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Education in Angola: Partnership Opportunities for the UK

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EXECUTIVE SUMMARY

Angola's rapidly growing economy requires a better-educated workforce to raise the competitiveness of Angolan businesses and improve professionalism.

There are opportunities for education providers from the United Kingdom, which has a well-established education service and training industry, governed by credible standards and certification authorities. This includes universities, English language training and training for the oil and gas industry.

Angola's political environment is open to foreign investment; however, there are still obstacles to doing business. There are high capital requirements for investments, infrastructure is weak (although improving), and the ease of obtaining visas can be unpredictable. Nevertheless, Angola has become one of the fastest-growing economies in the world over the last decade, and the returns from doing business in Angola are potentially high.

SUMÁRIO EXECUTIVO

O crescimento rápido da economia de Angola tem uma necessidade, cada vez maior, de uma mão de obra de alta qualidade. Isso irá aumentar a competitividade das empresas Angolanas e melhorar o profissionalismo e as perspectivas profissionais dos cidadãos Angolanos.

Esta situação gera oportunidades para os prestadores de serviços Britânicos da área da educação. O Reino Unido tem um sector de treinamento e de serviços de educação bem estabelecido, que é regido por normas e autoridades de certificação credíveis. Isso inclui universidades, ensino de Inglês e a formação especializada para a indústria de petróleo e gás.

O ambiente político de Angola está aberto ao investimento estrangeiro, no entanto ainda existem certos obstáculos à realização de negócios. Existem elevados requisitos de capital para investimentos privados, as infra-estruturas são frágeis (apesar de estarem a melhorar rapidamente), e o regime de vistos pode ser imprevisível. No entanto, Angola tem sido uma das economias que mais tem crescido a nível mundial na última década, e os retornos dos investimentos em Angola são potencialmente elevados.

BACKGROUND

Angola is emerging from a civil war that ended less than a decade ago. Peace and security have been largely established and reconstruction is continuing at a rapid pace. Strong economic growth since the war has been sustained through rents from oil as well as income from diamond exports.

Decades of conflict seriously damaged Angola's infrastructure, including its education system. Today the average time a child spends in education is 4.4 years, and the literacy rate for adults over 15 years old stands at 67.4%.

The government of Angola spent 2.6% of GDP on education in 2010. In the state budget for 2011–2012, the majority of education funding is for primary education. Primary and pre-primary education combined receive around three times as much funding as secondary and higher education combined (see Annex A).

This fact and the low number of years of schooling may account for school leavers generally being weak in mathematics, physics and other 'exact' sciences. Given the state of the education system Angola does not necessarily require many 'experts' but rather needs to raise the quality of basic education for all Angolan citizens.

While secondary schools and higher education institutions exist, the quality of teaching is often low, fees can be high and some courses and degrees (such as vocational training or specialized engineering courses) have restricted entry. A result of this is that enterprises in the private sector often choose to train their staff themselves. This includes a variety of managerial courses, language training and technical courses relevant for the oil industry. The majority of such training currently takes place abroad – in Portugal, Brazil, China, India, the UK, the United States, Canada and, increasingly, South Africa. Training is also provided in-house by professionals who are flown in for short periods.

Although most government revenue is being generated by mining operations (oil and diamonds), education requirements are not limited to these sectors. There is also a government policy of 'Angolanization' aimed at providing greater employment for Angolans. This has created intense competition among businesses to hire skilled Angolans.

With a Angola's rapidly growing economy requiring ever more quality skills, a number of education and skills providers are looking to stay in Angola for the longer term. These include Portuguese and South African education providers but also less accountable 'cowboy' firms.

Improved education and training are needed if the business environment in Angola is to improve. A better educated workforce would:

- help raise the competitiveness of Angolan businesses;
- reduce poaching of talent among employers;
- improve professionalism, health and safety in the workplace;
- improve the prospects and increase the professional options of individual Angolans.

Box 1: The Chevening Scholarship Programme of the UK

For over 26 years, the Chevening programme has provided more than 30,000 scholarships at UK higher education institutions for postgraduate students or researchers from around the world. The programme is managed by the British Council, on behalf of the Foreign and Commonwealth Office (FCO).

There have been 58 Angolan Chevening scholars since 1984; 27 of them since 2000. The Chevening programme encourages its beneficiaries to adopt a global view and to seek the strengthening of relationships between countries in general, and between Angola and the UK in particular.

