



# TVET COUNTRY PROFILE EQUATORIAL GUINEA



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## Introduction

Vocational training is an important part of the national plan for the development of Education For All (EFA), which itself is an integral part of Equatorial Guinea's strategic education programme, the implementation of which is related to all sectors of the country's society. The Economic National Conference held in November 2007 identified vocational training as a priority for government action within the framework of its Poverty-Reduction-Strategy (PRSP).

The government of Equatorial Guinea has taken on board the importance of reducing its dependence on the extractive sector (oil, gas and mines) by diversifying its textile sector. This structural transformation provides a variety of opportunities to reform the national TVET system and better align it to the evolving needs of the private sector.

TVET plays a valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries.

This paper highlights a county-level overview of the TVET system in Equatorial Guinea, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

The general management of the entire education system is assigned to the **Ministry of Education and Science (MEC)** (Ministerio de Educación y Ciencia). The **Ministry of Education and Universities (MEEU)** is responsible for technical and vocational education and training in Equatorial Guinea.

## Policies

The education policy of Equatorial Guinea is built around two strong guiding principles, namely universal access to the primary and secondary systems, and the alignment

of general education with technical and vocational training in order to facilitate the transition from one to the other. The National Development Plan for Education for All (*Educación para Todos*) is implemented through the Educational Development Programme of Equatorial Guinea (PRODEGE) to reorganise primary education and improve basic education among the population by building schools in rural areas, improving teacher skills, improving the student/teacher ratio and reducing gender inequalities.

The following documents provide contextual information on the education system and economic imperatives in Equatorial Guinea as they relate to the TVET implementation and policy.

- **Under the Education Act (Section II, Articles 67-70) 2007**, the Ministry of Education and Universities (MEEU) is responsible for managing the skills recognition system and monitoring quality assurance in TVET centres.
- **Evaluation of the implementation of the Education For All objectives 2000-2015 (Equatorial Guinea)** seeks to build the capacities of the Ministry of Education, Science and Sports (MESS) and develop the technical and scientific skills required for diversification of the country's economy through vocational training.
- **National Economic and Social Development Programme (NESDP)** known as "Equatorial Guinea: Vision 2020" which focuses on four strategic areas:
  - i. building international class infrastructure to improve productivity and accelerate economic growth;
  - ii. strengthening human capital and improving the quality of life of each citizen;
  - iii. building a diversified economy based on the private sector; and
- **National Employment and Training Policy (2012)** –The goal of the central programme of this policy, titled "a job for everyone" (un empleo para todos), is to ensure that the working population



of the country benefits from the positive impact of economic diversification. More specifically, the aim is to make the domestic workforce more productive and competitive in order to improve its employability and limit the use of foreign expertise.

## Governance

The governance of the entire general education system and TVET is monitored under the very broad remit of the **Ministry of Education and Universities (MEEU)**. The ministry runs the whole system of formal vocational training autonomously, from curriculum definition to certification, including managing and/or supervising the institutions. In the area of non-formal skills training, MEEU works with the **Ministry of Employment and Vocational Training** for the construction and service sectors and with other relevant sectoral ministries for specific courses (agriculture, fisheries, mining, and oil and gas sector).

## Implementing Structures

A National Certification Commission under the auspices of the MEEU is responsible for the recognition of all qualifications issued by public and private centres accredited in formal training delivery. This national commission, whose schedule of activities is aligned with the general education system, organises an annual assessment of learners.

Legalisation of Equatorial Guinea provides for a recognition system of skills acquired abroad through a validation process of foreign credentials run by the **National Commission for the Accreditation of Studies (MASIG)**. To recognise an overseas qualification or credential, the commission relies on certified documents from the country of origin. The assessments cover both higher and secondary education, as well as general, technical and vocational education.

Quality control of TVET training provided by public and/or private centres is supervised by MEEU, which is responsible for approving new centres and monitoring previously approved institutions.

The General Department for the Promotion of Employment and Vocational Training (DGPEFP) is the main public structure tasked with identifying and anticipating skills requirements in the country. The DGPEFP reports to the Ministry of Labour, Employment Promotion and Social Security. Its main responsibilities are (i) to develop a permanent and holistic information system on quantitative and qualitative skills requirements; (ii) to set up a national training and guidance programme to improve workforce entry into the labour market; (iii) to provide coordination between the Ministry of Employment, other ministries and the social partners (employer and trade union organisations); (iv) to organize and guide the mobility of national and international workers towards geographical areas and/or activity sectors where skills are required.

