



Republic of Guinea-Bissau
*Ministry of National Education,
Culture, Science, Youth and Sports*

Three-year Plan for the Development of Education: 2011 - 2013

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Acronyms

ABD:	African Development Bank
AGEOIPPE:	Agency for Public Works and the Promotion of Employment
APA:	Annual Plan of Action
CAB SE:	Cabinet of the Secretary of State to the Ministry of National Education
CAR:	Central African Republic
DAF:	Directorate of Administrative and Financial Affairs
DASCS:	Directorate of Social Affairs and MNE School Canteens
DEBS:	Directorate for Primary and Secondary Education
DGAENF:	General Directorate for Literacy and Informal Education
DGES:	General Directorate for Higher Education
DRH:	Directorate for Human Resources
EU:	European Union
FSE:	Further Secondary Education
FTI/CF:	Fast Track Initiative/Catalytic Fund
GDP:	Gross Domestic Product
GER:	Gross Education Rate
GIPASE:	Office for Information, Planning and Evaluation of the Education System
GSE:	General Secondary Education
ICT:	Information and Communication Technologies
IFTP:	Institute for Technical Education and Vocational Training
IGE:	General Inspectorate of Education
ILAP:	Survey for Poverty Evaluation
INDE:	National Institute for the Development of Education
JICA:	Japanese International Cooperation Agency
MEF:	Ministry of Economics and Finances
MEN:	Ministry of National Education
NGOs:	Non-Governmental Organizations
PE:	Primary Education
RPT:	Ratio of Pupils per Teacher
RESEN:	State Report on the National Education System
RGPH:	General Census of Population and Housing
SE :	Secretary of State or Secondary Education
TEVT:	Technical Education and Vocational Training
TFP :	Technical and Financial Partner
TFP-ES:	Technical and Financial Partner in the Education Sector
TTC:	Teacher Training College
TTS:	Teacher Training School
TYP:	Three-Year Plan
TYPB:	Three-Year Plan with Budget
UNESCO:	United Nations Educational, Scientific and Cultural Organization
UNICEF:	United Nations Children’s Fund
XOF:	Franc of the West African Monetary Union or CFA franc

PREAMBLE

Guinea-Bissau is committed to the policy of 'Education For All'. Analyses carried out in 2008, following on from the RESEN, show that it should be possible for all children to receive a complete primary education of six years by 2020, and for the majority of them to continue their education beyond this to the next stage. Today, fewer than one child in two completes his primary education; the exercise of the right to education is constrained by significant inequalities between rural and urban children, rich and poor, girls and boys.

The groundwork carried out in the RESEN and the simulation model have shown that universal education in Guinea-Bissau can be achieved only on the following assumptions:

- that education receives an increasing share of the national budget, a share that should reach 17% by the end of the period;
- that the Ministry of Education defines and manages rigorous implementation programs, which should follow one another within the time allocated and have the same objectives;
- that the sector receives regular and foreseeable external support, based on the ministry's action program, to cover its investment and capacity-building requirements.

This three-year action plan with budget sets out all the activities the Ministry intends to carry out between the end of 2010 and the end of 2013 to implement its new policy.

The three-year action plan will not cover the ongoing activities of the Ministry (for example, it will not pay the salaries of existing staff); it concerns only new activities (construction work, capacity building, for example), or changes of scale within established activities (payment of salaries). Therefore, it does not describe how the sector is currently managed, but only its new expansion policy.

This document should be taken in the context of its relationship to:

- The letter of sectoral policy or ***Carta de Política Sectorial***, a policy document that is formally approved by the government. The plan of action aims to provide the operational and financial background to this letter;
- Operational documents (schedules of annual activities, outlines of evaluation benchmarks, procedural manuals, plans for contractual procedure), which will be created as and when external financing is secured.
- The basic education law that has recently been adopted and which governs the operation of the education system (Cf. annex 4).

The three-year action plan is the central document of sectoral policy. It has been adopted by the government, and recommended for endorsement by its technical and financial partners (TFPs). By providing such endorsement, the TFPs declare that they find the plan reasonable, credible and suitably oriented towards the objective of education for all, and that they are committed to supporting it – meaning that they will provide their support within this framework, and within this framework only.

In its general philosophy, the three-year action plan for 2011-2013 presents itself as:

- The first of many plans to come, until the objective of education for all has been achieved;
- A plan which stems out of a long and difficult period, during which the country has received little external support and has had to face significant financial stagnation.

As a result, this first three-year plan must be seen as:

- An **intermediate plan**, which should **pave the way** for the ambitious policies of educational expansion to run smoothly;
- A plan that must deal with the following as a **matter of absolute urgency**: the restoration of teacher training facilities, the restoration of the administration's management capacity, the renovation of school buildings and the construction of new ones in order to reduce today's crippling double or triple shift systems;
- A plan whose implementation, given the ministry's weak performance capacity, will rely heavily on external institutions for the supervision of many activities (building work, management of training and capacity building activities);
- A plan that proposes only activities that are **crucial** to the operation of the education system.

