Plan for Staff Training
  22. NSDHR – National Strategy of Development of Human Resources
  23. NSPT – National System of Professional Training
  24. NTSS – National Training Strategy for Staff
  25. OSS – One-Stop-Shop
  26. PHSB – Program to Help Small Business
  27. PSSB – Program of Support for Small Business
  28. SADC – Southern African Development Community
  29. TVET – Technical Vocational Education and Training
  30. TVSD – Technical Vocational Skills Development
  31. UNICEF – United Nations International Children Educational Fund
  32. WB – World Bank
- YPA – Young Program of Angola

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## COUNTRY PROFILE



Official Name	<b>Republic of Angola</b>
Independence Date	<b>November 11<sup>th</sup>, 1975</b>
Capital	<b>Luanda</b>
Political Regime	<b>Parliamentary Democracy</b>
Official Language	<b>Portuguese</b>
National Languages	<i>Umbundu, Kimbundu, Kikongo, Fiote, Tchokwe, Kwanyama, Nhaneca and Koisan</i>
Government Regime	<b>Presidentially</b>
President of Republic	<b>José Eduardo dos Santos</b>
Vice-President of Republic	<b>Manuel Domingos Vicente</b>
Surface Area	<b>1.246.700 km<sup>2</sup></b>
Frontiers	<b>Democratic Republic of Congo, Congo, Namibia, Zambia and Atlantic Ocean;</b>
Local Time	<b>GMT + 1</b>
Internet Code	<b>.ao</b>
Telephone Code	<b>+244</b>
Government Website	<b>www.angola.gov.ao</b>

Currency	<b>Kwanza (AOK)</b>
Exchange Rate	<b>97.8 AOK/USD</b>
Climate	<b>Tropical and Mild in the High Altitude</b>
Number of Provinces	<b>18 Provinces</b>
<b>Date Base (2013)</b>	
Inflation Rate	<b>9.4%</b>
Population	<b>19.940.000</b>
Fertility	<b>6.0 Sons per Woman</b>
Maternal Mortality Rate	<b>450 Deaths per 100 000 Live Births</b>
Childish Mortality Rate (0 – 11 Months)	<b>113 Deaths per 1000 Live Births</b>
Literacy Rate	<b>65.6%</b>

## **Executive Summary**

The independence of Angola from the Portuguese domain reached in November 11, 1975 after a long war of liberation. After independence, Angola was the scene of intense civil war from 1975 to 2002, mainly between the Government and the National Union for the Total Independence of Angola (UNITA).

In the year 2000 was signed a peace agreement with the Front for the Liberation of the Enclave of Cabinda (FLEC), a front of the guerrillas to fight for the secession of Cabinda and which is still active. Is the region of Cabinda which comes out to about 65% Angola oil.

On April 4, 2002 was signed the peace agreement between the Angolan Government and UNITA. In 2008, it was the second parliamentary elections in Angola. In 2010 approved the fourth Constitution of Angola and the latter as a democratic State. In 2012, the Angolans are returned to the polls to elect the President and the Party.

Angola is potentially one of the richest in Africa, because of the natural resources, primarily its oil reserves, water resources, minerals, forests and vast tracts of land for farming.

With the April 2002 peace agreement, which put an end to an armed conflict almost of three decades, Angola has implemented administrative measures to stimulate economic growth and social well-being of all.

In Angola the economic growth and sustainability of public finances are still too dependent on oil revenues. However the oil sector employs less than 1% of the active population. This fact limits economic diversification and prevents the need for job creation. The unemployment rate is estimated at about 26%. However, young people with technical qualifications are always the worst part of the population in this regard. The rational is that the bulk of the skilled labour does not match the requirements of the Angolan economy.

### **The Vocational Training**

The Government of Angola, under the leadership **José Eduardo dos Santos**, President of the Republic, has determined on 1995 the relocation of attributions and competences within the Vocational Training field (Basic Level) to the **Ministry of Public Administration, Labour and Social Security** (MPALSS). This responsibility was carried out by the Ministry of Education since 1975, the year of our National Independence proclamation.

The institutional choice made in 1996 represented a true milestone in changing the conception and effective assumption of vocational training goals and missions.

Indeed the binomial job-training has become a key strategic goal of the Government's public policies with tangible results, despite the odds, weaknesses and limitations that the war which ravaged the country has placed the economy, human resources and basic infrastructure everywhere nationwide.



The National Institute of Employment and Professional Training (NIEPT) organize the levels and modules that are part of courses, the training and qualification units, offers courses that conform to the following organization:

Level I – Pavilions of Arts and Crafts

- Entry Profile
  - Read and write up to 6<sup>th</sup> grade;

Level II – Rural Schools of Crafts Training; Professional Training Centers; Integrated Training Centers Professional

- Entry Profile
  - 6<sup>th</sup> grade to 9<sup>th</sup> grade;
  - Candidates with a good improvement at the level and considered to be qualified on the aptitude test.

