

Youth and Adult Education: Calling Attention to the Consequences of Law Violations in Angola

Introduction

This article enlists the motivation of his writing on the need to mobilize the Angolan society to challenge the appropriation of citizen action and legal instruments in favor of the claim for the restoration of the violation and compliance by the Angolan government (judiciary, parliament and executive) of the right education of young people and adults in Angola, as a condition for strengthening actions in building the foundations for an Angolan society of justice, social welfare and economic development. Aspiration of all people, all families and institutions in Angola

The Dimension Of Human Rights Education for Youth and Adults in Angola

The human right to education is recognized by the Angolan Constitution, Article 79 and in various international documents. The Universal Declaration of Human Rights recognizes in Article 26.

Under the canons of international rights, commitment to human rights, understood as parameters that describe a quality of life in view of the dignity of human persons requires the Member States:

Respect the obligation to negative character, as it demands not create obstacles or impediments to the enjoyment of human rights;

Protection obligation of positive character, since it places the actions of states and not abstaining from action. It also requires measures to prevent third parties from creating obstacles to the exercise of rights, and

Achievement, positive character other obligation, since it refers to the determinations that must be taken to completion and full exercise of human rights, such as legislative measures, administrative, budgetary, judicial, social, educational, and others.

In turn, guarantee the right to education provides for the application of four interrelated characteristics and fundamental, the second observation commission of 13 Desc:

- a) Availability: Institutions and programs should ensure compulsory education in sufficient quantity to meet, free of charge, to all people. Delivering buildings, sanitary facilities for both sexes, safe drinking water, qualified teachers with competitive salaries, educational materials among others;
- b) Accessibility: make it accessible to everyone without discrimination, especially the most vulnerable groups;
- c) Acceptability: The educational programs and teaching methods should be culturally relevant and appropriate;
- d) Adaptability: education must be flexible to adapt to the needs of changing societies and communities and respond to what is essential to students in different social

contexts

Structure Policy and Legal Advocacy for the Protection of the Right to Education for Youths and Adults in Angola

Paragraph 2 of Article 28 (Legal Force) CRA

The State shall take legislative and other measures for the progressive realization and effective, according to available resources, of economic, social and cultural.

Article 29 (Access to law and judicial review)

1. The everyone is guaranteed access to the law and the courts to defend their rights and interests protected by law, justice can not be denied for insufficient economic means.

2. All are entitled under the law, information and legal advice, legal representation and to be accompanied by a lawyer before any authority.

Article 73 (Right to petition, complains, complaint and complaint) CRA

Everyone has the right to submit, individually or collectively, to the organs of sovereignty or any authority, petitions, complaints, or complaints, to defend their rights, the constitution, laws or the general interest

The violation of Education admits social demand, politics and judiciary, the latter still debatable.

Article 74 (right of popular action) CRA

Any citizen, individually or through associations of special interests, has the right to legal proceedings in the cases and terms established by law, which seeks to annul acts detrimental to public health, public heritage, history and culture, environment and quality of life, the consumer, the legality of acts of directors and other collective interests

Article 75 (responsibility of the State and other public authorities) CRA

1 The State and other public legal persons are jointly and severally civilly liable for actions and omissions committed by its organs, its owners, agents and employees in the exercise of legislative functions, and administrative court, or because of them, resulting in violation of the rights, freedoms and guarantees, or injury to the holder of these or others.

2. The authors of these acts or omissions are criminal and disciplinary responsibility, under the law

Article 200 (Rights and guarantees of citizens) CRA

1. The citizens have the right to be heard by the government in administrative procedures that may affect their rights and legally protected interests.

2. The citizens must be informed by management about the progress of the processes that are directly concerned, and to know the decisions are taken about them

3. The individuals concerned must be notified of administrative action, as provided by law, which require explicit reasoning when they affect rights or legally protected interests.

4.E guaranteed individuals the right of access to administrative records and files, without prejudice to the law in matters relating to security and defense, the state secret, criminal investigation and personal privacy

The Adult Education in the Basic Law of the Educational System Angolan lei13/01

a) The adult education subsystem is an integrated and diversified educational processes based on the principles, methods and tasks of andragogy and takes place in the form of direct instruction and / or indirect.

b). The subsystem of adult education aimed at catching-school through intensive educational processes and methods and non-intensive, structured into classes and performs in public schools, private, partnership, multi-purpose schools, military units, in centers working in cooperatives or associations and agro-forestry-pastoral and is designed to integrate educational and socio-economic of the individual from the age of 15.