The sum required for the implementation of the three-year plan's activities is estimated at about 27 415 M XOF (57 million US dollars).

National resources will provide funding for the plan as far as ongoing salary expenditure is concerned, while external resources will provide for other expenses. The government is filing a request to the Fast Track Initiative for the sum of 13 879 M XOF (about 29 million US dollars). This funding will therefore cover 51% of the resources to be mobilized by the plan. Some donors (ABD, UNICEF, UNESCO, Government of Japan, EU) have already made contributions or have expressed the intention to do so. As a result, the bulk of the plan deals with sources of finance, with the exception of a few specific points which relate to the development of higher education, aspects of preschool expansion and aspects of secondary education.

1. CONTEXT

1.1. Historical and Political Context

Guinea-Bissau is a lusophone (Portuguese-speaking) country, with a modest surface area (36 125 km²), and is located on the West African coast.



The population was estimated at a little over one and a half million in 2009 (according to the preliminary results of the 2009 RGPH).

Due to demographic pressures and the characteristics of its population (rurality, poverty, etc.), Guinea-Bissau faces major challenges in the education sector. The methods adopted to face these challenges depend on the country's macroeconomic environment, the extent of the public budget and the country's capacity to attract external resources.

The country endured a long war of liberation which ended with the proclamation of independence in 1974; this was followed by a series of coups d'état and armed insurrections. The politico-military conflict that took place between June 1998 and May 1999 was particularly serious, and caused the destruction of nearly 80% of the existing economic and social infrastructures. The legislative and presidential elections which took place at the end of 1999/beginning of 2000 led to the constitution of a parliament and the choice of a democratically elected president. However, on 14 September 2003, the apparent return to democracy was disrupted by a coup d'état in which power was seized by a military junta. In October 2003, international pressure to return to constitutional standards led to the formation of a temporary government and president, both civilian. The transition government ensured the management of the country's current affairs and the organization of legislative elections on March 2004, the outcome being the formation of an elected government. Not long after its inauguration, on 6 October 2004 the new government had to face a new military insurrection which, however, did not result in institutional disruption. Since then, there have been fewer military insurrections, but institutional and political instability persist and are manifested by multiple changes of government. This situation has recently reached a peak with the double assassination of the Army Chief of Staff and the President of the Republic on 2 and 3 March 2009 respectively, and the killing of two Members of Parliament, one of whom was a candidate in the presidential elections of June 2009.

However, the election of President Malan Bacai Sanhá in July 2009 marks the return to a more normal and peaceful political environment.

This context of high political instability has made public administration more fragile, particularly in the fields of economic and financial management; the education system is no exception. As the result of this political instability – characterized by the deterioration of the population's standard of living – Guinea-Bissau has been placed among the group of countries termed 'fragile states'.

1.2. Macroeconomic and Demographic Context.

The context in which the education system operates is characterized by:

- Considerable demographic pressure: the country's population is estimated at roughly 1,548,000 inhabitants and is growing at a rate of 3% per year. 66% of the population lives on less than two US dollars per day, demonstrating the extreme poverty of the country. The majority of the population lives in rural areas (63%). School-age children (7-17 years) represent 28% of the population, and those in the first two cycles of primary education (7-12 years) represent 18% of the population. With this level of demographic growth, the population of 7-12 year olds will increase by 32% by 2015. Thus in 2020, 400,000 children will be enrolled in cycles 1 and 2 of the primary education system, as opposed to 270,000 in 2006.
- Very poor economic performance in relation to high social pressure, which in turn is related to demographic pressure: although GDP increased slightly between 1997 and 2007 – 5% in terms of nominal value – it dropped in real terms by 14%, from 200 to 172 billion francs CFA. The high demographic growth has led to impoverishment of the population: GDP/inhabitant dwindled (in constant 2007 francs) from 156,000 CFA francs in 1997 to 101,000 CFA francs in 2007. Since 2003, real growth has been in positive figures, but still very low (below 3% on average); this does not make up for population growth, and has led to stagnation of the GDP/inhabitant at 100,000 CFA francs. With regard to public finances, in 2007 Guinea-Bissau recorded a relatively significant budget deficit of 26% of the GDP without external aid, and of 10% of the GDP with external aid. Besides its debt payments, the state increased its recurrent expenditure per inhabitant by 66% between 1997 and 2007.
- A level of public spending on education that more than doubled between 1997 and 2007, but has remained very low compared to that of other countries and in relation to indicators laid down by the fast-track initiative. The total expenditure per child aged between 7 and 12 years increased from 9,900 CFA francs in 1997 to 17,100 CFA francs in 2007 – in other words, it almost doubled. However, the share of recurrent expenditure allocated to education remains low. Despite having reached 10% in 1997, it remained at between 9 and 12% between 2003 and 2007, a long way both from the indicative framework of the fast-track initiative (which recommends 20%) and from that of African countries with comparable wealth (from 14% in CAR to 28% in Madagascar).