THE ANGOLAN BUSINESS ENVIRONMENT

In the World Bank's Doing Business ranking Angola has improved by one position from 2010 to 2011 – from 164th to 163rd out of 183 economies. This is despite a deterioration in most categories (see Annex B).¹

While the Doing Business ranking can provide an overview of the Angolan business environment, any serious assessment requires a deeper analysis, including of the political economy. This has a structure of patronage networks through which power and influence are traded for economic benefits and rents. For this reason 'good' local partners are crucial for successful business engagement and finding the 'right' partner can be a slow and laborious process.

Annex C lists the procedures that are necessary to set up a business in Angola. While not comprehensive, it provides a checklist for investors. Existing businesses and investors in Angola complain that there is too much red tape that enables rent-seeking and invites gate-keeping. While the obstacles that can be encountered when investing in Angola may seem at times insurmountable, the returns from doing business in Angola can be impressive. According to an interviewee: 'the market for risk-takers is assured'.

Box 2: Investing in Angola – incentives

According to Aginaldo Jaime, the President of ANIP (the Angolan Private Investment Agency), the new minimum requirement for investments into Angola by non-nationals will be raised from US\$50,000 to US\$1m.

Priority sectors for investment are:

- a) farming and cattle-breeding;
- b) processing industry;
- c) fishing and derivatives industry;
- d) civil construction;
- e) health and education;
- f) road, railway, port, airport, telecommunications, energy and water infrastructure;
- g) heavy cargo and passenger equipment.

For the purposes of tax and customs incentives, Angola is divided into three zones (A, B and C). Depending on the area of investment, businesses qualify for more or less (or no) benefits. The area with least incentives is zone A, which comprises most urban centres along the coast. Investment projects are eligible for benefits according to priority sectors and zone of investment and whether they are located in a special economic area. Incentives are mainly limited to exemptions from customs duties and fees and/or other tax exemptions.

The law that governs the incentives regime (Law 17/03) has a variety of objectives. None of these are directly related to training and education. The fourth objective is the most relevant for education and training outcomes: 'Technological innovation in the production of goods or provision of services and scientific development geared to enhancing the efficiency, the quality of goods and services and productivity'.

Source: ANIP Laws Compendium

¹ The improvements registered is due to other countries performing worse,

OPPORTUNITIES

Developing Angola

Angola is undergoing post-conflict reconstruction. This determines the skills and efforts that are promoted and supported by the government. Much of the public-sector focus is thus on social issues such as community development (including in rural areas), as well as social development and employment generation.

Most school leavers and graduates put a premium on PhDs and academic qualifications, but not on practical skills. There is thus a need for vocational and practical training in a variety of sectors and subjects in Angola.

Some vocational training is conducted by the *Ministério de Assistência para Reinserção Social – MARES* (Ministry for Social Reinsertion). Professional skills offered include shoemaking, electrics, sawmill operation, masonry and basic mechanics. So far 5,000 young people have been trained by MARES. Many of the trainees end up in cooperatives and community workshops. The aims of this programme are social: to get youth into employment and to provide opportunities for local development. The profits of cooperatives remain within the community.

The Angolan Development Bank, *Banco de Desenvolvimento de Angola* (BDA), similarly has a social and developmental focus. It finances activities that contribute to socio-economic development and the diversification of the Angolan economy. The BDA is itself financed from Angolan natural resource revenues (5% of oil royalties and 3% of diamond royalties), and its objectives include:

- Assessing, planning and monitoring the implementation of investment projects on integrated development programmes;
- Providing technical assistance, especially in training and human resource development with a view to identifying, preparing, appraising, financing, implementing and managing projects and development programmes;
- Providing advisory services, including training for Angolan business;
- Assisting in technical auditing.

The BDA has an acute training need that will grow. As with other sectors this need cannot be met by Angola's universities because of the lack of quality. While the BDA initially needs basic skills training for its own cadres (including in project management, IT, communication and other basic skills), the Bank will also require technical assistance for more specialized skills and qualifications such as in engineering, geosciences and agronomy.

The BDA is also looking to offer training to its clients so as to increase the effectiveness of its loans. Currently most of its project management is outsourced to consultants. Typically a 45-day consultancy would involve a senior and junior consultant and cost an estimated US\$42,500. Increasingly training for BDA is also conducted by recruitment agencies which also offer their services to job-seekers.²

Interviews with the BDA echo what others have suggested already: the key problem in Angola's education is quality. There is also too much focus on higher (academic) education and too little on technical skills. The BDA would welcome the introduction of an Angola certification authority for quality standards in (technical and vocational) education.

