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INFORMATION AND COMMUNICATION TECHNOLOGIES IN ANGOLA AND THEIR ACCESSIBILITY PROBLEMS: A STUDY CARRIED OUT IN THE SOYO MAGISTERIUM

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SUMMARY

This article aims to analyze Information and Communication Technologies in Angola and their accessibility problems, specifically in the Soyo Teaching Department. Thus, a bibliographical review and documentary analysis were carried out, with qualitative research as the fundamental pillar, with the aim of delving into the epistemological foundations and contributions on the subject under study. Consequently, the presence of theoretical and empirical methods, in line with the duly outlined and established indicators. The collected data were presented and discussed with theoretical guidelines at the level of specialized literature. As a result, the research indicates that the use of technology in education considerably improves and expands the performance of the professional responsible for guiding the pedagogical process with their learners, taking them to a higher level. This makes it possible to easily perform and acquire the aspirations that are currently desired. However, there are digital inequalities, a lack of resources and deficient training of education professionals and, as if that were not enough, there are abysmal barriers regarding the acquisition of recommended equipment.

Keywords: Information and Communication Technology, Problem and Accessibility.

ABSTRACT

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pillar, with the aim of delving into the epistemological foundations and contributions on the subject under study. Consequently, the presence of theoretical and empirical methods, in line with the duly outlined and established indicators. The collected data were presented and discussed with theoretical guidelines at the level of specialized literature. As a result, the research indicates that the use of technology in education considerably improves and expands the performance of the professional responsible for guiding the pedagogical process with their learners, taking them to a higher level. This makes it possible for them to easily perform and acquire the aspirations that are currently desired. However, there are digital inequalities, a lack of resources and deficient training of education professionals and, as if that were not enough, there are abysmal barriers to the acquisition of recommended equipment.

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1. INTRODUCTION

The Republic of Angola is sovereign and independent, based on the dignity of the human person and the will of the people. Its fundamental objective is to build a free, just, democratic, supportive society of peace, equality and social progress. (Angolan Constitution, 2010, Article 1).

It is located on the west coast of southern Africa, south of the Equator. It is the fifth largest country on the African continent, with an area of approximately 1,246,700 km^2. Preliminary results from the 2014 Census show that the resident population of Angola as of 16 May 2014 (census date) was 24.3 million inhabitants, of which 11.8 million were male (48% of the total population) and 12.5 million were female (52% of the total population). Today, it has 21 provinces, including: Cabinda, Zaire, Uíge, Luanda, Bengo, Benguela, Cuanza-Norte, Cuanza-Sul, Malanje, Lunda-Norte, Lunda-Sul, Huambo, Bié, Moxico, Huíla, Namibe, Kuando-Kubango, Cuando, Moxico Leste, Icolo and Bengo and Cunene. These, in turn, are subdivided into 326 Municipalities, and can also be structured into Communes and equivalent territorial entities. Luanda is the capital and the city with the highest population density.

From the bibliography consulted and the result of several findings, one of the elements that has greatly conditioned the integration of ICTs is access to electricity, which is still a burning issue within communities. In this country, only 31.9% of the population has

access to electricity depending on state sources. This reality is even more alarming in remote or hard-to-reach areas, where only 2.2% of residents benefit from electricity, while the most urbanized areas register a schematic of at least 50.9%, therefore, these data are direct reflections of the results of the aforementioned census (Cruz, 2019).

A considerable part speaks Portuguese fluently, it is the official language and is spoken by 71% of residents, especially those living in cities.

In rural areas, more than half of the population (about 51%) has serious problems in expressing the Portuguese language and, consequently, with a presumed increase in knowledge and science, it requires an adequate and faster investment in terms of accessories in this range under discussion, human and technological resources of configurations to harmonize the elevation in native languages, a situation debated for decades, unfortunately, until now without expected returns according to expectations.

Therefore, this article aims to analyze Information and Communication Technologies in Angola and their accessibility challenges, specifically in the Soyo Magisterium.[1], following the previous logic, the Angolan government embraced certain actions with the aim of adapting qualities to the technology connection package in the educational scenario, increasing the probability of raising the population's access to technological tools. Some indicators of the Angolan executive's strategy include, among other activities, the main ones are expressed in the following lines:

- Manufacturing dedicated to Information and Communication Technologies in Angola, made public from 2010;
- The White Paper on Information and Communication Technologies, published in 2011;
- National Plan for the Information Society for 2013 – 2017, published in 2013, which updates the Action Plan for the Information Society drawn up in 2005 by the Angolan Executive.