1.3. The education system

The Bissau-Guinean education system manifests a number of characteristics that have affected its development:

Sustained growth of enrolment figures: The number of children at school continues to grow relatively quickly. Average annual growth between 1999/2000 and 2005/06 was 17% for preschool, 10% for primary education cycles 1 and 2, and 11% for primary education cycle 3 and at secondary level. The community schools and the madrasas have shown considerable development of primary education cycles 1 and 2 over this period, since their share of pupils at these levels has increased from 4% to 15%.

Access to primary education cycles 1 and 2 is not yet universal, and fewer than one child in two completes them: About three-quarters of Bissau-Guinean children attend school, but less than one in two completes primary education cycle 2. Sustained attendance at that level is poor; out of 100 children who enter the first year, only 40 reach the sixth year. This depletion of numbers is particularly high in the first four years of education. Many reasons are given for non-attendance and loss of pupils at this stage. In terms of what the system can offer, 21% of the country's children aged 7-14 live 30 minutes away from the nearest school, and many schools do not provide continuity over the primary education cycles. In terms of demand, the main obstacles to sustained attendance are thought to be child labor and early marriage. It should be noted that a high proportion of children enter school very late (according to GIPASE data, 70% of first-year pupils were aged 10 or over in 2005/06), which explains why they are of working or marriageable age by the time they reach the third or fourth year.

Primary education is characterized by extremely high rates of grade repetition, and by large numbers of dropouts: although the percentage has dropped slightly since 1997/98 (when it was 22.8%), the proportion of pupils repeating primary education cycles 1 and 2 is still high (18.7% in 2005/06). In primary education cycle 3, grade repetition, although still high, dropped from 20% in 1997/98 to 13.5% in 2005/6. The efficiency figure for the primary education cycles 1 and 2 is 54%, which means that 46% of resources allotted to these cycles are spent on the repetition of grades, or on the schooling of children who drop out before the end of the cycle.

Primary education cycles 1 and 2 do not achieve their purpose in providing lasting literacy for those who complete them: Only 65% of women aged between 22 and 44 achieve lasting literacy after six grades of schooling. The Bissau-Guinean education system *can* provide sustainable literacy for women, but only if they complete ten grades; thus demonstrating a problem with levels of learning that must be corrected at an earlier stage.

Gender, place of residence (urban/rural) and standards of living have a considerable impact on schooling: Although the proportion of girls to boys is almost equal in primary education cycle 1 (the first four years), this is not the case at other levels. In fact, from primary education cycle 2 (5th and 6th years) and on to higher education, the proportion of girls is only 40%. Children from urban areas have

an 86% chance of accessing school, as opposed to 65% among those from rural areas. These inequalities increase the higher the level, since children from urban areas are four times more likely to complete primary education cycle 2, and from five to six times more likely to access primary education cycle 3, than those from rural areas. Children from richer households have a 90% chance of access to schooling, while those from poorer households have only 65%. These disparities become more significant at higher levels of education. In fact, children from wealthy families are five times more likely to complete primary education cycle 2 and eight times more likely to access primary education cycle 3 than those from poor families.

Significant disparities between the Bissau Autonomous Sector and other regions of the country: In primary education cycles 2 and 3, 60% of children from the Bissau Autonomous Sector complete cycle 2, as opposed to less than 20% across the rest of the country. The same applies to the other education cycles. Disparities between regions also affect the education of girls; thus in the regions of Oio and Cacheu, less than 45% of girls receive primary education cycles 1 and 2. For primary education cycle 3 and at secondary level, the differences are even more striking, particularly in the regions of Oio, Quínara and Tombali where boys outnumber girls three to one.

The analysis of the sector's financial situation shows that:

Inter-sectoral allocation of funding does not favour education, in spite of a considerable increase in recurrent expenditure in the sector, and intra-sectoral spending is weighted in favor of primary education cycles 1 and 2: the recurrent expenditure budget for education increased considerably between 1998 and 2006, growing from 1,689 to 3,879 billion CFA francs. And yet, as a proportion of total state recurrent expenditure (debt payments apart), it is still too low, being only 9% in 2006 as opposed to the 20% required by the Fast Track Initiative. Intra-sectoral analysis shows that Guinea-Bissau gives priority to primary education cycles 1 and 2, having allocated 57% of the recurrent expenditure budget to these cycles in 2006.

Almost all recurrent expenditure is on salaries, leaving little room for maneuver in relation to other expenditure (administrative, educational, social) : A direct result of its low share of public finance is that most of the education budget goes on salaries: 85% in 2006, which would have been more than 90% if unpaid salaries had been taken into account.