² There are some well-established Portuguese companies such as Coutinho Neto & Orey International (www.cnorey.com) that also offer ELT.

Box 3: BBC World Service Trust in Angola

The BBC World Service Trust has supported the training of Angolan journalists. The aim of this project is to build up Angola's media capacity.

100 Dúvidas (wordplay which can mean '100 questions' or 'without questions') is a programme aired by Radio Ecclesia (a partner station of the BBC World Service Trust), and the production team behind the programme was trained by BBC and local journalists.

The Parliamentary Under Secretary of State at the FCO, Henry Bellingham, visited the team behind *100 Dúvidas* during his visit to Angola in December 2010.

The need for agronomy and agricultural extension skills is not only limited to the BDA. Angola has high-quality farm land and has the potential to become a major agricultural exporter. Companies such as Lonrho are active in agriculture, and commercial farming will need agronomists and staff with agricultural and agri-business skills.

Lonrho currently exports seven tonnes of vegetables from South Africa to the EU every day. Judging by the scale of operations already under way in the region, and the potential of Angola for agriculture, the training opportunities in this industry are numerous. There are moves by South African companies to get a foothold in this future market. As Lonrho also has the exclusive dealership for John Deere tractors, the company will require an increasing number of managers and mechanics in the future.

Oil and gas sector

'Angolanization' (employing Angolans) is an obligation for companies engaged in the oil and gas sector. The legal basis for this is decree-laws 20/82³ and 17/09. The laws apply equally to international oil companies (IOCs) and service companies.

Decree 20/82 came into effect in 1982 and requires that all companies active in the oil industry in Angola should engage in the training of Angolan nationals to work in the sector. The decree foresees a progressive replacement of expatriate workers with Angolan oil workers, but there are no codified targets.

Decree-law 17/09 of 26 June 2009 introduced a new system of recruitment, integration, training and development of Angolan staff in the oil industry and the hiring of foreign personnel to the oil operations. This system was enacted on 15 February 2011 by the '*Contrato Programa*' (programme contract) between MINPET (the Angolan Ministry of Petroleum) and oil companies. This contract includes specific targets and detailed training needs/requirements (see below).

Human resource development – the means to Angolanization

For every barrel of oil produced in Angola, 15 US cents (US\$0.15) are earmarked for human resource development. Of these 15 US cents, nine typically go to MINPET and six are used by the oil majors for staff training.⁴

³ <http://faolex.fao.org/docs/pdf/ang63759.pdf>.

Out of the nine US cents that go to MINPET, three are for university funding. One US cent of every barrel goes to the Angolan state university, *Universidade Agostinho Neto* (UAN), and one per cent of the university funding has been transferred to the Catholic University of Angola (UCAN) to develop courses relevant for the petroleum industry. It is not always clear what happens to the money transferred once it reaches the universities. There seems to be no mechanism or effort from MINPET to control the effectiveness or monitor the results of its investment. There is no transparency and no accountability regarding these funds.

The '*Contrato Programa*' is an annual personnel training development and progression plan (and report) that the oil companies have to submit to MINPET for approval (for each staff member). Each plan includes training and skills targets. The companies can choose providers and the type of training. It is not always easy to prove that a certain type of skill or training will result in development or progression of the individual in question, and it is a cumbersome process to create detailed and lengthy career plans for every employee annually. The personnel training development plans are usually approved by MINPET without comments and it is unclear what purpose or interest they serve for the ministry.

Staff training

The laws governing Angolanization are designed to allow skills transfer. Initially this is from experienced and certified expatriates to Angolans within the country. Later, certified Angolans will take over from them in training younger staff. This skills transfer needs to be supported by training. This may include ELT, other qualifications and eventual certification through an (internationally) recognized certification authority for the industry.

The actual training of staff either takes place on-site with external experts providing the training, or it is conducted abroad. Behavioural training such as in management and corporate culture is mostly undertaken in Angola, while technical training is currently conducted mainly abroad. Training for the oil industry includes not only technical petroleum industry skills but also human resources, procurement, project management, finance and other certified skills. One oil service company interviewed for this paper stated that it has immediate needs for ten staff members trained in project management but by the end of 2011 this could rise to 200.