[1]The Soyo teaching school, located in the Kinwica neighborhood, in the city of Soyo, is responsible for providing training with a profile of intermediate technicians to teach in primary and 1st cycle secondary schools, in the specialties of Mathematics and Physics; Biology and Chemistry; Portuguese Language and Moral and Civic Education; and Geography and History. The Primary Teaching School offers training options for technicians for Primary and Pre-School Education.

Angola's macro interest in the area of Information and Communication Technologies is that the implementation must have a real impact on citizens, the economy and other social spheres. The plan envisages ending the current openings, reinforcing the impact of Information and Communication Technologies on economic and social development for the promotion that respects and serves all differences, whose citizens are connected to the world have access to education, health and opportunities to enhance their ideas and personal, professional and academic skills.

The PNSI (2013) describes that Information and Communication Technologies and Internet access "are the cause of more help for the inhabitants of the city, municipality, enterprises and associations, which in their conglomerate will trigger the maximum capture and development of the productive area and the social context, however, the note recommends a contiguous of elements", which in our understanding, there are still more benefits that should become the criteria of the interested parties, counting:

a) It is extremely necessary to guarantee high levels of acquisition and achievement of Information and Communication Technologies, particularly in areas that are difficult to access or have small populations, because the process must be inclusive;

b) The large-scale expansion of Information and Communication Technologies it will become evident when the values for its adherence are reasonable or meet the different classes that represent the country's social mosaic, furthermore, both the network and the technological devices must enable a balance in terms of equality and equity;

c) In the event of an emergency, the population must be trained, deserving a training to be able to promote accessibility in terms of handling and full use of all available technological tools, by doing so, everyone will be present and within the intricacies of the digital inclusion objectives.

In this regard, today there is no doubt about the benefits of teaching that values the presence of educational resources to its adherents. It is a challenge that schools face in favoring diversified educational modalities, based on the active methodology, which in turn applies innovative methods and strategies, a considerable presence of technology and other attractions that contribute to the greater scope and success of learning.

In consideration of the above, we would like to say that efforts and prospects for progress have been recorded, and educational establishments have planned actions

concrete solutions that enable the integration of ICTs for the benefit of the teaching and learning process that is practiced in these spaces. In this regard, these same technological alternatives in the Soyo Teaching Profession also bring with them other atrocities, from the point of view of their acquisition, their handling in classrooms or in other pedagogical spaces, however, this research is limited in terms of the problems and their accessibility.

2. THEORETICAL FRAMEWORK

2.1. Information and Communication Technologies in Angola

The influence of Information and Communication Technologies on Angolan society is a topic often debated among different experts, such as Fortes (2011) and Sousa (2016). These authors state that numerous social sectors in Angola make use of ICTs, which have had a notable and visible impact that can be revealed from the political, economic, social, ideological and cultural dimensions that prevail today.

To begin with, the impact linked to the economic dimension is noticeable due to the various advances that have been made in Angola as a result of the automation of many companies and institutions of different natures, including: factories, schools, health units, hospitals, banking centers and much more.

Next, on the political and social side, we see the flourishing and inclusion of Webs and its more robust stratifications, the considerable increase on the part of social networks (Facebook, Watsapp, Instagram and others) which also, on the other hand, harbor a significant increase and diversity of cybercrimes, these factors force government authorities to work and develop some legal instruments with the aim of civilly and criminally sanctioning all types of situations discussed above, a reality that is not yet observable in Angola, etc.

However, the area of Law in Angola needs to be strengthened in terms of the widespread application of its precepts of action. It is a matter of mastery on the part of the authorities who, by vocation, meet these particularities, because it is thought that it is time to put theory into action, because it is a pressing need, the current context demands it.

2.2. Layout and accessibility challenges

Since the acquisition of technological tools is a problem for a considerable part of Angolans, this is justified by the economic indicators that are being experienced, requiring prudence and a lot of restraint to prevent essential goods of first necessity, the Angolan government, vested with its powers, understood the construction of the so-called Mediatheque networks (REMA) in some of the main provincial capitals and municipalities with enormous population densities, just to mention: Zaire, Luanda, Benguela, Saurimo, Huambo and Lubango, this in the initial stage of the referred project, thinking of reaching the number of at least 18 Mediatheques throughout Angola (Fortes, 2011).

Therefore, the above initiative also aims to promote digital inclusion, giving all citizens the opportunity to access the world of technology through a broadband internet connection. It is a great opportunity for students, researchers, teachers and other social actors to increase their skills. It is a welcoming space, the attractions provided are exclusively for specific purposes, meeting the aspirations of the user.