Professions (short duration): Agriculture; Handicraft; AutoCAD; Panel-beating; Plumbing; Carpentry; Accounting; Tailoring-sewing; Cookery; Decoration; Project Designer; Electrician; Low Voltage Electrician; Electronics; Hardware; Computer; English; Mechanical-auto; Civil Constructor; Baking and Pastry; Mason; Mason Plasterer; Refrigeration; Civil Locksmith; and Welding.

### **The Technical Vocational, Education and Training (TVET)**

Secondary technical and vocational education under the responsibility of the Ministry of Education (MoE) is the subsystem of vocational technical education, but also professional and technical schools aims to the training of skilled workers and technicians of intermediate level that the country needs for its economic and social development.

High school coach is aimed at the training of technicians at the intermediate level (intermediate between the technical professional diploma and skilled workers) for the following sectors: Science Engineering and Technology; Social Science and Communication of Policies; Science and Administration of the Authority; Exact Sciences; Natural Sciences and Environmental; Medical and Health Sciences; Agricultural Sciences and Fisheries; Hospitality and Tourism; Humanities and Arts, for a period of 4 years.

To characterize the specific youth employment challenges and support policy-makers in designing the adequate policies and programmes to support the transition of young people into employment, this report pin points strategic and innovative measures and draws attention to the path and length that young people's transition from school to work takes and characteristics or experiences that makes for a smooth transition.

The report looks at six key areas and provides strategic and innovative measures:

- **Basic information on the employment situation of young people (quantitative data);**
- **Basic information on the labour market (quantitative data);**
- **Difficulties experienced by young people in gaining access to employment;**
- **Planned or implemented measures concerning TVSD;**
- **Measured planned or in progress to promote job creation**
- **A highly significant experience involving the school-to-work transition or youth employment.**

## Introduction

TVET is especially important in post-conflict Angola. Economic reintegration and restoration of sustainable livelihoods for the population depend upon it particularly for the 3.8 million former displaced people, 450000 refugees and 280000 former soldiers.

As a result of the war, an entire generation had been entirely excluded from any form of education or training. The percentage of unskilled labour in the total labour force was as high as 94 percent among the 15-19 age cohort, 74 percent among those 20-24 and 68 percent among those 25-29. The situation was also highly gender-biased, with 88 percent of women totally unskilled.

Initiatives for the reintegration of former soldiers are carried out by the Institute for Social and Occupational Reintegration of Former Combatants (ISORFC), an arm of the Ministry for Social Assistance and Reintegration (MSAR).

At the secondary school level, where students have a choice in the type of education they receive, students have exhibited a strong preference for technical training over general schooling. Unlike as in other countries, technical education is seen as a path leading to university (engineering or sciences) rather than to immediate entry into the labour market. Since the prestige of acquiring a university qualification is deeply rooted in the mentality of the student population, vocational training suffers from a severe lack of esteem—remaining only as a residual option for those who cannot continue with technical or general education. Angola recently undertook a major three-year plan (2005 – 2007) to develop technical education, involving the construction of 34 new technical institutes with Chinese funds. Curricula of TVET were also updated.

However, there is a plan to build a National Institute of excellence for the training of future teachers (graduates) out of universities and technical institutes, by giving them technical and pedagogical innovation skills to meet the challenges of education and the competitiveness of the contexts. Similarly, this institution will also train young workers (monitors) to support the practical labs courses and workshops of the secondary technical institutes. It's expected to update 210 teachers and 80 monitors to start working in 2016.

This measure aims at the reduction of foreign workers whose annual supply has reached 400 experts, with high costs for the budget of the Ministry of Education, and in many cases there's no transfer of knowledge to the Angolan teachers because foreign teachers are full time occupied with students.

Angola currently has 195 technical institutes of TVET under the responsibility of the National Directorate of Technical Vocational, Education and Training of MoE, 101 are public and 94 are private. On the other hand MPALSS has 365 vocational training centers, of which 97 fall under the responsibility of the INEFOP, 245 are private and conduct only lifelong learning activities, and 23 belong to other organizations. Their total capacity of 24 564 students can accommodate only a fraction of the potential demand.

Public intervention remains very much focused on the reintegration of former soldiers. Most often, reintegration is conducted through the informal sector, reflecting the importance of the informal economy.

Angola's real Gross Domestic Product growth slightly increased from 3.4% in 2010 to an estimated 3.5% in 2011, driven mainly by rising oil prices, and a strong non-oil sector real growth of 7.7% which helped to offset the effects of production problems in the oil sector. Growth was projected to expand to 8.2% and 7.1% in 2012 and 2013.

Angola continued to implement the IMF SBA program, which includes fiscal and monetary tightening and reforms to improve the exchange rate system; improved public financial management; the maintenance of a sound banking system; and fiscal transparency.

Despite steady progress in improving social conditions since 2002, the country still faces massive challenges in reducing poverty, unemployment and increasing human development. The government continues to allocate more than 30% of its budget to social spending. This increased by 1.6 to 3.3% in 2012, double what was spent on defense, security and public order.

## **1. Basic information on the employment situation of young people (quantitative data)**

### **1.1. Percentage of unemployed and discouraged young people**

Youth unemployment isn't a one-dimensional problem. We have to look at both the human capital dimension - what young people bring to their work, their abilities, and so on, as well the business environment that's conducive to productive work or not, conducive to competitive firms starting up or not.