Family expenditure represents almost half of all money spent on education: family expenditure, based on the estimations of the 2002 ILAP survey, amounted to 2,897 billion CFA francs for 2006, i.e 48% of total spending on education in the same year. Family spending represents a majority of preschool expenditure (59%) and of secondary level expenditure (64%), but a smaller proportion of spending on primary education cycles 1 and 2 (35%), where the state remains the main financier (65%).

2. DEVELOPMENTAL OBJECTIVES OF THE EDUCATION SECTOR

2.1. Education at the heart of the national poverty reduction strategy

The poverty reduction strategy (DENARP) revolves around four major axes: 1) To strengthen governance, upgrade public administration and ensure macroeconomic stability; 2) To promote economic growth and job creation; 3) To increase access to social services and basic infrastructures; 4) To improve the living standards of vulnerable groups.

Education is concerned with the last three axes. The education sector's strategy, in line with that of the poverty reduction strategy, will therefore have the following principal aims:

i) On the one hand, to organize human capital such that it contributes to growth – at a universal, high-quality level across the board and from the bottom up (this is seen as 'multipurpose' investment in human capital in order to boost productivity in traditional sectors); and, on the other hand, to provide technical and higher training, in line with the demands of the economy and the market for skilled labor.

ii) To provide the poorer sections of the community with the minimum level of income required to enter the principal economic channels, from which they are currently excluded, thus enabling them to contribute to economic progress and, on an individual level, to escape the poverty trap.

DENARP recognises, moreover, that the entire education sector has been ABDly affected by the country's state of crisis, and is facing grave shortcomings and dysfunctionality. This has a major impact on its overall performance, particularly in relation to achieving universal access and efficiency. The objectives set by DENARP for the sector are in line with the ten-year objectives laid down in the letter of sectoral policy, and are expressed as follows : to promote (i) the expansion and improvement of access to education with the aim of providing universal access to primary education cycles 1 and 2, (ii) the improvement of the internal efficiency of the system, (iii) an increase in the percentage of girls who finish primary education cycles 1 and 2, in order to eradicate the disparities in primary and secondary education and establish equal opportunities.

2.2. A process which aims at achieving universal primary education

In order to implement the objectives for education set by DENARP, in 2007 the government committed itself, with the support of its partners, to developing its education program with a view to achieving its millennium development goals, particularly that of universal primary education by 2020.

A RESEN (status report on the national education system) was commissioned and its results published in May 2009. The conclusions of this analysis have been checked and distributed. Its diagnosis is that access to schooling has improved at all levels over the last seven years. Thus, at preschool level, the gross enrolment ratio (GER) went up from 2% in 2000 to 5% in 2006. In primary education cycles 1 and 2, the GER grew from 70% in 2000 to 101% in 2006. At secondary level, it was roughly 19% in 2000 and reached 30% in 2006 (37% at primary education level 3 and 19% at

secondary level). In higher education, which was created in 2004, there were 224 students for every 100,000 inhabitants by 2006¹.

This positive evolution of the system's overall reach comes as a result both of progress in the public education sector, and of an encouraging level of growth in private and community education, particularly at primary and preschool levels. This role played by the community serves to indicate both the constraints of what the public school system can offer (in quantity and quality), and the existence of a solid demand for education services on the part of the people themselves.

However, these positive trends cannot hide the fact that the education system is dysfunctional. Access to school is not universal. While 76% of children start school², only 48% reach the final class of cycle 2³ (6th year). Thus retention levels are very poor, particularly during the first years of education. This fact, also true of cycle 3, is accentuated by disparities between regions, environment and gender. For example, in rural areas, boys are twice as likely than girls to complete primary education cycle 2, and in urban areas, girls are 1.4 times less likely to do so than boys.

Teaching aids are almost nonexistent (pupils have few or no textbooks). In fact, in 2006 expenditure on teaching aids was virtually nil. The system is also structurally dysfunctional, particularly in relation to direction and leadership.

The literacy rate remains low: only 42% of the population is literate, due to the absence of a real literacy strategy on the one hand, and a high dropout level on the other.

In order to address these problems, the government has decided to set up a development program for the education sector (2009-2020). To that end, it has developed a simulation model to simulate its educational policies. The model shows that it is possible for the country to achieve universal primary education by 2020, provided that allocation of public money is shifted in favor of education, and that additional external funding becomes available for capital and recurrent non-salary related expenditure.

On the basis of the scenario identified by the model, the government has drafted a letter of sectoral policy which determines its policy for the long term, and which clearly expresses its priority of achieving good-quality primary education for all.

In practice, the main aim is to achieve universal completion of primary education cycle 3, and at an improved standard. Education policy will also pursue the following objectives:

- To promote preschool education;
- To increase the availability of primary education cycle 3 (which used to be the first secondary cycle), with a view to providing nine years of education to the

¹ Besides teacher training school and teachers' colleges.