Examples of training providers in the UK that serve oil majors in Angola are the Chartered Institute of Purchasing & Supply (CIPS)⁵ and the Chartered Institute of Personnel and Development (CIPD)⁶. There are plans by some IOCs to get these chartered institutes to partner with Angolan universities to provide a longer-term framework for courses. The US-based not-for-profit organization 'World-at-Work' has also been identified as a partner in this respect.⁷

Research in Angola suggests that there is a need for vocational training where quality is assured by certification and accreditation. UK-based organizations such as the Scottish Qualification Authority (SQA)⁸ may find opportunities to offer their Scottish Vocational Qualifications (SVQ) (as well as their other qualifications). One of the key advantages of UK-based institutions such as the SQA is that their trainers are certified.

Local training providers for the oil and gas industry include ESSA (Training & Drilling Services Company of Angola, Ltd), which is a technical and vocational training provider and part of the Sonangol group.⁹ ESSA's training centre is accredited by the International Maritime Organization (IMO) to offer training to meet the standards of the STCW95 convention, which lays down minimum

⁴ Note that the six cents per barrel is a minimum amount for staff training by oil companies. Often the training needs and costs mean that oil majors spend more than the stipulated minimum on human resource development.

⁵ www.cips.org.

⁶ www.cipd.co.uk.

⁷ WorldatWork provides education, conferences and research focused on global human resources issues (www.worldatwork.org).

⁸ www.sqa.org.uk.

⁹ www.essa.co.ao.

standards of training for seafarers. Nevertheless, according to industry insiders ESSA could also benefit from increased competence levels and a better and broader curriculum.

The *Instituto Nacional de Petróleo* (INP), the National Petroleum Institute in Sumbe, is also a training provider for the oil and gas sector. It cooperates with RKK (a Norwegian resource centre for vocational secondary schools¹⁰) and the Stavanger Offshore Technical College (SOTS), mainly in the training of instructors for the INP itself. The institute has ambitious plans for an engineering school and even university, but again doubts remain over how well quality can be sustained in both delivery and curriculum.

Box 4: SonaRef

Sonangol is building a refinery (SonaRef) north of Lobito to reduce Angola's dependence on imported petroleum products.

Sonangol has awarded KBR a contract to provide front-end engineering and design work for SonaRef. The first phase of the Lobito refinery is planned to come on-stream in 2015 with a capacity of 115,000 barrels per day (b/d) before rising to 200,000 b/d in the second phase in 2016.

KBR is responsible for engineering, equipment and materials procurement, and construction management services for the refinery. This already requires significant technical skills (welders, mechanics, engineers, electricians, etc.). The volume of demand is currently in the hundreds and could easily reach the thousands. ELT is also in high demand on site.

Currently training is being conducted in the UK but one of the bottlenecks is in the issuance of visas. This limits the volume of training that can be conducted in the UK but may provide an added incentive for UK training service providers to enter the Angolan market.

While there are some established companies, the market for technical qualification in the oil and gas sector is still growing. This is especially the case for accredited training/ education. Demand is such that non-traditional actors in this sector – for instance the UAN – are planning to offer specialized and vocational qualifications related to the industry.¹¹ This is part of UAN's strategy to offer 'everything that has to do with oil and gas', despite its comparative disadvantage in this sector.

Other opportunities for UK companies are in health and safety¹² and online training. The latter in particular could be a good entry point into Angola for organizations such as Cresnet,¹³ LearnDirect¹⁴ and others.

An Angolan certification authority?

There is an opportunity to establish an Angolan certification authority that could guarantee quality in training and education and offer certification and accreditation. This could be an effective way to lift the quality of training in the country.

¹⁰ www.rkk.no.

¹¹ For instance, certificates for 'working at heights', among others

¹² (see <http://www.hse.gov.uk/pubns/indg345.pdf>).

¹³ www.cresnet.co.uk.

¹⁴ www.learnirect.co.uk.

Such an initiative would have to be supported by industry stakeholders in Angola; indeed the starting point for any 'proof of skill' standard should be the Angolan (oil) industry stakeholders. The initiative could be strengthened by input from UK organizations and businesses. The Africa Business Centre (ABC), with its affiliation to the Aberdeen and Grampian Chamber of Commerce (AGCC), could be a valuable ally in bringing UK certification to Angola through its training programmes in vocational qualifications. UK certification authorities such as the SQA would also be natural partners.

The development of an Angolan certification authority, supported by UK experts and institutions and targeted at the Angolan market, would not only have important development benefits for Angola and businesses operating there but could provide a strategic advantage for training providers from the UK looking to invest in Angola.

In sectors not directly related to the oil and gas industry, certification could also be highly beneficial for accounting, law, architecture and economics. Associations for these professions exist in Angola and could be natural entry points for UK chambers of commerce, business associations and businesses as well as education institutions, training providers and certification authorities.