But it is not enough for our government and the private sector to create more jobs geared towards young people - whether in agriculture, manufacturing or the natural resource industries. Access to quality education also needs to improve, alongside a focus on skills-building with apprenticeships and internship opportunities. Youth also need more access to credit.

If we look at the issue of financial inclusion, there are many (young) workers operating their own business, but access to credit, to be able to purchase inputs, is lacking. Angola needs deep reforms to enable youth to access financial markets.

Data on labour markets are notoriously difficult to obtain in Angola. Unemployment registers exist in some sectors, but are often confined to urban areas and are not comprehensive.

In all parts of our country groups more young people are discouraged than unemployed, suggesting that the youth employment challenge has been underestimated. In most labour market analyses the discouraged are not considered part of the labour force and are thus not counted among those in need of work.

Quantitative statistic information system on labour market trends is obtained from employment centres in urban areas.

Data from the Statistics National Institute (SNI), responsible for the general census of the population in 2014 (in Angola there is no census of population for more than 40 years), indicate that the 2013 population was of approximately 19,940,000 habitants. The unemployment rate of young people in Angola is estimated at about **26%**. (No much statistic information is available at the time of this report).

## **1.2. Percentage of young people not in education, employment or training (NEETs)**

Indeed, one reason for lower poverty among youth in NEET is that the poorest cannot afford not to work. Many of the poorest young must work to support themselves and their families and cannot go without income while searching for better job opportunities or being idle. Working poverty and unemployment rates are strongly negatively correlated in Africa, suggesting that many young people prefer unemployment over working poverty and will chose unemployment in the hope of finding a better job when they can afford it.

## **1.3. Percentage of young people in Vocational Training or TVET**

Young people in the system of training in 2014 (public and private institutions):

**Vocational Training: 25275 (16 934 male: 67% and 8341 female: 33%** in various specialties of vocational training units, between training centers, centers of integrated employment and training centers professional, mobile and pavilions to arts and crafts.

**Technical Vocational Education and Training (10 to 12 grade): 178607 (92876 male: 58% and 85731 women: 42%**, with an increase of 26 883 (16.3%), in relation to the year 2013.

Total amount: **203882 young people in VT/TVET.**

## **1.4. Percentage of young people who find employment on completing vocational training or TVET**

Most young people do not attend secondary technical schools with the main objective to be absorbed into the labour market, but rather to continue their studies in tertiary education, even if the course of the pursuit is not their vocation, unlike young people attending basic vocational training courses. In this area people in addition to learn a real profession, the intention is to insert in the labour market or create their own jobs. The data listed above in section 2.3, for example, for the basic vocational training are absorbed in the market of labour, 48%. Technical vocational, education and training only 10% and the remaining try to access tertiary education, and they don't even reach 30%. Those who do not access higher education end up being unemployed.

## 1.5. Percentage or number of young people in traditional or modern apprenticeships

The percentage and number of young people in modern apprenticeships is shown in figure below:

**Table1.** Youth and school coverage 2012

Levels and indicators	Initiation (5 years)	Primary (6 – 11 years)	Secondary (12 – 18 years)	Tertiary (19 and up)
Population	<b>726.062</b>	<b>3.569.807</b>	<b>2.843.744</b>	<b>1.512.600</b>
Students enrolled	<b>570.079 (-3%)</b>	<b>5.022.144 (+2,99%)</b>	<b>962.222 (+3%)</b>	<b>150.000 (+7%)</b>
Gross cover	<b>78,52%</b>	<b>140,68%</b>	<b>33,84%</b>	<b>9,91%</b>
Net cover		<b>57,68%</b>	<b>24%</b>	

**Source:** Centre for Studies and Scientific Research of the Catholic University of Angola (CSSR)

## 2. Basic Information on the labour market (quantitative data)

By difficulties in obtaining reliable data on youth in the formal and informal economy as well as distribution in other markets, sectors and category, we present in table 2, the reproduction of the results of a survey on urban employment as directed by the National Institute of Statistics (NIS) in 2001, in order to present a more detailed overview of the structure of the market of urban labour and its various forms of employment. Adding the individuals, who are self-employed, domestic workers, family workers paid and 'other', and taking into account, the annual rate of increase of the population to the 3.3%, at least 43% may be included in the informal sector. The survey revealed that the majority of young people in urban areas in 2001 while working on their own in the informal sector: 56% of those who were employed aged 20 to 24 were working on their own, 13% more than for all individuals (NIS, 2001, cited in Ryan 2007). As a report of the United Nations, most survived difficulties selling goods in markets and streets (a system of 2002, 58). The male category of individuals with less than 30 years is considered to be about fact-crime; in particular, in Luanda, the crime rate is high and increasing, also in gravity (Embassy, 2008, 2009).