² Chance of accessing schooling in 2006.

³ The basic education law adopted in 2010 links the former general secondary education system to the primary education system, and they now comprise 3 cycles. Cycles 1 and 2, which last 4 and 2 years respectively, provide the first six years of education. Cycle 3 comprises the following three years (years 7, 8 and 9).

majority of children;

- To improve the quality of secondary education, in particular by increasing the length of the cycle to three years;
- To give children the life skills they need to function well in society;
- To improve higher education and to promote scientific research so that they can respond, both quantitatively and qualitatively, to the demands of the economy and the needs of society ;
- To develop literacy programs for adults;
- To improve the management and direction of the education system, through the efficient distribution of resources and the adoption of measures to turn resources into results for pupils;
- To promote equality across gender, residential environment and social status;
- To increase the role of the private sector, particularly at secondary and higher education levels;
- To improve school health and safety, and to develop attitudes of good citizenship with a view to maintaining peace.

The major selected policies are represented in this matrix:

		Objectives 2020	Specific Strategies
UPPER SECTION OF THE SYSTEM	Higher education	Approx 6,200 students (compared to 3700 in 2006)	1-To streamline departments in line with the country's needs and capacities 2- To promote the development of private education 3- To finance scholarships for the best students from disadvantaged families 4- To develop distance learning schemes 5- To increase funding for research
	Technical and Vocational	Classical technical education: about 800 (compared to 250 in 2006) Short training courses to provide vocational qualifications /apprenticeships 15% to graduate in the 6th year and 15% the graduate in the 9 th year (6,800 apprentices)	1-To create, strengthen and restructure short-term training courses for vocational careers, in partnership with professional organizations and NGOs
	SE	To increase enrolment levels according to higher education targets About 21,000 students (13000 in 2006)	1-To set up new policies for the training and recruitment of teachers in order to expand the system 2- To develop an ongoing teacher-training system 3- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 4- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (by increasing the average number of teaching hours per group from 20h to 25h per week) 5- To construct sufficient school infrastructure for the expansion of the system 6- To set up a national examination system at the end of ES 7- To introduce an additional academic year (12th year)
LOWER PART OF THE SYSTEM	PE3	To increase enrolment levels as much as possible: About 110 000 pupils(41 000 in 2006)	1-To set up new policies for the training and recruitment of teachers in order to expand the system 2- To develop an ongoing teacher-training system 3- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 4- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (by increasing the average number of teaching hours per group from 20h to 25h per week) 5- To construct sufficient school infrastructure for the expansion of the system 6- To set up a national examination system at the end of PE
	PE 1 et 2 (Primary)	Universal Completion (100% completion)	1-To set up new policies for the training and recruitment of teachers in order to expand the system and improve standards 2- To develop an ongoing teacher-training system 3-To put administrative and methodological measures in place to reduce the level of grade repetition 4- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 5- To encourage growth of the private sector through a subsidy (10% of the unit cost of a public school) 6- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (with a view to reducing multiple shift systems) 7- To construct sufficient school infrastructure for the expansion of the system 8- To set up a national examination system at the end of primary education
	Preschool	GER = 10,6% (4,8% in 2005)	1-To strengthen community participation, within a public framework 2-To double the capacity of the system 3- To promote development of private education (via subsidy)

The major factors affecting sectoral policy are outlined in the table below:

	Year 2006	2020
Mobilization of national resources		
Public resources as % of GDP	19.60%	18.40%
Recurrent education expenditure as % of national resources	9.30%	17.00%
Preschool		
Gross Education Rate	4,80%	10,60%
Ratio of pupils/teacher	19.1	25
Primary Education (Cycles 1 and 2)		
Access rate – 1st year	118.30%	100.00%
Completion rate	48.40%	100.00%
Proportion of grade repeaters	18.70%	10.00%
% of pupils in private education	8.50%	10.00%
% of pupils in community schools and madrasas	14.60%	0.00%
Ratio pupils/classes	37.1	37
Ratio classes/teachers	1.3	1.2
Ratio pupils/teachers (RPT)	47.9	44.4
% of teachers receiving an isolated community bonus	0%	10%
Isolated community bonus as % of a teacher's average salary	0%	20%
Ratio of non-teaching staff in schools/teachers	0.1	0.1
Annual increase in administrative staff		6%
% of classrooms operating multiple shift systems	71%	25%
Bonus for headmasters overseeing multiple shifts and working 6 days/7	0	1
Operating expenditure (non-teaching) as % of administrative staff payroll	39.80%	50.00%
Recurrent expenditure other than teachers' salaries	25.30%	42.50%
Primary Education cycle 3 (Ex GSE)		
Access rate – 7th year	35.70%	60.00%
Effective transition rate 6th year – 7th year	73.80%	60.00%
Access rate – 9th year	24.80%	48.00%
Retention rate 7th – 9th year	69.40%	80.00%
Proportion of grade repeaters	16.00%	14.00%
% of students in private education	15.40%	15.00%
Ratio pupils/classes	40.2	45
Secondary Education (ex FSE)		
Access rate – 10th year	19.00%	19.20%
Effective transition rate 9th year – 10th year	76.60%	40.00%
Access rate – 11th year, and 12th year from 2018	16.40%	18.20%
Retention rate 10th – 11th year, and 11th-12 th year from 2018	86.40%	95.00%
Proportion of grade repeaters	5.50%	5.50%
% of students in private education	10.00%	10.00%
Ratio pupils/classes	37.3	30
Ratio pupils/teachers (RPT)	33.1	40.4
Ratio teachers/classes	1.2	1
Average number of teaching hours per week per class	20	25