Obstacles

Most training that is not ELT will have to be conducted in Portuguese, especially for health and safety-related courses. In addition teaching materials, including for ELT, would need to be adapted for the Angolan market.

While there are opportunities in Angola, some training courses will still be run abroad. This will remain the case even if the quality of training and education in Angola is enhanced. One obstacle reported to the authors is UK immigration restrictions. It is currently easier to acquire student visas for the US than for the UK. This restricts opportunities for UK-based education providers who want to offer the 'whole package' – i.e. initial training in Angola and advanced courses/language immersion in the UK.

Online training opportunities (e.g. Cresent, LearnDirect, and others) are relatively restricted as internet access and infrastructure is still too limited to reach a broad mass of people. This is expected to improve, however, especially in Luanda.

Angolan universities

The weaknesses of the Angolan education system have contributed to a situation where graduates are not adequately prepared and the quality of their education cannot be assured. There is a lack of support structures including access to resources, textbooks, libraries and non-academic support staff. There is a high level of absenteeism among faculty staff members as they often hold multiple jobs (sometimes at competing universities). Low salaries and the cost of living have contributed to this trend.

The structural weaknesses of the Angolan university system are an added political element. University directors are regularly appointed by the president. In some cases they have inferior academic credentials compared with those of other staff and faculty members. This complicates the dynamics within universities further as politics may determine salaries, preferential support for certain faculties, and the appointment/promotion of staff members. All this makes it more difficult to assure quality in Angolan universities, and can lead to the quality of teaching and merit being compromised by nepotism, corruption and (myopic) politics. Universities generally lack vision or a long-term plan.

These quality challenges appear to have been recognized by Sonangol, Angola's national oil company. However, rather than improving and strengthening existing universities, Sonangol decided to construct its own. This has not been approved by MINED (the Ministry of Education), and to date the Sonangol university has not officially started operations (although there are

indications that it is operating unofficially). Other unofficially operating universities include the René Descartes University and the Higher Polytechnic Institute (ISPOCA), both located in Cazenga.¹⁵

Efforts have been made to create links between Angolan and UK universities. In the past there have been contacts between UAN and the faculties of law of the Universities of Dundee and Aberdeen. Representatives from the two Scottish universities also visited UAN in Angola, and plans were drafted for their lecturers to teach at UAN. However, there were problems in the relationship, started under the previous UAN director, and no actual teaching exchange took place.

Currently universities in Angola such as UAN invite academics from abroad to teach (part of) their courses on an ad hoc basis. The courses are offered as a single unit or are integrated into existing degrees. Usually they are run for one or two weeks at a time and lecturers have visited from Brazil, the US and the UK. For such intensive courses, international professors can expect a fee of up to US\$10,000 per week and accommodation in a four-star hotel in Luanda, as well as business-class flights. Generally any training must be delivered in Portuguese (unless it is ELT). There are, however, some exceptions – for instance, courses related to the oil and gas industry may also be delivered in English (but only if language entry requirements are in place to ensure that students have the capacity to follow the course).

In addition to the funding received from MINPET for developing their curriculum, universities get revenue from fees. A graduate course at UAN costs a student US\$5,000 overall. The same fee would be applicable per student for shorter specialized courses taught by external experts over the space of a week or two. However, various scholarships are on offer to Angolan students; BP alone offers around 100.

A number of prominent Angolans have benefited from university education in the UK, including at doctoral level at the London School of Economics and Political Science (LSE) and the University of York, but also undergraduate degrees and ELT. One of the functions of Sonangol's London office is as an administrative centre for Sonangol's many educational and social initiatives. These include Cardlane Ltd, and Management to Learn Ltd. Staff from these two firms supervise the welfare of some 320 Angolan students annually in the UK.¹⁶ The University of Aberdeen, which offers specialized courses on oil and gas, receives four to five students on Sonangol scholarships each year, and universities in the Manchester area have attracted significant numbers of Angolan students on Sonangol scholarships.

¹⁵ 'Estudantes terminam formação em universidades ilegais', O Pais, on http://www.angonoticias.com/full_headlines_.php?id=30990.

¹⁶ Cardlane Ltd. manages around 140 Angolan students sponsored by Sonangol, and Management to Learn Ltd. manages around 180 students sponsored by MINPET.