**Table2.** Urban employment per population, Angola 2001 (number of persons) x 1.000

	thousands	%
Public Administration	<b>111</b>	<b>8,5</b>
Entrepreneur / Private Worker	<b>420</b>	<b>32,1</b>
Entrepreneur / Public Worker	<b>215</b>	<b>16,5</b>
Independent Worker	<b>456</b>	<b>34,9</b>
Domestic Worker	<b>7</b>	<b>0,5</b>
Cooperative	<b>4</b>	<b>0,3</b>
Family Worker not Waged	<b>16</b>	<b>1,2</b>
Other	<b>78</b>	<b>6,0</b>
<b>Total</b>	<b>1.307</b>	

**Source:** Survey of urban work undertaken by the NIS in 2001, cited in Ryan 2007.

In the table 3, we have tried to portray the development between 2001 – 2002 and 2007 of three important components of the formal sector: public service, including working on the reconstruction controlled by the Government, mixed companies and the private sector. We tried to remedy the situation of 2007 using sources as much as possible. The table shows an increase of almost 40%, but due to a huge expansion of public service, including the reconstruction.

**Table3.** Employment by formal sector, Angola, 2000 – 2001 e 2007 (thousands)

	<b>2001 – 2002</b>	<b>2007</b>
Private Sector	<b>400</b>	<b>390</b>
Mixed Companies	<b>100</b>	<b>80</b>
Public Functionalism	<b>200</b>	<b>500</b>
<b>Total</b>	<b>700</b>	<b>970</b>

**Source:** 2000 – 2001: UN System 2002, 44; 2007: Estimations of authors issued from several sources (Bulletins of National Agency for Private Investment - NAPI)

Other data relate to the overall result of the work of the Multi-sectorial Technical Group for Data Processing on Labour Market (MTGLM). This Multi-sectorial Technical Group collected and analyzed data for the generation of jobs by sectors of the real economy and public administration in the year 2013, which totalized **158 891** jobs. Compared to the year 2012, with 221 600 jobs, there was a reduction of 28% (62 709).

Data percentage of jobs generated in 2013 in the public sector:

- Education: 3%
- Health: 1%
- Public Administration: 3%
- Trade: 15%
- Agriculture: 10%
- Fishing: 1%
- Transports: 13%
- Minerals: 11%
- Transformation Industry: 2%
- Energy and Water: 25%
- Construction: 3%
- Urbanism and Habitation: 3%
- Hospitality and Tourism: 10%

### **3. Difficulties experienced by young people in gaining access to employment**

Unemployment affects chiefly the unskilled but there are a growing number of jobless young graduates.

In 2011 strong growth in the non-oil sector was offset by a decline in oil revenues as a result of lower crude production and exports. Real GDP growth is expected to improve substantially as oil fields come back into operation and new projects start production.

Inflation is expected to fall to single figures in 2013. Angola continued to implement the International Monetary Fund (IMF) Stand-By Arrangement (SBA) program directed at

achieving fiscal and monetary tightening; reforms to improve the exchange rate system, including public financial management; and fiscal transparency. In 2011 the country took measures to overhaul the tax regime; established a debt management unit; and put in place measures to manage and track the flows from the oil sector to the budget. The Central Bank moved from a temporary rationing system to an auction approach and developed a comprehensive strategy for private sector development. A contraction in capital expenditure and better expenditure control during 2011 allowed the authorities to make domestic arrears repayments of USD 7.5 billion, which it had incurred since 2009.

Economic growth and fiscal sustainability are still highly dependent on oil revenues. However, oil sector activities are capital-intensive and lack linkages to the real economy.

As a result the sector employs less than 1% of the total labour force. This constrains economic diversification and prevents much-needed job creation. The unemployment rate is estimated at around 26% but many jobs are in the informal economy, in agriculture or in street vending. Much unemployment is among the unskilled but there are now also a growing number of unemployed young people with skills that are not tailored to the needs of the country.

In spite of steady progress made in improving social conditions the country still faces massive challenges in reducing poverty and unemployment and in improving human development.

### **3.1. Building Human Resources**

Despite steady progress in improving social conditions since 2002, the country still faces massive challenges in reducing poverty and increasing human development. Angola ranks 148th out of 187 countries in the Human Development Index. In line with the IMF SBA program, the government continues to allocate more than 30% of its budget to social spending. In 2012 budgeted social expenditure will increase by 1.6% to 33.3%, double what will be spent on defense, security and public order. Education and health budgets will be increased by 10%. After about 30 years of neglect during the civil war, education has seen heavy public investment. The government has also expanded vocational/technical education to address massive skill shortages.

The government has strong commitment to health sector investment, namely in infrastructure. However, it is still plagued by severe shortages of skilled human resources and widespread corruption, resulting in reduced access and poor services to the population. Currently, only 30% of the population has access to government health facilities. Recent data shows good progress over the last 10 years in several areas. Life expectancy at birth has been revised upwards to 52 from 46 in 2000; maternal mortality decreased from 880 to 610 deaths in 100 000 live births; under-five infant mortality rate decreased 21.2 to 16.1%; and prevalence of underweight children under 5 decreased from 37 to 27.5%. Following the detection of 33% polio cases in 2010, after the disease had been declared eradicated in 2005, a strong program to re-eradicate it was put in place in 2011. Five polio cases were reported in 2011. Angola's fight against malaria



has been predominantly focused on prevention with significant contributions from international NGOs such as USAID's President's Malaria Initiative (PMI). Malaria accounts for an estimated 11% of mortality in children under the age of five, 25% of maternal mortality, and represents the major cause of mortality, illness, and absence from work and school.