The **National Employment Observatory (ONE)** division of the General Department for the Promotion of Employment and Vocational Training (DGPEFP) is responsible for: (i) providing statistical data on the geographical and sectoral distribution of national and international workers; (ii) analysing trends in labour market indicators; (iii) forecasting skills requirements in the various activity sectors and branches; (iv) implementing retraining and/or upskilling programmes to support the diversification of the national production system.

## TVET Institutions

Between 2016-18, the number of TVET centres increased from 25 to 46 with strong growth in private centres. This increase was a result of the government's commitment to develop vocational training to help diversify the economy.

The supply of TVET is highly concentrated in the two main cities (Malabo and Bata), which between them have 41 out of 45 centres and nearly 96% of total TVET enrolments in the country.





## TVET types

- Total TVET Centres (2018): 45

## Funding sources

There is a low level of public funding for technical and vocational education. This is overall attributed to: (i) the low proportion of public funds allocated to education, (ii) the higher concentration of education budget expenditure on general and higher education and (iii) the management of skills training largely by the private sector which runs over 75% of TVET centres in the country.

TVET in Equatorial Guinea is essentially privately funded, with the focus on the most profitable training channels (low levels of investment on training and high level of income and/or focussed on profits), and is concentrated in the most economically active areas and among populations with a certain level of income. While this ensures profitability for private TVET training providers, it is not necessarily the optimal social outcome.

## Private sector engagement

The private sector participates extensively in technical and vocational training, particularly in high-growth sectors where the need for skills is not met by TVET providers in the public sector.

The government and some national and/or international companies have set up several training schemes, particularly in the agriculture, fisheries, mining, and oil and gas sectors, to quickly and effectively develop the skills of their staff or of the young people they wish to recruit in future.

## Private sector authorities

- **National Development Agency Equatorial Guinea (ANDGE)**. The ANDGE's mission is to carry out the monitoring, supervision and technical evaluation of the implementation of the national development agenda, as well as to provide technical assistance to other institutional arrangements.

## Teacher Training

Equatorial Guinea Educational Development Program (PRODEGE) developed a training seminar aimed at training potential tutors and supervisors in 2017. However, limited information available on the TVET trainer pre-service and in-service programmes is available.

## Informal TVET systems

Limited information in the informal sector and informal TVET institutions is available.

Non-formal vocational training depends on poorly negotiated and ineffective inter-ministerial collaboration, which leads to a lack of clarity in the assessment and recognition systems for the practical skills acquired by learners during their training. This weakness in the recognition system seriously undermines the interest in and credibility of these non-formal courses, both for potential learners and for private sector recruiters who prefer to train in-house or send workers abroad.

MEEU works with the Ministry of Employment and Vocational Training to provide non-formal skills training in priority sectors. However, limited information on its activities and impact is available.

## Statistics

This section presents an overview of key metrics in Equatorial Guinea.

Net enrolment rate (secondary school)- 22.02%

Government expenditure on education – 5.2%

Unemployment – 9.2%

Youth literacy rate (population 15-24 years) both sexes – 98%



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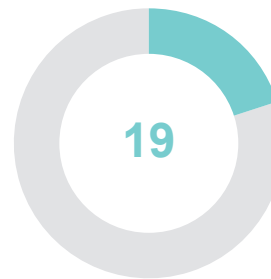


# TVET-COUNTRY LEVEL OVERVIEW EQUATORIAL GUINEA

YOUTH POPULATION



UNEMPLOYMENT RATE



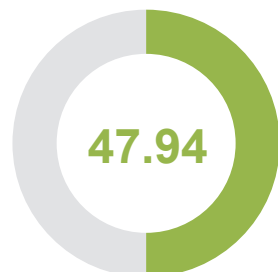
YOUTH POPULATION  
MEN



UNEMPLOYMENT RATE  
MEN



YOUTH POPULATION  
WOMEN



UNEMPLOYMENT RATE  
WOMEN



## GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



## Sources

[UNESCO Institute of Statistics](#)

[African Economic Outlook Equatorial Guinea \(AfDB/OECD, 2008\)](#)

[Training Programme for Middle and Senior Level Equatorial Guinea \(AfDB, 2008\)](#)

[Factsheet - Equatorial Guinea \(Youth Policy Labs, https://www.youthpolicy.org, accessed Nov., 2022\)](https://www.youthpolicy.org)

[UNESCO UNEVOC TVET Country Profile - Equatorial Guinea](#)

[Equatorial Guinea Education Sector Diagnostic \(World Bank, June 22, 2017\)](#)

[State of Skills Equatorial Guinea \(ILO, 2020\)](#)

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[Our World In Data is a project of the Global Change Data Lab \(accessed November 2022\)](#)



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