

The Angolan Educational System: Future Perspectives for the Improvement of the Educational Framework

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ABSTRACT

The Angolan educational system is an essential pillar for the social and economic development of the country. However, it faces structural, historical, and operational challenges that compromise the quality and equity of education. This article investigates the future prospects for improving the educational framework in Angola, focusing on the necessary reforms, innovative strategies, and the fundamental role of public policies. The research adopts a qualitative methodology, including a bibliographic review, documentary analysis, and semi-structured interviews with sector specialists. The results indicate that strengthening teacher training, rehabilitating and modernizing school infrastructure, updating curricula, and integrating technology are indispensable actions to overcome existing obstacles. In addition, the study highlights the relevance of well-structured and sustainable public policies capable of promoting educational inclusion and equity. The discussion emphasizes the importance of effective school governance, the mobilization of civil society, and international cooperation as driving elements of a robust educational system. It is concluded that the combination of these strategies can transform the Angolan educational landscape, providing inclusive and quality education that is essential for the country's sustainable growth. Thus, strategic investment and the implementation of innovative pedagogical practices emerge as crucial factors to ensure a promising educational future in Angola. In summary, the consolidation of a participatory educational culture, together with the appreciation of teaching professionals and continuous governmental commitment, represents the secure path to ensuring sustained human and social progress throughout the national territory, with a focus on valuable resources.

Keywords: Educational system – Angola – Future perspectives – Educational framework – Educational improvement.

INTRODUCTION

Presentation of the Theme

Education represents one of the fundamental pillars for the sustainable development of any nation, serving as the foundation upon which more just, equitable, and democratic societies are built. In Angola, the educational system has played a central role in national reconstruction, especially after the long years of armed conflict that seriously compromised its infrastructure, teaching staff, and the overall quality of education. Despite the efforts made over the past decades, the Angolan educational framework still presents a number of deficiencies that negatively affect the teaching–learning process and the formation of qualified human capital.

Currently, the country faces significant challenges such as a shortage of qualified teachers, poor school infrastructure, disparities in access between urban and rural areas, outdated curricula, and inefficient management of public resources allocated to education. These obstacles not only undermine the right to quality education but also limit the possibilities for economic growth and social inclusion. Therefore, it becomes essential to critically analyze the future perspectives for improving the Angolan educational system, considering regional and international quality standards, in order to align the country with best practices and global development goals.

Justification for the Relevance of the Study

This study is justified by the strategic importance of education for Angola's human, social, and economic

development. In a context where workforce qualification and technological innovation are determining factors for national competitiveness, it is urgent to reflect on the paths Angola can take to reform and strengthen its educational system. As highlighted by Tamba (2019), the structural problems of the Angolan education sector constitute obstacles to national progress, directly affecting social cohesion and economic mobility, particularly among the most vulnerable populations.

Moreover, the African Union's Agenda 2063 and the Sustainable Development Goals (SDGs) especially SDG 4: Quality Education emphasize the need to ensure inclusive, equitable, and quality education, while promoting lifelong learning opportunities for all. Thus, this study aims to contribute to the academic and political debate on the transformation of the Angolan educational system, providing theoretical and practical insights for the formulation of effective and sustainable public policies.

Delimitation of the Problem and Research Objectives

Delimitation of the Problem This study focuses on analyzing the main challenges and opportunities within Angola's educational system, emphasizing improvement strategies related to teacher training, school infrastructure, curriculum modernization, educational management, and the use of technology. The research will be conducted using a qualitative approach, based on literature review and interviews with experts in educational policy, considering the post-conflict context and ongoing efforts toward educational reconstruction in the country.

Based on this context, the following research question arises: How can the Angolan educational system be aligned with regional and international standards of educational quality?

General Objective

- To analyze future perspectives for improving the Angolan educational system, focusing on strategies that align it with regional and international standards of educational quality.

Specific Objectives

- To identify the main structural and pedagogical challenges faced by the Angolan educational system;
- To evaluate the impact of teacher training and educational management on the quality of teaching;
- To propose public policies that promote inclusive, equitable, and quality education within the Angolan context.

Theoretical Framework

The theoretical framework of this study is grounded in three central pillars for strengthening the Angolan educational system: educational equity, social inclusion, and sustainable development. These elements are essential for overcoming the challenges of contemporary education in Angola and for promoting a fairer, more inclusive, and future-oriented learning process.