Angola has the lowest rate of HIV prevalence in southern Africa. This could be largely explained by the about 30-year war that constrained population mobility. However, there are risks that the economic boom will lead to an increase in the rate of prevalence. There is a National Strategy Plan on HIV/AIDS (2007 – 2010), and a comprehensive HIV/AIDS law to protect the rights of people living with HIV/AIDS (PLWHA). Although centres in Angola's 18 provincial capitals provide antiretroviral therapy (ART) only 24% of HIV infected people are currently receiving ART. Poverty Reduction, Social Protection & Labour Angola's society is one of the most unequal in the world, with a GINI coefficient of 0.586 in 2009. Economic growth is mostly concentrated in Luanda, which produces about 75% of the GDP and has a third of the population. The government is building social housing in Luanda to address the dire housing situation and to relocate families living in high-risk areas. However, this will have limited impact given that well over 1 million people are estimated to live in these areas. The 2008/09 socio-economic survey shows that 36.6% of the population is living on or below the poverty line of USD 2/day. This figure rises to 58.3% in the rural population, compared with 18.7% in urban areas. Other disparities between urban and rural populations include: (i) access to electricity (66.3 to 8.6%), (ii) regular access to water supply (59.7 to 22.8%), and (iii) sanitation (84.6 versus 31.1%).

The large share of oil in GDP growth has created limited employment opportunities in the country. Unemployment has remained high, averaging an estimated 26% since 2007. Many current jobs are in the informal economy, with no regulation or benefits. An ambitious law to support entrepreneurs of MSMEs came into effect in 2012 and is expected to incentivize new business creation and reduce unemployment to an estimated 20%.

As a result of the growing skill mismatch on the labour market, most of the skilled workers in Angola are "imported" from overseas. There are quotas for employment of Angolan citizens (with some enforcement exceptions in sectors like construction, which has a big share of Chinese unskilled labour). The labour contracts tend to be short term and most of the SMEs face difficulties in enforcing contracts. Overall, Angola ranks poorly in the 2012 DB Report at 178th on Employing Workers, the lowest in sub-Saharan Africa.

Another handicap that many foreign companies imposes on young graduates find their first job, is the mastery of foreign languages (English) and a number of minimum years of professional experience.

The government has put in place public policies to stimulate employment – inaugurating vocational training centers, many in the rural areas, liaising with the private sector for training and internship programs, and putting in place a First Job Strategy Act. Angola has also ratified all eight ILO core conventions. Together with the improvements in labour standards, the government introduced a social security and retirement protection.

### **3.2. Promoting Youth Employment**

The country has enjoyed high rates of economic growth since 2002. However, this growth has largely been driven by capital-intensive projects, specifically offshore oil extraction, which has created limited employment opportunities. Despite the recent emergence of growth in non-oil sub-sectors, namely agriculture, fishing, construction and banking, the economy has failed to generate sufficient employment. Between 2009 and 2011 approximately 600 000 jobs were created, primarily in agriculture (191 074), commerce (121 037), construction (90 337) and public service (92 218). Efforts to diversify the economy have also brought to the fore a severe lack of qualified workers.

Unemployment is high, averaging 26% since 2007, and many work in agriculture or in the informal economy.

The country's population is growing fast, with 19 million inhabitants up from 14 million ten years ago. An estimated 47.7% of the population is 14 years or younger. The country hasn't undergone a census in 40 years (a new census took place 1 month ago in 2014) and employment data is practically non-existent or imprecise, especially given the weight of the informal economy. The Informal Economy Reconversion Program is expected to help clarify the definition of employment, improving the meaning of employment data.

Youth employment figures are also not available. The fragile state that emerged from 27 years of civil war has profound social handicaps. An entire generation was adversely affected, deprived of access to basic services (i.e. education, health) vital for social development and economic growth. Education has seen heavy public investment – reform of the curricular program, expansion of the duration of free mandatory primary education to 6 years, and large investment in infrastructure of the school network. However, more than 75% of teachers never received the necessary training and only 54% of students enrolled complete primary school. There is still a grave lack of secondary schools especially considering the boom in demand, with an average growth of 18.6% per year in the last ten years in number of students enrolled at this level. A program to address this need by building at least one secondary school per Province has now resumed. The young population of Angola is eager to learn, motivated by seeing how the few in the previous generations who received a university education have been compensated with jobs and a better life, and surrounded by a visibly fast-growing job market that still relies on workers from overseas.

Tertiary education has also experienced exponential growth, with enrolment in higher education growing by more than 50% a year since 2002, to 140 000 in 2011. This was made possible by an increased number of courses offered by private institutions, the majority of which are not tailored to the job market needs. There has also a decline in the quality of education as a result of weak regulatory frameworks to oversee these institutions. With the deficient knowledge base brought forward from their secondary education, students who make it to the tertiary level are largely unable to proceed into technical fields like medicine, engineering, or other scientific or mathematical disciplines.