Box 5: The emergence of private Angolan universities

Private universities emerged in Angola in the 1990s, but their number multiplied after 2007. There are now 16 private universities in Luanda province operating legally. According to the newspaper *O País*, these are:

- The Gregório Semedo University (located in Samba);
- Óscar Ribas University (Samba);
- Belas University of Angola (UNIBELAS)(Samba);
- Independent University (Samba);
- Institute for Science and International Relations (CIS)(Samba);
- Metropolitan University (Samba);

- Institute John Paul II (Maianga);
- Higher Technical Institute (ISTEA) (operating on the premises of the University Agostinho Neto (Maianga campus);

- Methodist University (UMA)(Ingombota);
- Lusíada University (ULA)(Ingombota);

- Private University of Angola (UPRA)(Cazenga);
- Instituto Superior Técnico (ISTEA)(Cazenga campus);

- Technical University of Angola (UTANGA)(Kilamba Kiaxi);
- Catholic University of Angola (UCAN)(Palanca);

- Jean Piaget University (Viana);

- Don Bosco Institute (Sambizanga).

The Council of Ministers rules on the establishment of private universities. However, comments from the ministry of education and the secretary of state for higher education seem to indicate that not all regulations and guidelines that govern the opening of private universities in Angola have been adhered to. This has resulted in inadequate facilities, lack of resources and study materials, libraries, laboratories and appropriate courses, and overall a sub-standard level of quality in the tertiary education sector.

There are also too few staff to service the number of universities, with the result that many teach (illegally) at more than one university.

According to *O País*, in June 2010 tuition fees for private universities in Luanda ranged between US\$2,750 and US\$3,850 per year (minimum), excluding the enrolment fee. This compares unfavourably with regional competitors such as Namibia (US\$1,500–2,000 per year) and South Africa (US\$2,000 per year), where study materials such as textbooks and other materials are also generally included in the fee.

Source: Data from *O País*, 14 April 2009, Edição nº 22, 'Universidades para o Inglês ver', <http://www.opais.net/pt/opais/?det=2842&id=>

English-language training (ELT)

For many of the training needs mentioned above, English-language competence is a precondition. It is a fundamental skill necessary for international commerce. English is the official language of international oil companies and aviation and of business across the Southern African Development Community (SADC) region and beyond. In all areas of management English is a

requirement, and the language is fast becoming a prerequisite for mid/high-level employment in Angola as well as career advancement. Angola also wants to expand its tourism and hospitality sector, in which English-language skills are essential. Lonrho has, for example, just set up a domestic/regional airline (fly450) where all staff are expected to speak English and face an acute need for ELT training. Currently this service is provided through Nairobi and South Africa.

Box 6: The British Council in the DRC – case study

The British Council (BC) is the UK's international organization set up to promote educational opportunities and cultural relations.

BC left the then Zaire, now the Democratic Republic of the Congo (DRC), in 1992/3. It was the top language centre, with a library and ongoing English language training. BC was officially reintroduced in DRC in 2010 and many Congolese citizens want to learn to speak English. The importance of English is also reflected in government policy: the current minister of education Leonard Mashako Mamba stated that he wants all graduates to be bilingual within 10 years.

The BC in Kinshasa is run by two locally employed 'Officers-in-Charge', and the office is located within the British Embassy. This keeps costs down but also restricts the reach of the BC. Currently the business model is based on in-house ELT for various companies and donor agencies, but there are plans to expand and provide greater access to ELT. One option is to partner with existing ELT providers. However, this raises questions about quality assurance.

Other ongoing efforts to extend the reach of the BC include strategic relationships with ministries, secondary/tertiary education institutions and the media. The BC in DRC uses local radio stations to broadcast 'Teaching English Radio' and 'Learning English Radio', as well as newspapers to build language comprehension and knowledge of UK culture/sport. The BC specifically targets teachers so that the benefits cascade down to multiple students. It is developing relationships with various English-language and teachers' associations, and initiatives to build their competencies.

IOCs generally send their ELT candidates abroad to courses in the UK, South Africa and US, as this has the added benefit of language immersion. There is, however, a market in Angola for lower levels of ELT in preparation for advanced and specialized courses. The Crown Agents have in the past offered a specialized course to their staff, 'ELT for Customs officials'.

ELT could easily be integrated into faculties of Angolan universities. There are around 100 students per year studying law and a few hundred studying engineering, who have hardly any English-language skills and would benefit from beginner, basic and intermediary levels. For higher levels, language immersion in the UK would probably remain the appropriate choice.

The US Embassy together with the Faculty of Humanities at the UAN are providing ELT to students, but it is too early to assess the effectiveness of this initiative. So far no students have completed the course.