The specific objectives of the subsystem of adult education:

a) Increase the level of general knowledge through the elimination of illiteracy and juvenile, literal and functional;

b) Allow each individual to increase their knowledge and develop their potential, the dual perspective of integral human development and their active participation in social, economic and cultural development, developing the ability to work through adequate preparation requirements working lives;

c) Ensuring access to education of the adult population, enabling them to acquire technical and professional skills for economic growth and social progress of the environment that surrounds it, reducing disparities in education between rural and urban perspective gender;

d) Contribute to the preservation and development of national culture, environmental protection, peace building, national reconciliation, civic education, cultivate a spirit of tolerance and respect for fundamental freedoms;

e) Making adult education a pole of attraction and rural community development and integrated as a factor of socio-economic activity and creativity of the individual

Requirement Social / Social Advocacy

The social demand / advocacy has its raison d'etre for a right to be recognized in law and implemented in practice is necessary to involve the direct and indirect beneficiaries.

This is what is called a rights culture in society, ie, a population capable of recognizing their own rights, the rights of others and to strive for their implementation. Education plays an essential role in this culture, because one of its main functions is education for active citizenship;

The Educational Context Zones popular neighborhood in Luanda, neighborhoods Quicala I and II, the commune of Quicombo of Sumbe assigned to Kwanza Sul Province



These regions, illustrated by photographs, are a context marked by the failure of planning and urban management and the absence of a public policy of rehabilitation and home building geared to low-income population.

This reality and all other surrounding current and potential students of Youth and Adults, and heavily and extensively affecting the dignity of hundreds and even thousands of citizens, require the government to promote educational activities to acknowledge the effects of poverty, Therefore, services should include workers, such as content and programs that enable students both in school contexts as after-school, develop their skills, improve their technical or professional qualifications, or redirect, to meet their needs and their communities, thus providing the social relevance and quality program in Angola today Literacy only, but the future should also include other programs in the integrated approach to youth and adults

Conclusions

Our conclusions from the analysis of the budgets since 2004, legislation, programs and practices of general education of adults in Angola enable us to complete the statements below:

1) The Strategy of Literacy and Recovery of educational backwardness, budgets destined to it from 2004 until the present year, as well as from the standpoint of the general practice of Adult Education in Angola can be clearly seen as reducing the vision of this educational modality, or in relation to the basic law of the education system, law 13/01 in relation to international guidelines for youth and adults, just because presents strategies for literacy and literacy-powder, completely ignoring the prospect of forming processes diverse education throughout life, adopted by CONFINTEA VI, which could be included initiatives to professional qualification, community development, strengthening exercise for citizenship, work and income for economically active groups but strongly excluded, either by police actions repression, as the default public policies such as "zungueiras" cabbies, "the quinquilas", and other professionals in non-formal sector of the Angolan economy, characterized with a higher rate of 30% unemployment, higher levels of sub -employment and collecting revenue exceeding \$ 40 billion for the year 2012;

2) Similarly the prospect of post-literacy and literacy lacks an integrated approach linked to economic development, social cohesion, citizenship, democracy, personal and community development

3) At the level of civil society, businesses, academia, and other social sectors, so there is a general ignorance of the potential of Youth and Adults to prevent social unrest, promote citizenship, democracy and development social and national economic, contributing to increased barriers to the utilization of the possibilities for change

Possibilities of Improvement / Change

The challenges to influence the observance of the right to Youth and Adults in Angola, by citizens and civil society, by methodological issues can be divided into two levels:
1) By Assumption advocate of legislative, Political and Administrative Plugs / Aspiring produce influences the short and medium term

Effect on Quality and Relevance Of Social Programs for Literacy and Development
Other Seeking Improvement Techniques Qualifications, Professional, and Redirection,
Concrete Specific Groups In Which among public officials and stakeholders to attend
Informal Personal Needs and Community:

1) Development of a social dialogue between the structures of government responsible for the following programs: Accelerated School Delay and Recovery, Reform and Modernization of Justice, the Combat Endemic Diseases, Employment and Income

Generation, Integrated Combat Poverty and Development rural
II °) Advocate for adoption of legislative measures, Political and Administrative not taken
/ Aspiring influence to produce medium and long term

Effect on the Assumption of the International compress:
Develop a social space for ongoing dialogue to socialize knowledge of adult education,
analysis of context and require the government to establish a credible system to
develop educational indicators, collection and analysis of information to meet the
commitment of the creation of national mechanisms for monitoring quarterly
assessment implementation of the Belém Framework for Action, adopted by
CONFITEA VI

Let's talk a view of enriching activities to be undertaken to make happen EJA, as a
human right in Angola

Thank you!

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