Indeed much unemployment is unskilled but there is now also a growing number of unemployed youth with diplomas that are not tailored to the needs of the country. In

2010 there were 107 000 students enrolled in colleges and universities around the country, a number that grew to 140 000 in 2011.

The number of graduates in 2010 was approximately 6 000, up from 304 in 2003. Of this number, nearly 50% graduated with degrees in the Social Sciences.

To address the massive skills shortages government has also expanded vocational/technical education with the support of a Chinese credit line. Between 2006 and 2009, 34 new technical schools were built and equipped throughout the country. Enrolment in these schools has seen an average growth rate of 12.9% per year since 2001. In 2010 there were 197 000 students enrolled in vocational/technical courses.

These courses and other programs aim to bridge the gap between labour supply and labour demand. Even though they are not limited to youth, the country's demographics naturally turn the majority of these programs into youth employment programs. State training centers and other employability programs are also available to anyone over the age of 14. One program specifically targeted at first job creation is the "Civil Construction Training Centre". This is a government partnership with several private companies in the construction sector, where construction companies train and hire students. This center has been considered a success and is now being expanded with Japanese support to accommodate more students and further courses.

Entrepreneurship is also increasingly seen as a job creation route for youth. A training facility for the provision of training and support for entrepreneurs has been established in Luanda, with UNDP support. Program participants are provided with office space and equipment for six months, the initial setup period of their venture. Plans are underway to replicate this initiative in other provinces.

## **4. Planned or implemented measures concerning TVSD**

### **4.1. Program of improvement of vocational training, according to the National Plan of Development (NDP) 2013 – 2017**

- a) Proceeding to the revision and updating of vocational education courses (first reform was in 2001);
- b) Developing the general bases of technical and technological education that articulate high school, higher education and vocational training;
- c) Developing the plan for the creation of new courses, according to the National Plan for Staff Training (NPST) and the Professional Training Plan (PTP); This plan will consider the regional distribution of new courses to implement, whose location must follow local needs with regard to the types of productive and labour market structure in each region, extending the formative offer in particular existing in the provinces with a reduction in the number of schools and to allow diversification of the offer;
- e) Proceeding to the annual programming of the process of preparation and launch of new courses, at the national and provincial level;
- f) Proceeding to the planning of human resources for the implementation of new courses;
- g) Publishing the status of teachers in TVET;

- h) Promoting the training of teachers and directors of TVET at levels of education, pedagogical, organizational and technical;
- i) Promoting a formal link to the technical teaching of the professional world and the world of work, by joining the partnerships at the national and local levels;
- j) Evaluating the employability of TVET;
- k) Promoting the diversification of public and private promoters, of TVET, particularly in the launch of the new strategic courses;
- l) Setting of public and private institutions, including local businesses, which could contribute to the implementation of the plans of training, establishing local partnerships through protocols and other modalities of collaboration;
- m) Encouraging the training of managers in the areas of administration and school organization;
- n) Organizing through a system of information and observation, analysis levels of employability on TVET.

#### **4.2. Vocational training, according to the NDP 2013 – 2017**

**Objective:** Promoting the access of all the Angolans to productive employment, qualified, rewarding financially and socially useful and ensure the sustainable development of national human resources.

##### **Priorities and specific objectives**

- a) Promoting the employment of young people and the support of their own transition from education to working life;
- b) Combating adult long-term unemployment, in particular of the most vulnerable assets;
- c) Encouraging entrepreneurship and the development of small and medium-sized enterprises;
- d) Supporting the apprenticeship and training acting in various aspects of apprenticeship, training, qualification and education;
- e) Promote equality of the sexes in access to employment and vocational training;
- f) Strengthen the institutional capacity of the system of vocational training and employment.

## **5. Measures planned or in progress to promote job creation**

### **5.1 Policy to promote economic growth, to increase employment and diversification of the economy**

Despite the efforts that have been developed, the economic structure of Angola remains undiversified. Indeed, oil sector represents about 45% in the structure of GDP, 60% of tax revenue and more than 90% of exports, revealing the vulnerable nature of the economy with regard to external shocks.

The situation before as described by its calls for the overthrow, which chase under the current regime of desideratum, promote the diversification of the economic structure, allowing in this way, broadening the base of growth and the consequent increase of jobs in labour-intensive sectors. The satisfaction of application for employment must result from the implementation of policy measures in the field of the development of human resources and training. With that, it wishes to obtain the increase in income to distribute better.

Within this framework, public investment will continue to play an important role in the economic growth effort, working as a means of pressure, while the private sector will be the engine. During the execution of the plan will be stimulated the development of the private sector and Angolan companies. It is under this policy will continue to foster the emergence of a growing number of micro, small and medium enterprises, as well as the consolidation of the agents of big business.