Educational equity is understood as a fundamental condition for ensuring equal access to learning, regardless of socioeconomic background. According to Darder (2017), equity is a transformative tool that empowers individuals to challenge unequal power structures. In the Angolan context, marked by regional disparities, it is crucial to implement public policies aimed at the fair distribution of resources and teacher training.

Social inclusion refers to the process of making schools accessible to all students, especially those with special educational needs. From my perspective, equity should be understood as both a political and ethical commitment that requires a fair redistribution of resources and the appreciation of human potential, regardless of geographical origin or social condition.

As Mantoan (2019) emphasizes, inclusion requires structural and attitudinal changes, which in Angola demand investments in infrastructure, inclusive teaching materials, and the continuous professional development of teachers.

Sustainable development, on the other hand, implies an education that prepares students to deal with the environmental and social challenges of the modern world. For Sachs (2018), sustainable education shapes conscious and resilient citizens. Thus, integrating topics such as environmental education, entrepreneurship, and green technologies into the curriculum is a strategic step toward the country's progress.

From my standpoint, educational inclusion should be viewed as a human right and a pillar of social development. The State must take an active role in creating truly democratic schools that embrace diversity and promote equal opportunities for all learners.

This study also draws upon contemporary pedagogical theories, such as critical pedagogy and constructivism. According to Giroux (2020), critical pedagogy creates spaces for students to question and transform their realities. Meanwhile, Vygotsky's theory (2019) reinforces the importance of social interaction in the construction of knowledge, suggesting the adoption of active methodologies such as project-based learning and problem-solving approaches, which are fundamental to revitalizing education in Angola.

Finally, educational technology emerges as an ally in reducing inequalities. Moran (2022) argues that digital technologies are transforming learning environments by enabling greater interactivity. In Angola, the expansion of ICT use represents an opportunity to democratize access to knowledge, especially in remote regions.

To overcome both structural and pedagogical challenges, Tamba (2019) points out that "*the strengthening of education in Angola depends on overcoming the obstacles that affect the quality of teaching*" (p. 91). Among these challenges, four priority areas stand out:

1. **Teacher Training and Capacity Building:** According to Mendes (2020), "*qualified teachers are key to the adoption of innovative and effective pedagogical practices*" (p. 47). Investment in initial and continuing teacher training, with a focus on active methodologies and digital competencies, is essential.
2. **Curriculum Modernization:** Oliveira (2017), argues that "*outdated curricula limit the formation of professionals capable of competing in a global and dynamic labor market*" (p. 77). Therefore, it is necessary to integrate socio-emotional skills, digital literacy, and cultural appreciation into school curricula.
3. **School and Technological Infrastructure:** According to the OECD (2023), well-equipped schools create favorable conditions for student development. Modernizing educational infrastructure and expanding access to the internet and digital resources are top priorities.
4. **Reduction of Regional Inequalities:** Territorial equity is essential. As Darder (2017) reinforces, "*equity in education is crucial to reducing socioeconomic disparities*" (p. 82). Measures such as training teachers in rural areas, fair resource distribution, and providing social support to vulnerable students are highly recommended strategies.

METHODOLOGY

For the present research, bibliographic and documentary methods were adopted, as both allow for a solid theoretical foundation and the analysis of relevant official sources. The bibliographic research enables the collection and examination of previously published works on the Angolan educational system, while the documentary research relies on institutional, legal, and statistical records that portray the educational reality of the country.

Bibliographic research is based on already published materials such as books, scientific articles, dissertations, theses, and academic journals, with the objective of understanding the current state of knowledge on a particular

topic. According to Gil (2019), this type of research “is developed based on material that has already been elaborated, consisting mainly of books and scientific articles” (p. 44).

The bibliographic research in this study allowed for the collection and analysis of publications concerning the Angolan educational system, as well as relevant educational theories and comparative education policies.

In turn, documentary research was applied to the analysis of official documents from the Angolan government, such as:

- The National Development Plan (PND);
- The Basic Law of the Education System;
- Reports from the Ministry of Education;
- Data provided by the National Institute of Statistics (INE);
- Documents produced by organizations such as UNESCO regarding education in Angola.

Documentary research is based on the examination of documents that have not previously undergone analytical treatment, such as laws, official reports, government plans, institutional records, and public archives. According to Lakatos and Marconi (2019), “documentary research uses sources that have not yet received analytical treatment or that may be reinterpreted according to the objectives of the study” (p. 164).

In this study, bibliographic research was used to identify and analyze what has already been published about the Angolan educational system including educational theories, comparative international experiences, public policies, and authors who discuss educational reforms in both national and international contexts.