Actual average number of hours taught by teachers per week	17	25
Average salary of a teacher, in GDP unit/capita	6.6	6.6
Ratio non-teaching staff in schools/teachers	0.2	0.2
Annual increase in administrative staff		5%
Recurrent expenditure other than teachers' salaries	22.30%	35.60%
Technical and Vocational Education		
Number of students on short-term vocational training courses (graduating from PE or SE) in the public system	423	6,849
% graduating from 6th year and 9th year	5%	15%
Number of students on technical and vocational courses in the public system	251	800
Number of students on technical and vocational courses in the private system	0	1,000
Higher Education and Scientific Research (apart from TTS and TTC)		
Higher Education		
Students/100 000 inhabitants	224	250
Numbers enrolled in public system	3,000	1,500
Numbers enrolled in private system	689	3,785
Numbers on distant learning schemes	0	1,000
Expenditure per student in GDP unit/inhabitant (both public and private funding), other than social expenditure	1,6	3
Expenditure on study abroad, as % of total local expenditure	237.50%	20.00%
Research		
As % of all higher education expenditure (public+private)	16%	20%
Share of public funding	41%	40%
Initial training of preschool and primary education teachers		
Length of training	3	1.5
Total number of trainee teachers	423	759
Teacher Training Schools (initial training of PE cycle 3 and secondary teachers)		
Length of training	4	4

The strategic choices that will allow Guinea-Bissau to reach its Millennium Development Goals (MDG) more quickly are laid down in the letter of sectoral policy and the financial framework document. The objective of six educational years for all, set by the international community, is still of paramount importance. However, this objective seems an ambitious goal to reach by 2015, particularly given the dynamics observed within the system over the last three years, and as analyzed by the RESEN. This is why it has been postponed to 2020. This postponement, however, should not under any circumstances hinder efforts to achieve it as quickly as possible; and the country must continue to target priorities that will boost schooling at primary level.

2.3 . Working towards the FTI indicative framework

The reference values for the indicative framework are in line with the vision of FTI, in relation to the mobilization of resources and the priority given to primary education (see table below).

FTI indicative framework: indicative values for Guinea Bissau

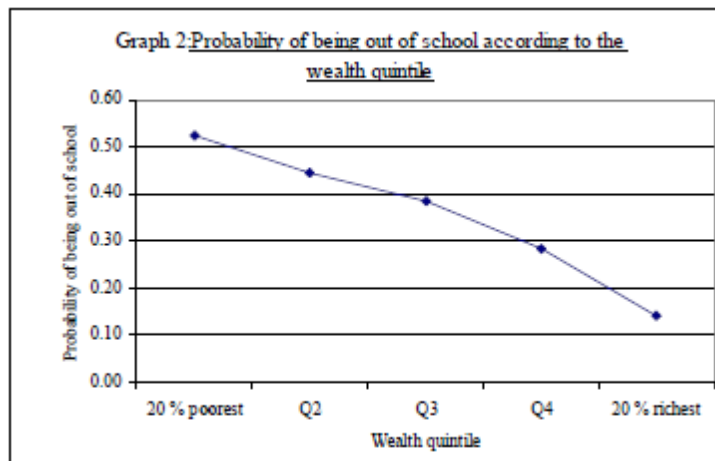
	Indicative Framework	Value	Target Values		Observations
		2006	2015	2020	
Mobilization of resources					
Domestic income as % of GDP	14 - 18	20	18	18	2006 was exceptional due to payment of licenses by mobile phone operators (average of 17% above the 3 previous years)
Public recurrent expenditure on education (as % of all recurrent expenditure)	20	9	17	17	Allocation of spending does not favour education. Note that recurrent expenditure as % of state revenue was 12% in 2006.
Public expenditure on primary education cycles 1 and 2 (6 years) (as % of overall expenditure on education)	50	57	59	54	Allocation of funding weighted in favor of primary education.
Flow Indicators					
% of age group enrolled in 1st year	100	118	100	100	Percentage for 2006 higher than 100% but this due to multiple registrations. Probable figure: 76%
% of age group reaching the 6th year of primary education	100	48	82	100	Current levels too low to guarantee 100% by 2015