The diversification of the economic structure which is expected to lead to the period of implementation of the Plan express on the step-by-step reduction of the weight of the oil sector, from the current approximately 45% to 27% in 2017, by increasing tax revenues decrease the compensation on oil and don't oil export growth, on average, in the order of 35%.

### **Promotion of employment, training and development of national human resources**

One of the consequences of globalization is greater international mobility of labour, therefore, which causes an increase in competition in the national labour markets.

### **Policies objectives with priority**

The pursuit of the objectives of the policy to promote employment and training and the national human resources development indicated in table 4 will rely in particular on the following political priorities:

- a) Encouraging the creation of productive employment, qualified and profitable for all Angolans in age to work;
- b) Developing and implementing the National Strategy of Development of Human Resources (NSDHR), which includes all levels of qualification;
- (c) Implementing National Plan for Staff Training (NPST), as an instrument for the implementation of the National Training Strategy for Staff (NTSS) and a part of the national strategy for development of human resources and improvement of measures for that, short or medium-term policy, the Angolans can occupy most of the jobs that require high skills;
- d) Promoting of lifelong vocational training;

e) Stimulating the modernization of work organization.

**Table 4.** Objectives indicators (2013 – 2017)

<b>Indicators</b>	<b>Average value during the period</b>
Annual average rate of employment (%)	73.7
Annual average rate of employment created per year (thousands)	32.1
Annual average rate of formal executives employed (%)	31.0
Annual average rate of unemployment (%)	20.0
Annual average of higher education graduates (thousands)	14.0
Annual average of graduates of vocational technical education (thousands)	48.0

**Source:** NPD (2013 – 2017)

### **Lifelong vocational training**

a) Creating systems of permanent information through the employment centres and online via 'Internet' on the development of professional skills in the relevant fields and priorities;

b) Establishing mechanisms for consultation and vocational guidance in job centres so fixed or mobile in enterprises and institutions or 'online';

c) Creating with the support of civil society and the private sector, e-learning arrangements for access to the skills, knowledge and vocational training in priority areas;

d) Creating incentive systems, including the right to "training holidays", for workers to acquire new skills, especially those related to technological development and innovation;

e) Building schemes to encourage companies and civil society institutions that encourage their employees to training, in particular in the fields of information and communication technologies, promoting the creation of networks of e-learning.

### **Promotion of entrepreneurship and the development of the domestic private sector**

a) Basic conditions to increase the level of private investment, it is important to draw attention to the actors of the private sector: entrepreneurs and businesses taking into account the objectives of the long-term development strategy referred in to table 5;

(b) Also considered setting up a political-economic strategic transition protectionist, partly to develop emerging industries, in addition to the strategies next to the offer, the structural reforms related to the business environment;

c) Regarding to the customs regime, Angola has a low average tariff (compared to the average of the continent), joined the SADC Trade Protocol, but has not yet signed the agreement of free trade launched by the community in 2008;

d) Between the measures taken these past years to promote private investment, the development of Micro, Small and Medium-sized Enterprises (MSME) and Entrepreneurship, in particular for the national base include respectively, the Law on

Private Investment (Law 20/11, May 20), the regulation of the Law 30/11, September 13 on the MSME, the Program of Support for Small Business (PSSB) or the implementation of the One-Stop-Shop (OSS);

### **Policies objectives with priority**

The pursuit of the objectives of the integrated policy of promotion of entrepreneurship and private sector development presented in the table 5 will rely on the following political priorities:

- a) Supporting entrepreneurship and the formalization of economic activities;
- b) Promoting viable alternatives for funding for working capital and investments on the part of national enterprises Fund;
- c) Supporting the emerging national economic activities;
- d) Supporting national economic activities established;
- e) Endow the Institute of Entrepreneurship Foment with technical capacity to perform his duties effectively to promote entrepreneurship;
- f) Conclusion of the strategy of the State of funding to the real economy;
- g) Implementing the program "Angola Invests" in all its aspects and to give it the financial resources in a timely manner.

**Table 5.** Objectives indicators (2013 – 2017)

<b>Indicators</b>	<b>Average value during the period</b>
Annual average number of enterprises with mainly Angolan capital*	1.543
Annual average number of nurseries of businesses created	2
Annual average volume of investment approved by the NAPI (millions of USD)	5.000
Annual average volume of jobs created under the Angola Invest Program (AIP) (thousands) *	51.4
Annual average number of beneficiaries of microcredit under the “Program to Help Small Business” (thousands) *.	85.8

\*Average value for the period 2013 – 2015. **Source:** NPD (2013 – 2017)

The implementation of these priorities will be based on the fundamental action programs presented here below:

### **Promotion of entrepreneurship program**

- a) Implementing a program of support to entrepreneurs, including the creation of the "network of nurseries National Institute to Support Small and Medium-sized Enterprises (NISSME)", as well as the expansion of the one-stop-shop of the entrepreneur, the whole of the territory;

- b) Structuring and supporting the entry into operation of the school of the entrepreneurship;
- c) Improving the conditions of productivity and profitability of enterprises with the Angolans gradually, to entrepreneurs, managers and national frameworks, qualified and motivated;
- d) Inserting the contents of entrepreneurship in the programs of the various levels of education;
- e) Implementing a program of conversion of the informal economy including the small business assistance program and the strengthening of micro-credit.