A similar opportunity exists with regard to a postgraduate course in oil and gas legislation offered by the faculty of law at UAN. This course has around 50 students and an expected pass rate of 60–70%. ELT prior to and/or during the course would be highly beneficial. Given the fact that oil companies are keen to increase the skills in areas related to their industry, it is very likely seed funding would be forthcoming if a solid proposal were made.¹⁷

The need for high-quality ELT is highlighted by the fact that, on average, around 60% of students entering tertiary education come from oil companies (where English is the one of the working languages) and will return there. Nearly all of the interviewees for this research (including at

¹⁷ BP, for instance, funded the development of the oil and gas legislation course at UAN.

ministerial level) have commented on the absence of the British Council in this fast-growing market. It is seen as a brand that stands for quality and professionalism, and most training recipients are baffled by its absence from Angola.

Other UK ELT brands that are at a premium in Angola are the IELTS, TOEFL and ESOL (Cambridge) qualifications.¹⁸ Any training institution that is accredited by the British Council to offer these courses would thus also have added value in the Angolan market.

Box 7: The British Council in Angola

On two occasions since the mid-1990s the BC has evaluated market entry into Angola and has run ad hoc engagements. An internal reorganization that meant there were no champions for Angola in BC's senior management coincided with the global economic downturn and the impact of UK government cuts on the BC's budget to make Angola a lower priority for the BC. The expensive and unpredictable business environment in Angola has resulted in its becoming a secondary market for the BC (and other ELT providers). Currently the BC is firmly out of Angola, but this could change if the business environment improved (e.g. if the issuing of multiple entry business visas became more predictable) and the BC could find guaranteed market entry partners.

The government sector too is increasing its requirement for ELT. The BC reportedly used to have a relationship with MINPET but this has withered. Angolan ministries (and MINPET in particular) have ambitious plans to train staff in English. Training is already ongoing in MINPET: early stages from beginner up to intermediate levels typically take place over six months in Angola at a cost of US\$2,000-2,700 per student (excluding books and training materials). Of the students who attained beginner and intermediate levels of competence, currently around 10–15 are being sent to the UK, where they stay from 45 days to 6 months, typically with host families.

¹⁸ IELTS, TOEFL, and ESOL (Cambridge) are all tests of English that are commonly required by non-native speakers for higher education, immigration and employment.

CONCLUSION: SWOT ANALYSIS OF UK EDUCATION SECTOR

Strengths

The 'British brand' is perceived in Angola to offer quality and consistency and distinguishes the UK from many of its competitors: This is especially the case for the British tertiary education sector. Many Angolans in leadership positions in business and politics studied in British universities and many of their children are following in their parents' footsteps.

Other UK advantages include a well-established education service and training industry that is overseen by credible standards and certification authorities. Qualifications and certified training for the oil and gas industry that have been gained in the UK are at a premium in Angola.

The UK is also an attractive option for Angolans wanting to learn and/or perfect their English-language skills. In particular, the British Council and BC-accredited schools are a strong brand in Angola.

Another advantage for any training/education enterprise vying to enter the Angolan market is that there is a ready-made constituency of British companies (such as BP), which could provide a market for many of the training products offered by a new entrant.

Weaknesses

UK education service-providers are at a disadvantage when it comes to offering training in Portuguese. Training in Angola (including ELT and higher-level management training) often has to be delivered in Portuguese. This is especially the case for any training in the oil and gas industry, where health and safety requirements mean the message must not be lost, but it also applies in other training such as primary, secondary, vocational and university education where students will have insufficient language skills to be able to learn in English.

Another weakness of British education and training providers is the current UK visa regime *vis-à-vis* Angola. Angolan students find it harder to acquire visas (including for ELT) for the UK than for the US and South Africa. Companies wishing to train their staff in ELT or other skills therefore tend to avoid the UK and choose competitors whose visa requirements are less stringent, even if the quality of teaching may be poorer.

Opportunities

Angola's political environment is open to foreign investment. This is especially the case for education and training, which President Dos Santos defined as a priority in a major speech in April 2011.¹⁹

Angola has been one of the fastest-growing economies in the world and is again expected to reach double-digit growth in 2012. To sustain such growth, the Angolan economy needs well-trained and educated nationals, and given high oil prices, Angola has ready funds to support training (from both the public and the private sector).