At the same time, in addition to the expansion of Media Library Networks in various corners of the country, private and public entrepreneurs were given the opportunity to open Cybers to address situations similar to the technological world. A place for research, document editing, and the preparation of various works focused on areas of interest to city dwellers.

For reasons known to all of us, the presence of technology in all spheres of life is a healthy factor today. It contributes greatly to manual labor that man would once have solved on a large scale of time and energy. It is in this logic that progress is being made, audiovisual technology is widely applied and taken into account, especially in the field of education, of course, and in schools, enabling broader indicators of learning, in fact, allowing listening and observation, giving students greater opportunities to take advantage of the various ways of capturing information in accordance with the topic being addressed. Therefore, they become essential elements in fostering a creative and meaningful teaching activity, both for the teacher and for the students involved.

For a long time now, teaching resources have been seen, highlighting the evolved frameworks, projectors, various computers, films or videos, have gained enormous spaces for the materialization of teaching objectives. Each reality to be discussed during the activity

academic and professional is quite challenging and, due to different circumstances, the presence of one of the aforementioned means is imperative.

According to Santos' (2012) postulates, audiovisual media are clusters and expedients used in the context of a methodology aimed at instigating the student to fine-tune the training process [...] where videos can be found, we can highlight leaflets, videos, audio systems and slide projects.

A considerable number of education professionals understand that the means Audiovisual materials are simply aids in the teaching process, giving little credibility and confidence in possible transformations that they have driven when in fact they are incorporated into the process of training students. In this era of knowledge, the persistence of some teachers in perpetuating pedagogical practices focused merely on traditional teaching has been repeatedly criticized, which often causes and increases the productive incapacity of adherents. However, education agents who rightfully exercise the task of teaching must provide enjoyable classes, thus avoiding educational scenarios with a huge proportion of verbalization, as mentioned above; observation and direct view of certain realities to be discussed must prevail in classes, not limiting the specificities of each area of knowledge.

One of the enormous difficulties of the technological information age experienced by current educational centers have little interest and insufficient technical and technological preparation related to the handling or even mastery of educational technology, for the benefit of the action itself. The incorporation of projectors and computers in classrooms is rarely recorded by the professionals mentioned.

Therefore, audiovisual technology must be incorporated in a careful manner so that it is moderate and necessary. In other words, it is extremely important that education professionals review issues related to the profitability of technological resources available in schools, seeking to find the appropriate means that the school has and moderate them in accordance with their materialization in the educational processes and not simply incorporating them to exclude students from the educational meanders at certain times to advance teaching activities, significantly reducing the need for these important resources for students' academic success.

Normally, it is possible to notice a huge diversity of shapes or paths strategic aspects that the education professional can take into consideration during his/her classes, there is a provision of enormous objects, equipment, forms, techniques that should be incorporated into different teaching approaches in the academic context. This may, in a certain way, increase the level of perception, optimization and favor better learning opportunities for everyone, regardless of other learning factors that may eventually mark the current training context in a given circumscription under treatment. Therefore, as a technological possibility to make the pedagogical process under treatment profitable, it is called the Internet.

It can be argued that every teaching resource incorporated during the work of the teacher and student, of course, in the process responsible for transmitting the transversal heritage that guarantees the culture, values, customs, and socially accepted habits, through the internet as a teaching resource, has seen advances and setbacks. This is how Bonini and Lombardo (2004, p. 1) wrote that teaching and using internet services as a resource, even in other formative acts as such, entails advances and setbacks. To begin with, within the scope of advances, it is possible to verify: "1. Distribution of information within a human framework; 2. Reduction in distribution costs, since there are no photocopying and mobility costs on the internet. 3. Different teaching methodologies are admissible, such as: text, images, communication of all adherents". On the other hand, in the setbacks, the physical absence of the instructor, the teacher and the subject being molded, in this case, the student, is recorded. As if that were not enough, there is a huge number of elements that may not be prepared and equipped for the requirements related to this particular issue.

In the training context, whenever the incorporation of the internet is adopted, the mediator of the teaching activity, in this case, the teacher, must imperatively direct the focus to their respective e-mails or electronic account contacts where the trainees have been constantly consulting due to necessity. In this logic, Moran (1999) comments that developing training processes taking into account the internet requires control and supervision by the education professional.