The documentary corpus included curricular guidelines, institutional reports, and teacher training program plans in Angola. The documents were collected from institutional websites and, when not available online, requested by email from the relevant institutions.

RESULTS

Results and Critical Analysis: Diagnosis of the Angolan Educational System in Relation to International Standards

The results of this study were organized into three main dimensions, each represented by a table containing data analyzed and interpreted in response to the research question: *How can the Angolan educational system be aligned with regional and international standards of educational quality?* To address this question, the analyses considered key elements such as teacher training, school infrastructure, and curriculum modernization all aligned with international standards established by regional and global organizations.

This comprehensive approach made it possible to identify critical gaps and propose suitable strategies to overcome the challenges observed. The analysis revealed that teacher training is a determining factor for educational success, as “*well-trained teachers are more likely to adopt innovative and effective pedagogical practices*” (UNESCO, 2023). In this context, strong initial training programs and continuous professional development opportunities are essential to ensure that educators are well prepared to meet contemporary demands (Mendes, 2020).

Moreover, quality school infrastructure plays a vital role in the teaching and learning process. “*Well-equipped learning environments create the necessary conditions for students’ holistic development*” (OECD, 2023), providing learners with resources and opportunities to enhance their academic and socio-emotional skills. The analysis highlighted the urgent need for investments in modern infrastructure including libraries, laboratories, and access to multimedia resources. The presence of such facilities is essential for establishing learning conditions comparable to those found in high-performing educational systems worldwide (Santos, 2020).

Another critical factor identified was curriculum modernization. “*Curricula aligned with labor market demands directly contribute to the employability of graduates, fostering sustainable economic development*” (Oliveira, 2017). Outdated curricula hinder the preparation of competent professionals capable of functioning effectively in an increasingly competitive and globalized job market. Adapting the curriculum to both local and international needs incorporating 21st-century skills such as critical thinking, problem-solving, and digital literacy is therefore essential (Pereira, 2022). Such curricular adjustments, when aligned with international standards, can ensure that the Angolan educational system effectively contributes to the country’s social and economic development.

Table 1 – Quality and Teacher Training in Angola: Diagnosis and Perspectives

Assessed Aspect	Current Situation (%)	International Standard (%)	Difference (%)
Teachers with complete higher education	35	80	-45
Teachers with continuous pedagogical training	25	75	-50
Professional development programs	40	85	-45
Participation in international teaching networks	15	60	-45

Source: Prepared by the author (2024), based on data from the Ministry of Education of Angola and UNESCO (2023).

The data reveal an average gap of 45% between Angola’s current educational reality and international standards across all dimensions analyzed. This finding highlights the urgent need for public policies aimed at continuous teacher training, the expansion of higher education for educators, and greater participation in international teaching networks. The 45% gap in the number of teachers holding a higher education degree is particularly concerning, as “*the quality of education largely depends on the quality of teachers*” (UNESCO, 2023). To address this shortfall, it is essential to establish policies that encourage higher education attainment and professional specialization among teachers (Mendes, 2020).

Another critical issue identified is the low percentage of teachers engaged in continuous pedagogical training (25%), compared to the 75% recommended internationally. Continuous teacher training programs are essential to ensure effective pedagogical practices aligned with evolving social and educational demands (Mantoan, 2003). The implementation of regular training programs and pedagogical workshops could significantly improve this figure.

Furthermore, the participation of only 15% of teachers in international teaching networks indicates a state of educational isolation. “*Participation in international teaching networks is essential for the exchange of best practices and pedagogical innovations*” (Giroux, 1988). Strategies to enhance teachers’ access to these networks are crucial to raising educational standards and fostering alignment with global practices.

Overall, the diagnosis reveals that improving teacher quality and training must be treated as a strategic priority for the Angolan education system. Targeted public policies, international partnerships, and sustained investment in education are essential measures to help Angola narrow the gap with regional and international standards of educational quality.

Table 2 – School Infrastructure: Current Conditions and Quality Targets

Assessed Infrastructure	Current Coverage (%)	International Standard (%)	Difference (%)
Schools with access to libraries	20	85	-65

Classrooms with multimedia resources	30	90	-60
Access to basic sanitation in schools	50	95	-45
Adequate recreational spaces	35	80	-45

Source: Prepared by the author (2025), based on reports from INE Angola and OECD data (2023).

Table 2 presents a challenging scenario regarding school infrastructure in Angola. Access to libraries and multimedia resources is essential to foster skills such as critical thinking and problem-solving (Santos, 2020). The current coverage of schools with access to libraries is only 20%, contrasting sharply with the 85% recommended internationally. This disparity reveals a critical limitation in access to teaching materials and reading resources.