## **6. A highly significant experience involving the school-to-work transition or youth employment**

The system of DUAL Apprenticeship (DA) is a strategy which aims to train young people with skills through training centres of technical and vocational schools, businesses and professional associations. This mode of training promotes training for young people who follow the guidelines of the German Dual System which has the following characteristics:

- DUAL responsible for theoretical qualification;
- Companies responsible for the practice qualifiers;
- Combining theoretical knowledge and skills acquired on-the-job (learning by doing);
- Young people selected through a selection process that includes interviews, psychometric testing and assessment centers.

Angola visited Germany and the Brazil to highlight good practices of high-level with support of the Industrial Association of Angola (IAA) and the Chamber of Commerce and Industry of the Germany.

In a first time, Angola will focus this modality and in experimental regime, in the secondary sector of economy (industry), with implementation in 2015 (two or three provinces).

First expected is a performance in engineering and technology sciences (electricity, electronics and telecommunications, mechatronics, industrial maintenance, machines and engines, metal-working and cold and air conditioning).

Companies that will receive young people students (1.200) in the first year, have:

- Excellent trainers with qualification of skilled labour;
- Source of recruitment of qualified personnel;
- Students identified with the culture of the company;
- Knowledge management of the company for the transfer of knowledge of employees;
- Employees with specific skills and necessary for the function they perform.



## 7. Conclusion

### 7.1. Integrated policy for youth people

Angolan youth deserved greater attention from the State, youth as protagonists of modernization, the change in the attitudes of social reproduction and the recovery of the structural backwardness of the country, which is the greatest potential for its development.

In recent years, intervention in this area has been guided by the Executive Plan of the Government in Support of the Youth (EPGSY), in partnership with various institutions, companies and civil society, with a significant impact on the reduction of the rate of youth unemployment, the improvement of conditions of life and in their participation active in the process of reconstruction and development of the country. Launched in 2005, the EPGSY is directed through the program Young Program of Angola (YPA), which aims to mobilize young people to participate actively and continuously in the process of national reconstruction; its scope is national and gradually spread to various places in the country.

The pursuit of the objectives of the integrated policy of youth presented in table 6, will rely on the following political priorities:

- a) To increase the employability of young people and adjust the skills of young people to the needs of the labour market;
- b) To improve the conditions of youth health;
- c) To improve access of young people to decent housing;
- d) Promoting the participation of young people in participatory democracy and social development of the country;
- e) Adaptation of the institutional framework for the sector's needs.

**Table 6.** Objectives indicators (2013 – 2017)

<b>Indicators</b>	<b>Average value during the period</b>
Average rate of young employment (15 – 24 years) %	50,2
Average number of young participants in the “Program of My Business, My Life (thousands)	33

## **7.2. Working in partnership with other countries**

Angola has strengthened the bilateral agreements in the field of TVET, to strengthen this sector of education and training in receipt of expert teachers, even construction, rehabilitation, equipment and training of directors and teachers of technical schools.

In this way, we can highlight among several projects and programs of intervention in this sector, as follows:

### **a) Line of credit of Israel:**

- Reformulation of programs in 50 schools of the country, new technical equipment of the laboratories and workshops, training of managers and teachers in the levels of education, technical, pedagogical and organizational, for the period 2001-2011.

Value: **43.000.000, 00 USD;**

### **b) Line of credit of European Union:**

- Support project sector of employment and vocational training for Lusophone African countries and Timor Leste, until 2013.

Value: **4.700.000, 00 Euros;**

### **c) Line of credit of China**

- This appropriation has been the construction of 34 technical institutes throughout the country (2006 – 2009).

### **d) Development support program of the Ministry of Education:**

- Cuba – 150 teachers in to 7 agricultural institutes, 1 administration and management institute and 7 schools of health (2008 – 2013).

Value: **42.252.000, 00 USD;**

- Brazil (private company) – 78 teachers in to 7 agricultural institutes and 7 polytechnics institutes (2008 – 2011).

Total: **39.967.200, 00 USD;**

- Portugal (private company) – 129 teachers in to 12 polytechnics institutes, 7 administration and management institutes and 6 schools of health (2012 – 2013).

Value: **35.296.800, 00 USD**

### **7.3. Gender Equality**

Gender equality remains a key of development challenge. Women constitute 52% of the population and 24% of Angolan households are headed by women. The median age at which women have their first child is 17 and women have on average 5.7 children.

An estimated 9.8% of Angolan men (20 years or older) live with more than one wife. Only 51.9% of women 15 years and older are literate (against a national average of 65.6%), but this is expected to improve as 75.4% of girls (6 to 11 years) are currently enrolled in primary school (the national average is 76.3%). Girls constitute 50.5% of enrolled students at primary school level and 50% at secondary school level. The recent quota system helped to increase the political representation of women by 30% for senior positions in government. Women now make up 44% of parliamentarians, the second highest in SADC after South Africa, but still only 1.2% of local government, SADC's lowest rate.

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