There is no denying the amazement that the student feels when he gets ready in front of a device composed of internet services, this is because he ensures that he is

connecting with the world, with different nations, gathering experience and exchanging generalizable knowledge. It is an enormous and unforgettable pleasure. It is an exercise that currently lacks adjectives around the advantages it provides us.

Given the selection within an educational scenario that is still characterized by blackboard and chalk and, in comparison to any lecture in the cybernetics office, it is understood that all students will opt for the second alternative since in this, students will have the possibility of establishing a link between theory and practices, they will develop significant learning taking into account the advantages of this modality around the formative process.

Therefore, Mercado (1999) wrote that the professional training of technicians to work in schools is essential, thinking in qualitative terms and advantages when incorporating new technological tools in this area. The possibilities that these provide broaden the teaching horizons of the teacher, who in turn must add technical and technological competence to know how to manage the various situations that have arisen by imperative, on the other hand, take advantage of the best experiences and educational practices that contribute to the success of the entire process.

When indoctrinating using the internet, the educator comes from the role of an extra and holds the media function of the process itself, and as if that were not enough, he can channel all the disciples towards the premeditatedly targeted recipients. In this order of thought, the internet will hold the fundamental action in this conjuncture that we are in fact referring to. For other approaches on this perspective, it is possible to align with the postulates of Moran (1999) who states:

> Teaching by taking advantage of the benefits and attractions of the Internet implies a tutorial style that is different from previously established educational trends, of course, taking into account the current reality. The instructor can and should be playing the role of a knowledge launcher, specifically focusing on the aspirations sought by the learners. Knowledge is preserved in numerous duly decodable information banks, in surveys, leaflets, written documents, manuals, books and in universal conglomerate directions (MORAN, 1999, p. 20).

However, the media figure of the process under analysis, the educator is always the mediator of the entire transformative scenario of behaviors of the subjects involved. It is the sole responsibility of the student to mobilize his/her disciples, to raise them to the estimation of the different approaches to be dealt with, expressing the desire, will and interest of the educational purposes emanated superiorly by the competent structures of the educational scenario.

However, the Internet continues to be a technique that promotes empathy among students, in certain educational circumstances, regardless of certain adversities that characterize classes that take place in different environments. It favors innovations and abundant possibilities to provide other investigations in a more open, developmental and meaningful way to students for the benefit and elevation of their potential around cultural heritage. Due to the enormous advantages of these procedures and among other faculties that the current era of knowledge provides for communication, exchange of information, the enormous desire to develop various transformations that deserve a close look from all of us, the presence and incorporation of the Internet in the service of education is compelling and extremely necessary.

2.3. Improving quality and minimizing access requirements

In Angola, the high price in terms of acquisition of technologies and equipment is, to date, one of the main factors that motivate significant exclusion when it comes to their use in various domains in the spheres that mark collective and private institutions. In this logic, Cruz (2019) states that:

> With the aim of minimizing the tariff and making it both understandable and reasonable for the citizen's pocket, without social stratification, the Angolan government has launched certain procedural exercises, due to their scope and particularities, such as the production of a satellite, nicknamed ANGOSAT 1, which, according to its schedule, is scheduled to be launched into orbit on December 26, 2017, via terrace 45 of the Baikonur Cosmodrome, located in Kazakhstan, using the Ukrainian Zenit-3SLB rocket, and also involving Moscow, the Russian government's space institution. This event has gone down in the annals of the history of the African continent because Angola is among the countries on the continent that have already achieved this goal. It is known that successive efforts are needed to make this great feat possible. It is the seventh country in the African geographic context to achieve this feat. Unfortunately, shortly after its launch, there were certain cuts accompanied by some technical and technological breakdowns that eliminated any possible connection (CRUZ, 2019, p. 35).

It is said that the range of people responsible for the launch, control and supervision of the satellite, pointed out that in the act, after the launch, immense atrocities were recorded from a technical point of view during the entire process (constant cuts in the satellite's power supply subsystem), thus causing atrocities due to external factors that were difficult to control, which led to the adoption of other positions, in this case, uncertain.

There are various ways to reduce the impact of the use of Information and Communication Technologies in the teaching and learning process in Angolan schools, because this minimization does not begin and end with ideas; it is necessary for discourses to be transformed into concrete actions. With each passing day, society becomes more aware of

other challenges and, to overcome or possibly resolve them, we aim to address all the domains that are experienced.