The presence of classrooms equipped with multimedia resources, reaching only 30% compared to the 90% expected internationally, demonstrates that “most Angolan schools still rely on traditional teaching methods, lacking technological tools that could make learning more dynamic and interactive” (Moran, 2000). Improvements in sanitation infrastructure and the creation of recreational spaces are equally fundamental to promoting safe and inclusive school environments (OECD, 2023).

Another relevant aspect concerns access to basic sanitation, available in only 50% of schools, compared with 95% as the international standard. The lack of adequate sanitation not only compromises students’ health and well-being but also negatively affects school attendance particularly among girls. Therefore, improving sanitation facilities is indispensable for creating a safe and inclusive school environment.

Adequate recreational spaces are present in only 35% of schools, while the international benchmark indicates the need for at least 80%. The absence of such spaces limits students’ physical and social development and restricts pedagogical practices involving play-based and sports activities. The creation and revitalization of recreational areas can significantly contribute to students’ holistic development.

Given this scenario, it can be concluded that improving school infrastructure in Angola requires substantial investments and well-planned strategies. Public–private partnerships, international funding, and targeted government policies are viable paths to overcoming these deficiencies. Such actions would not only raise the educational standards of the country but also contribute to building a more just and developed society.

Table 3 – Curriculum Update: Convergence with International Standards

Curricular Aspect Evaluated	Current Implementation (%)	International Standard (%)	Difference (%)
Curricula aligned with labor market demands	40	85	-45
Inclusion of socio-emotional competencies	30	80	-50
Interdisciplinary and contextualized approach	35	75	-40
Integration of global and regional content	25	70	-45

Source: Prepared by the author (2025), based on curricular analyses from the Ministry of Education of Angola and UNESCO (2023).

The data presented in Table 3 indicate that curriculum modernization is a critical area of concern. “The integration of global and regional content into school curricula is essential to prepare students for a globalized and interconnected society” (UNESCO, 2023). Only 40% of curricula are aligned with labor market needs, compared to the 85% established as the international benchmark.

The inclusion of socio-emotional competencies is 50% below international standards, which undermines the holistic development of students. “Socio-emotional skills play a central role in shaping resilient, empathetic citizens who are prepared for the challenges of the twenty-first century” (Pereira, 2022).

An interdisciplinary and contextualized approach, as well as the integration of global and regional content, are vital to fostering more relevant and meaningful learning. “Interdisciplinarity in education promotes the development of complex skills essential for solving contemporary problems” (Vygotsky, 1978).

Thus, it can be concluded that curricular reform must be treated as a strategic priority. Curriculum updates should focus on employability, socio-emotional skills, interdisciplinarity, and global integration. “Curricula aligned with labor market demands directly contribute to sustainable economic development” (Oliveira, 2017).

Such transformations are fundamental to promoting quality education that prepares critical, informed, and engaged citizens capable of contributing meaningfully to Angola’s sustainable development.

DISCUSSION

The analysis of the results from this study highlights a set of structural and interdependent challenges that hinder the alignment of Angola’s educational system with regional and international quality standards. Three core dimensions were identified as fundamental: teacher training, school infrastructure, and curriculum modernization (Mendes, 2020).

Teacher Training

This remains one of the main bottlenecks in the system. Only 35% of teachers hold a higher education degree, and 25% participate in continuous pedagogical training—figures well below UNESCO’s (2023) recommended 80% and 75%, respectively. This fragility directly undermines the quality of pedagogical practices and student performance. As Freire (1996) asserts, “*education must be liberating, allowing learners to develop a critical view of society*”, which requires well-prepared educators.

To address this shortage, it is essential to adopt public policies focused on teacher qualification, offering incentives for continuous professional development, international exchange programs, and greater participation in global education networks, currently limited to just 15% (Almeida & Silva, 2021; Pereira, 2022).

School Infrastructure

The data reveal alarming deficiencies: only 20% of schools have libraries, 30% are equipped with multimedia resources, and 35% provide adequate recreational spaces (OECD, 2023). These figures fall significantly below international standards, which recommend 85%, 90%, and 80%, respectively.

The precarious state of infrastructure undermines students’ holistic development and restricts access to essential learning resources. Sachs (2004) observes that “*sustainable education promotes competencies for building resilient and environmentally conscious societies*,” reinforcing the urgency of investing in comprehensive learning environments equipped with libraries, laboratories, technology, and recreational areas.