English has become the first foreign language that students learn in school in Angola, and demand is increasing as more students enter secondary education. A growing number of professionals and school leavers require English to get a job or progress in their career, particularly in the oil and related service industries. UK-based training and certification institutions are thus perfectly placed

¹⁹ 'MPLA vai continuar a dar primazia a educação', 29 April 2011, ANGOP

to provide the relevant skills and qualifications for oil companies seeking ELT and technical training in Angola.

Threats

Business and politics are interlinked in Angola and the education sector is not exempt from this. Careful selection of partners and advocates is essential. Other challenges to overcome in setting up a business in Angola include high capital investment requirements for investments. As of April 2011 the minimum investment sum by foreigners is set at US\$1m. This may be a realistic requirement for capital-intensive industries such as oil exploration and production, construction, or large-scale agriculture; but for the education sector it represents a considerable hurdle.

While ANIP declares that education is a priority sector, this new regulation is proving too clumsy. Lumping education (and health) investments together with other 'priority' areas such as civil construction, infrastructure development (including roads, railways, ports and airports, telecommunications, energy and water) and processing industry is a mistake. Overall the system of incentives and requirements for investors wishing to invest in education in Angola is not only ill-advised but counterproductive and constitutes a barrier to investment in this crucial sector for the country.

The difficulty experienced by UK citizens in obtaining Angolan visas is also a major hurdle to doing business in that country. The current regime is unsatisfactory because it is so unpredictable. Although better in comparison, the UK visa regime for Angolan students studying in the UK is also too strict, and training opportunities have been lost to competitors because of it.

Technological limits to conducting business in Angola include lack of infrastructure (electricity, water, internet, etc.). Depending on the type of training provided (e.g. e-learning) this will have business implications.

ANNEX A

Education expenditure in the 2011 Angolan state budget

Item of expenditure	Value (Kz)	(Value GBP)	Percentage of 2011 state budget
Education (total)	341,169,176,178	2,186,370,000	8.18
Primary and pre-primary	233,193,035,477	1,494,410,000	5.59
Pre-primary	42,532,304	272,266	0,00
Primary	233,150,503,173	1,494,137,734	5.59
Secondary	39,469,801,746	252,941,000	0.95
Higher	39.083.384.596	250,465,000	0.94
Graduate	38,534,447,603	246,947,000	0.92
Postgraduate	548,936,993	3,517,850	0.01
Education not defined by levels	2,698,831,425	17,295,400	0.06
Subsidiary services	26,622,872,934	170,612,000	0.64
Services (not specified)	101,250,000	648,858	0.00

Source: MINFIN, Resumo Da Despesa Por Função,
http://www.minfin.gv.ao/fsys/resumo_da_despesa_por_funo2011.pdf

ANNEX B

'Ease of Doing Business' ranking (out of 183 economies)

Topic ranking	DB 2011 ranking	DB 2010 ranking	Change in ranking
Starting a business	164	164	No change
Dealing with construction permits	128	119	➕-9
Registering property	174	173	➕-1
Getting credit	116	109	➕-7
Protecting investors	59	57	➕-2
Paying taxes	142	135	➕-7
Trading across borders	166	167	➖1
Enforcing contracts	181	181	No change
Closing a business	147	144	➕-3

Source: *Doing Business 2011* data for Angola,
<http://www.doingbusiness.org/data/exploreeconomies/angola/>

ANNEX C**Doing business in Angola – procedures**

No.	Procedure	Time to complete	Associated costs
1	Search for unique company name and pick up the relevant certificate	1 day	Kz 500 + Kz 24,090
2	Deposit the legally required initial capital in a bank and obtain deposit evidence; pay the registration fee	1 day	No charge
3	Verify the company documents at the Guichet Unico	1 day	The fees are included in the company registration fees
4	Obtain Tax Identification Number (NIF) at Guichet Unico	1 day	Tax fees included in next procedure
5	Notarize company draft documents, register the company and pay registration fees at Guichet Unico	4 days	25,000 Kz Guichet Unico fees + registration in the conservatoria 100,002 Kz + 12,000 Kz statistics institute + 20000 Kz Impresa National (fixed cost) + 10 Kz social security + 132,730 notary fees + 25,595 Kz taxes fee
6	Obtain the Commercial Operations Permit from the Ministry of Commerce	60 days	US\$ 1,000
* 7	Legalize the inventory and diary books with the Tax Office	1 day (simultaneous with previous procedure)	US\$ 3
* 8	Legalize the inventory and diary books with the judge of the provincial court having jurisdiction over the area of the company's headquarters	1 day (simultaneous with previous procedure)	US\$ 20

* Takes place simultaneously with another procedure.

Source: *Doing Business*, 2011

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