% of repeaters	10	19	10	10	Very high % of repeaters in 2006
Indicators for education services					
Ratio pupils/teachers in the public system	40	48	46	44	
Average teachers' salary	3.5	4.4	4.4	4.4	Average wage above indicative framework (3.5 for contract teachers, average 4.7 for state teachers)
Average salary of newly qualified state teachers		5.7	5.1	4.8	
Recurrent expenditures other than teachers' salaries (as % of total recurrent expenditure)	33	25	44	42	And 7% other expenditure apart from salaries (teachers and administrative staff)
% of pupils in the private system	10	9	9.5	10	% of students in the public system : 77%, the rest (15%) enrolled in community schools and madrasas
Annual number of teaching hours	850 - 1000				
Building costs for one fully-equipped classroom	8 000	-			

2.4. Equity approach in Education in Guinea Bissau

While Guinea Bissau's education sector has recently made good progress in enhancing access to primary and secondary schools, the country still has 24% of children never attending school. The reasons for these children being deprived of their rights to education vary. Disparity exists in rural-urban difference, geographical isolation, gender, socio-economic factors, discrimination, socio-cultural norms etc. Whatever the reason, these children might not have the opportunity to realize their full potential to become productive members of society.

Family wealth/income is the most apparent factor in access to education. Graph 2 illustrates that in sub-Saharan Africa, the poorest families have the largest risk of their children being out of school. Guinea Bissau shares this pattern.



source: Alan Mingat (2006) Out of School Children in Sub-Saharan Africa

The multi-country study done using the 2006 statistics shows that in sub-Saharan Africa, the children from the poorest quintile are 2.7 times more likely to be out of school. In Guinea Bissau, the poorest quintile children are 4.9 times more likely to be out of school than the richest quintile.

In Guinea Bissau, regional disparity which is parallel to economic difference, is a major factor in inequality in education. The current plan includes specific measures such as incentives for teachers in rural areas and raising the number of schools in areas where the offer is low. In the implementation of the plan, further actions in a pro-equity approach will be required.

In order to achieve universal primary education, it is necessary to focus on these excluded children. Children in deprived/poorest part of society continue to miss the chance to receive quality education. The strategy should be to focus on these excluded children. The pro-deprived approach and the pro-equity approach are necessary for Guinea Bissau to reach MDG education goals.

The pro-deprived approach and the pro-equity approach include the following components;

- 1) identify existing barriers to primary enrolment,
- 2) analyze these barriers in order to find the way to remove such obstacles,
- 3) improve the education system so that schools are available within reasonable distance at community level. The 800 new classrooms to be built should concentrate on providing schooling close to those communities
- 4) reduce financial barriers to schooling by making schools fee-free and also provide compensation for the opportunity costs. While school fees have already been legally abolished, some costs such as the repair of the school buildings are paid for by parents, on a voluntary basis. Learning materials are in most cases provided for by UNICEF and NGOs working in education, but parents also partly pay for this.
- 5) increase demand for primary education by advocacy and community involvement,
- 6) improve the quality and relevance of education so that deprived-children can continue schooling and realize necessary academic achievement, and
- 7) sustain the system.
- 8) School feeding with a special focus on poor rural areas and girls.

2.5. A sectoral three-plan plan to deal with matters of urgency, and to prepare for the implementation of sector policy

The current three-year plan fits within the sectoral policy laid down by the government, which on the one hand aims to stabilize the sector and on the other, to pave the way for implementing the sectoral program.

This plan therefore represents an intermediate stage of the strategy. It aims:

- To deal with matters that have been established as urgent, such as the need to build classrooms to increase children's time at school, which is currently reduced by the widespread use of double or triple shifts;
- To restore capacities that are critical to the functioning of the system in terms of administrative and financial management, planning, basic and ongoing training for teachers;
- To pave the way for subsequent phases of the strategy.

3. MACROFINANCIAL FRAMEWORK FOR SECTORAL POLICY

The framework for sectoral policy, as expressed in the macrofinancial framework note (see annexe), was developed on the basis of a simulation model. The model takes account of all currently known factors, both in the operation of the system and in its macroeconomic context. Given that the development and the implementation of policy will take time before yielding tangible results, a long-term perspective has been adopted with 2020 as the target year. On an international level, the target year for achieving millennium development goals is 2015, but it clearly more realistic for a country like Guinea-Bissau to aim for universal⁴ primary education at cycle 2 by 2020.

A number of scenarios were considered during the policy-making process; the one selected will maintain a balance between i) the different levels and types of education in the quantitative sense and ii) the availability and quality of services provided in each of them.

For example, the implementation of the zero scenario implies that by 2020, the share of public funding allocated to education will represent 11.6% of GDP, with a total gap of 600 million US dollars, 2/3 of which will be recurrent expenditure. It goes without saying that such a scenario is not sustainable.