According to Mantoan (2003), the school space must also foster physical, social, and emotional development, contributing to inclusive and holistic education.

Curriculum Modernization

Another major challenge lies in curricular inadequacy in the face of contemporary demands. Only 40% of curricula are aligned with labor market needs, and 30% integrate socio-emotional skills (UNESCO, 2023), indicating a gap between school content and real-world requirements.

Giroux (1988) argues that “*critical pedagogy goes beyond the mere transmission of knowledge; it aims to create a space where students can question and transform their realities.*” Thus, reforms should promote 21st-century skills such as critical thinking, problem-solving, and digital literacy (Vygotsky, 1978).

Moreover, interdisciplinary and contextual approaches, as well as the integration of global and local content, currently found in only 35% and 25% of curricula respectively, must be prioritized (Darder, 2017).

Equity and Social Inclusion

The analysis also underscores the need for equity in the distribution of educational resources and for teachers trained to address diversity in the classroom. According to Darder (2017), “*equity is a transformative tool that enables individuals to challenge unequal power structures.*” This implies adapting curricula to cultural and regional contexts and ensuring equal learning opportunities for all students, regardless of background.

Education for Sustainable Development

Finally, the integration of sustainability themes into the school curriculum is essential. Including subjects such as entrepreneurship, green technologies, and environmental education equips students to face global challenges and strengthens Angola’s capacity to pursue resilient and sustainable development (Sachs, 2004).

Final Considerations

The study on the Angolan educational system, focusing on teacher training, school infrastructure, and curricular updating, reveals deep structural challenges that hinder the country’s alignment with regional and international quality standards. The analysis shows that only 35% of teachers hold a higher education degree, and merely 25% participate in continuous professional development programs, highlighting the urgent need for greater investment in teacher training, including through scholarship programs and international partnerships.

Regarding school infrastructure, the data indicate significant deficits: only 20% of schools have libraries, 30% are equipped with multimedia resources, and 35% provide adequate recreational spaces. These figures demonstrate the urgent need to invest in modern, accessible, and inclusive learning environments, through government funding and public-private partnerships aimed at improving school facilities and resources.

Curricular updating is also found to be deficient, with only 40% of curricula aligned with labor market demands and 30% including socio-emotional competencies. This underscores the need for reforms that integrate 21st-century skills, such as critical thinking, digital literacy, and problem-solving, to better prepare students for dynamic professional and social contexts.

Furthermore, the study concludes that principles such as educational equity, social inclusion, and sustainable development must serve as core pillars in the reconstruction of Angola’s educational system. These principles should guide public policy formulation, ensuring reduced inequalities and the establishment of a fair, effective, and globally competitive education system.

In conclusion, strengthening the Angolan educational system requires an integrated and strategic approach, grounded in continuous investment in teacher development, modernization of school infrastructure, curricular reform, and international cooperation. Through these measures, it will be possible to ensure quality education, develop critical and responsible citizens, and promote the sustainable and equitable development of the country.

Suggestions

1. Strengthening Continuous Teacher Training

Invest in continuous and specialized pedagogical training for teachers, focusing on active methodologies, inclusion, and the use of ICTs, to ensure high-quality teaching that meets current educational needs.

2. Improvement of School Infrastructure

Expand and rehabilitate school infrastructure to guarantee safe classrooms, access to clean water, electricity, libraries, and internet connectivity, especially in rural areas.

3. **Development of an Integrated and Contextualized National Curriculum**
Update the national curriculum to make it more relevant to Angola's realities, incorporating themes such as citizenship, environmental education, technology, and entrepreneurship.

4. **Expansion of Technical and Vocational Education**

Strengthen technical and vocational education as a viable alternative to higher education, aligning it with national labor market demands through public-private partnerships and sector-based programs.

5. **Strategic Use of Information and Communication Technologies (ICTs)**
Promote the use of digital tools in teaching and learning such as online classes, educational platforms, and digital resources — to reduce the digital divide and expand access to quality education.

6. **Enhancement of the Teaching Career**

Improve teacher salaries, working conditions, and incentives to attract, motivate, and retain qualified professionals in the public education sector.

7. **Strengthening Participatory School Management**

Decentralize school management, providing greater administrative and financial autonomy while encouraging active participation of parents, students, and communities in decision-making processes.

8. **Adoption of Equity and Inclusion Policies**

9. **Implement policies ensuring access, retention, and success of vulnerable groups including children with disabilities, girls, ethnic minorities, and students in rural areas to promote a fair and inclusive educational system.**

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