



# TECHNICAL REPORT

## São Tomé and Príncipe

Brasilia, 9<sup>th</sup> of March, 2017

## General Summary

São Tomé and Príncipe is a small archipelago located in the Gulf of Guinea and is composed by two larger islands named São Tomé and Príncipe, with approximately 190 thousand inhabitants, and other smaller islands. Most of foreign investments enter the country as a result of the search for oil. However, the industrial sector is still small and represents less than 5% of the country's economy whereas the services sector – public sector (68%) and agricultural sector (18%) – represents around 90%. Most of the goods consumed in are imported due to lack of economic activities that would foster growth.<sup>1</sup>

According to the World Bank, “it is currently estimated that 62% of São Tomé and Príncipe population is poor. The urban poverty is high when compared to rural poverty due limited number of employment opportunities – especially for the youth.”<sup>2</sup> With the objective of promoting qualified labor for its rising industry and for the services sector, in 2008 the government of São Tomé and Príncipe demonstrated interest in developing a Technical Educational Center (*Centro de Formação Profissional – CFP*) of reference, in which youth and adults could obtain professional training and education.

In April 2010, the governments of São Tomé and Príncipe and Brazil signed a project entitled Brazil-São Tomé and Príncipe Center for Technical Education, aiming to contribute to the country's economic and social development. The Brazilian Cooperation Agency (*Agência Brasileira de Cooperação – ABC*), responsible for the project's general coordination, invited SENAI through its' International Affairs Unit (*Unidade de Relações Internacionais – UNINTER*) to execute the project. The Regional Department of Pernambuco was selected as the executing department as a result of its large technical expertise in the requested areas (civil construction, electricity, metal-mechanic, welding, automobile and motorbike mechanics, food processing and computer technology).

SENAI's main activities included monitoring the construction, adapting educational material, developing lists and technical specifications for the machinery, equipment, tools and supplies, developing the course and services portfolio, managing the center, and training São Tomé and Príncipe instructors and managers. The training programs took place in Brazil and in São Tomé and Príncipe. SENAI provided a coordinator to monitor and manage all deliveries *in loco* throughout the project.

The project envisioned three phases: the first one, structuring (2010-2016); the second, consolidation (in negotiation) and the third, institutional strengthening. The Center's infrastructure work began in January 2012 and ended in the beginning of 2013. The Technical Education Center was inaugurated in May 2014 and the first classes began soon afterward. The Center's administration was handed over to the local government at the end of the first phase, in December 2016.

<sup>1</sup> <http://www.worldbank.org/pt/country/saotome/overview>

<sup>2</sup> <http://www.worldbank.org/pt/country/saotome/overview>



## Numbers

During the six years (2010-2016), SENAI trained 18 local instructors and 3 managers. The courses offered by the Center are the ones listed below:

- a) Construction work (masonry) (232 hours)
- b) Construction work (reinforced concrete) (172 hours)
- c) Structural steel assemblers (172 hours)
- d) Carpenter (172 hours)
- e) Plumbing (172 hours)
- f) Basic computer technology (172 hours)
- g) Electrician of building (192 hours)
- h) Welding (356 hours)
- i) Baking and pastry (232 hours)
- j) Processes operator in the food industry (142 hours)
- k) Automobile maintenance mechanic (368 hours)
- l) Automobile electrician (192 hours)
- m) Motorized maintenance mechanic (228 hours).
- n) Introduction to Computer Technology (60 hours)

Regarding student's level of formal education, 53% had finished elementary education, 45% had finished high school education and a small minority (1%) had higher education. The Center currently offers courses with duration from 2 to 6 months, and which are offered in the morning, afternoon and evening periods.

From 2014 to 2016, the Center received 1,069 enrollments. From this total, 981 students concluded their courses. Around 60% of the students are between 25 and 29 years old, 25% between 19 and 24 years and 5% are up to 18 years of age. Most of the students (60%) are men, whereas women represent 40% of those enrolled.

## Facts

Companies from several sectors in the country look for the Center to train their employees. This is the case of the HBD, South African business group in São Tomé and Príncipe, which is building a five-star hotel complex and has contracted the Center to carry out training programs in diverse sectors.

One of the country's largest bakeries – Almar – hires former students and has asked for some personalized training solutions. The World Bank contracted the Center to train around 200 teachers and technicians from elementary schools in computer technology due to the arrival of computers and implementation of software financed by the Bank.

According to interviews of the Center graduates, in a final evaluation mission held in the end of July 2016, it was possible to notice that many baking and pastry, as well as food processing students, had been using the knowledge acquired for self-employment by opening their own companies. As the country does not rely on a system to monitor the graduates, there is a gap concerning information on the real employability numbers.

An important legacy of the Center to the country is, without a doubt, the offer of short-term technical education courses unavailable previously. Soon afterward the ending of the project first phase, it is possible to affirm that the Center has earned good reputation with its partner institutions and companies, as products and services offered by the the Center have been demanded and paid for, confirming the quality of the services provided and alignment with the existing demands.

## Conclusions

It is important to highlight that this successful cooperation between both countries is coordinated with the Government of São Tomé and Príncipe National Employment Policy of 2016, which encompasses five strategic axes, as follows: (i) development of the private sector's productive capacity; (ii) promotion of self-employment and entrepreneurship amongst women and youth; (iii) strengthening technical and professional education; (iv) development of education/learning for uneducated youth; and (v) reinforcement of the employment sector's governance.

Despite all of the logistic and intercultural challenges, the quality of SENAI training and education is acknowledged by all of São Tomé and Príncipe population – many of whom proudly state they were trained by SENAI.

One of SENAI's differentials for successfully executing the project is its capacity to adapt to the country's real needs. The intercultural abilities of SENAI technicians and managers that stood out were flexibility and adjustment capacity allowing that the Centre management transfer from Brazil to São Tomé and Príncipe were well implemented, respecting local reality and cultural differences. Being ready to adjust and make execution schedules flexible to the rhythms and difficulties of partner institutions and the beneficiary country is an indispensable requirement.

According to SENAI's perspective, its experiences abroad – whether by means of international technical cooperation projects or service provision – increase the value of brand, strengthen the political capital for defending the interests of Brazilian industry, provide its technical staff with the opportunity to develop new expertise and intercultural competencies – all of which are highly important and in demand in today's highly globalized scenario.

Due to its international experience, SENAI is currently considered to be one of the three most important players of execution of Brazilian international cooperation and has contributed to the attainment of the Sustainable Development Goals – especially as regards of Goal 4 – **Quality Education** – *Ensure inclusive and quality education for all and promote lifelong learning.*<sup>3</sup>

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<sup>3</sup> <https://undg.org/wp-content/uploads/2016/06/Good-Practices-in-South-South-and-Triangular-Cooperation-for-Sustainable-Development-May-2016.pdf>