Indeed, current schools are being built with standards in mind that meet the dynamics and socially characteristic reality. However, this imperative is not enough. The equipment provided must be in tune with different criteria and institutional nature. There are cases in which the school is in perfect condition in terms of equipment and carries the desired architectural value, as it may be experiencing contrasts in terms of correspondence between the existing material and the type of pressing need. In the same vein, Santos (2007):

> He carried out research in two public schools, from at least two different teaching subsystems, in which it was possible to determine that only one of them (Teaching) has a computer room equipped with at least eleven technological devices, in particular, computers connected to a network and with access to the network, a photocopier, a portrait with a prominent position and a projection screen, with the entrance to the room being free for educators, students and other non-instructor employees of the aforementioned educational establishment (SANTOS, 2017, p. 56).

In addition to the results of this study, it is essential to say that this reality can be observed by many school units, however, it may also differ in other cases. It is a situation that is still being debated recently, because, with the emergence of different educational models that aim to transform teaching activities, the scenario has benefited other levels.

3. MATERIALS AND METHODS

This approach is qualitative and focuses on events in society that are centered on the interpretation and explanation of the dynamics of social relations. In this configuration, according to Minayo (2010), the qualitative approach refers to the universe of meanings, motives, aspirations, beliefs, values and attitudes, which corresponds to a deeper space of relationships, processes and phenomena that cannot be reduced to the operationalization of variables. In these terms, the same author determines the qualitative method as that which is applied to the study of history, relationships, representations, beliefs, perceptions and opinions, products of the interpretations that humans make about how they live, build their artifacts and themselves, feel and think. The aim is to investigate the theme from different perspectives, as explained above, from the social point of view and its various domains. It is known that in nature, living beings are influenced by internal and external factors.

In developing the research, methods were applied that allow interpreting and giving compliance with the objectives set out:

a) Theoretical level:

Inductive-Deductive: It allowed establishing a careful approach from the restricted to the broad scope and vice-versa in relation to information and communication technologies and their accessibility challenges in the Soyo Teaching Profession.

b) From the empirical level:

They were used among the different consultation materials, and some of them can be cited, with emphasis on the Basic Law of the Education and Teaching System, which establishes the principles and general rules of the Education and Teaching System, the Statute of the Teacher Training Subsystem, the Regulations of the School and the Committee of Parents and Guardians, different and diverse minutes of meetings of both the Teaching Board/Soyo, as well as the use of different agendas, which include the final results of many students in different years.

These procedures refer to documentary analysis, carried out by consulting reports of activities carried out previously and through information present in documents and records of the school's operations from previous years.

According to Sousa and Baptista (2011), documentary analysis constituted a important technique in qualitative research, either by complementing information obtained through other techniques, or by discovering new aspects about a topic or problem. In this specific case, documentary analysis was a complement to the information obtained through the interviews and questionnaires applied.

Questionnaire: applied with the aim of knowing the different criteria of experts in the field of education who work at the school under study, with particular emphasis on teachers, in relation to ICTs.

Another data collection instrument used was the interview guide carried out with the Three (3) members of the management of the Soyo Magisterium.

For Barroso (2012), he defines the interview as a configuration of exchange egalitarian. Likewise, it is an asymmetrical conversation format, in which one party seeks to gather information and the other provides itself as a source of knowledge. It establishes techniques for classifying master data and offers great appreciation to the speech of

all respondents. Both provide advantages and disadvantages that the study specialist needs to take into consideration, especially when choosing the technique to be juxtaposed in his/her reserved design.

They responded to aspects directed to their respective areas of action, taking into account the perspective of the study. Based on the previously cited author, he states that an interview is also understood as a procedure that immerses two subjects in a “face to face” situation in which one of them makes points or asks questions and the other responds.

4. DISCUSSION OF RESULTS

The results obtained through the application of the data collection instruments, namely, the interview applied to the three members of the management of the Soyo Magisterium who marked the sample of this research are the object of discussion, that is, making a cross-referencing of bibliographical realities consulted according to the indicators submitted to the researchers. In these terms, the main focus of this panel is to discuss the results previously demonstrated in a logic harmonious with the problematization and the necessary questions of our approach.

To move forward, based on the indicator analyzed "ICT in schools", the board members approached, during their speech, it was noted that they recognize the benefits that the presence of digital tools can provide in favor of the vaunted quality of teaching as one of the flags always reiterated within the scope of public policies of the education and teaching system.

In this regard, we support the postulates of Moran (1997) who believes that Educational institutions and teachers in particular, today must learn to manage multiple environments and synchronize them in a visible, balanced and innovative way, taking into account the objectives that educational systems propose. The first element to highlight here is related to a new classroom complete with pedagogical resources and with dissimilar activities, which integrates with going to the laboratory to carry out research and technical-pedagogical authority activities. It is believed that the respective activities and complement each other expand, without taking into account the distance and scope limits, in modern digital platforms and conclude with places and occasions for experience, information

of the factual reality to be addressed, of admission in professional and non-formal environments of each topic to be addressed.

With the indicator "educational resources", according to the respondents, it became clear that the Soyo teaching profession is not keeping up with the technological revolution that characterizes current societies and institutions. This reality is sustained by the fact that the aforementioned school does not have the equipment that configures the necessary technological development considering the nature and level of education that is offered. The students perceive that ICTs play a preponderant and extremely important role in their integration into the school. They understand that these must be well integrated, which depends on the objective to be achieved in each class to be taught; however, at no time can the aforementioned innovations that are also brought about by globalization replace the role of the teacher. Unanimously, they added that it is necessary for those responsible for the equipment and modernization of teaching units to be able to make the most of material resources that translate into the school's aspirations based on our object of study. It is for this reason that Soares (2012, p. 34) described that:

> The use of resources as a pedagogical instrument allows new approaches that teachers can use as teaching practices and during their preparatory activities in this same area, since this instrument can enhance teaching and learning practices in schools. This has sparked interest and particular motivations in understanding the relationship between teachers and the use of technological resources, such as computers, school TVs, multimedia projectors, among others that improve teaching practice in the school context(Soares, 2012, p. 34).

Without a shadow of a doubt, it is indisputable that the presence of technological resources transfers status, in addition to making teachers' practice more efficient, enabling new paths for teaching and its evaluation, as the application of the aforementioned materials in the environment of the teaching and learning process highlights the effects of globalization also evident in the technological era.

In the last indicator, "ICT challenges", opinions differed. One member of the board reported that the school should continue to propose and find technological solutions to favor training activities. Encourage teachers who have transported their technological resources and resort to various institutions with a vocation in this regard, always in an attempt to make the teaching and learning process successful. The others claimed that, in addition to equipping the school with equipment, it is necessary to:

Particular importance is also given to promoting solid training in how to work with the aforementioned equipment, thus promoting a process of intensifying technological skills.

According to Veiga (2001), it is necessary to evolve in order to progress, and the application of Computer science makes the most of subjects with alternative methodology, which often helps the teaching and learning process. The role of teachers is not only to pass on information, but also to facilitate and mediate the construction of knowledge for students. Based on this reality, schools, through pedagogical managers and other related entities, must create mechanisms to make these teachers adapt to developing classes using technological resources, such as innovative learning tools.

For further evidence, we rely once again on Soares (2012, p. 55) He concluded that "the great challenge for teachers in using technological resources is based on principles that prioritize the construction of knowledge, significant student learning, interdisciplinary and integrative activities carried out mediated by the resources in question".

Therefore, today there is no doubt about the benefits of teaching that values the presence of educational resources to its adherents. It is a challenge that schools face in favoring diverse educational modalities, based on the active methodology, which in turn applies innovative methods and strategies, a considerable presence of technology and other attractions that contribute to greater scope and success in learning.

FINAL CONSIDERATIONS

The quality of teaching is related to a variety of factors that we can consider intrinsic and extrinsic to the agents involved, namely, students, teachers, guardians, school management, the administrative apparatus hierarchically superior to schools, such as municipal and provincial education departments and, lastly, the government bodies responsible for defining a country's educational policies. This entire network of educational agents participates in the education of students and, consequently, they are all responsible for the quality of education. Concern for issues related to education is not exclusive to people who look from the outside at the development of teaching activity, but we too, as direct actors, have the duty to stop and reflect

about our own profession. It is from this duty that our belonging to the educational sector arises.

In these terms, the current challenge is the urgency and need to adapt educational institutions, with particular emphasis on the school that is the object of research. It is believed that with its equipment, the training environment could gain other contours in terms of its scope of action.

However, schools need to be equipped with recommended teaching resources. In fact, the legislation requires this accessibility, the steps to implement it are still a problem to be addressed, as it is also understood that it is necessary to advance in other areas that are no less important for the socioeconomic life of the country.

Finally, it is one of our fundamental interests for Angolan schools to and Soyo Magisterium in particular, are at the milestones that the current millennium demands, as we know, investment in the education sector must be observed as urgently as possible so that its infrastructures and human resources are enabled to develop enjoyable classes that impact all dimensions of those involved.

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