The overall macroeconomic framework used for these simulations is based upon the following assumptions: average annual growth of 4.2% over the period, public funding representing about 18.4% of GDP, and an increase in recurrent expenditure on education as a percentage of state revenue going from 9.3% in 2006 to 17% by the end of the period.

The following table shows the main policy options offered by the selected scenario, in terms of the mobilization of resources and the characteristics of each education cycle, their overall

⁴ Primary education in Guinea-Bissau comprises 3 cycles and lasts for a total of 9 years. Completion of cycle 2 corresponds to 6 years of education in compliance with millennium objectives.

reach and the major factors affecting teaching conditions, as well as recurrent and corresponding capital expenditure.

	2006	2015	2020
Mobilization of national resources			
Public resources as % of GDP	19.6%	18.4%	18.4%
Recurrent expenditure on education as % of national resources	9.3%	15.8%	17.0%
Total resources for education (millions CFA F)	3 879	7 059	9 464
Recurrent expenditure			
Preschool			
Gross education rate	4.80%	8.3%	10.6%
Number of pupils	10 733	24 414	35 650
public	1 704	2 859	3 500
private	5 306	12 511	20 150
community schools and madrasa	3 723	9 044	12 000
Ratio students/teacher in the public system	19.1	25.0	25.0
Private unitary subsidy as % of public unitary cost	0%	5%	5%
Community schools and madrasas unitary subsidy as % of public unitary cost	0%	15%	15%
Recurrent expenditure at preschool level (in millions CFA F)	58	217.7	399.0
Primary education (cycles 1 and 2)			
Access rate in 1st year	118.3%	100%	100%
Completion rate	48.4%	82%	100%
Proportion of grade repeaters	18.7%	10%	10%
Total number of pupils enrolled	269 287	352 295	452 082
% of pupils in the private system	8.5%	9.5%	10%
Private unitary subsidy per pupil in the private system as % of public UC	0.00%	10%	10%
% of pupil in community schools and madrasas	14.60%	0%	0%
Number of pupils in the public system (including public madrasas and community schools)	207 098	318 927	406 874
Ratio students/class	37.1	37.0	37.0
Ratio classes/teachers	1.3	1.2	1.2
Ratio pupils/teachers (RPT)	47.9	45.6	44.4
Total number of teachers	4 327	6 989	9 164
Category 1: qualified state teachers (appointed before 2006)	2 845	2 265	1 996
Category 1' : newly qualified state teachers (appointed 2006 and after)	218	2 665	4 668
Category 2: Contract teachers	1 264	2 059	2 500
Salary of state teachers (appointed before 2006) in GDP units /inhabitant	4.6	4.7	4.8
Salary of newly qualified state teachers (appointed 2006 and after) in GDP units /inhabitant	5.7	5.1	4.8
Salary of contract teachers in GDP units /inhabitant	3.5	3.5	3.5
Average salary of teachers in GDP units /capita	4.4	4.5	4.4
% of teachers receiving isolated area bonus	0%	10%	10%
Isolated area bonus as % of average teachers' salary	0%	20%	20%
Ratio non-teaching staff in schools/teachers	0.1	0.1	0.1
Average salary of non-teaching staff in schools, in GDP unit /inhabitant	3.2	3.2	3.2
Annual increase of administrative staff		0.1	0.1
% of classrooms with multiple shift system	71%	41%	25%
Bonus for headmasters with multiple shift classes and working 6 days/7	0	1.0	1.0

Average salary of administrative staff in GDP unit /inhabitant	6.8	6.1	5.7
Operating costs (other than teaching costs) as % of administrative staff payroll	39.8%	50%	50%
Educational expenditure per pupil in CFA F	326	4000.0	4000.0
% of pupils in need	0%	10%	10%
Subsidy per pupil in need as % of GDP/inhabitant	0%	20%	20%
Ongoing training expenditure as % of total payroll	0.00%	2%	2%
Recurrent expenditure other than teachers' salaries	23%	46%	43%
Recurrent expenditure on primary education cycles 1 and 2 (millions CFA F)	2405	6710.2	9043.3
Primary education cycle 3 (ex GSE) and secondary education			
Primary Education cycle 3 (ex GSE)			
Access rate 7th year	35.7%	52.9%	60%
Effective transition rate 6th year - 7th year	73.80%	64.9%	60%
Access rate 9th year	24.80%	40.4%	48%
Retention rate 7th – 9th year	69.40%	76.2%	80%
Proportion of ESG repeaters	16.00%	14%	14%
Total number of pupils enrolled on ESG	41 216	81891	110 417
% of pupils in the private system	15.4%	15.1%	15.0%
Total number of pupils enrolled in the public system (including community schools and madrasas)	34 773	69422	93 854
Ratio pupils/classes	40.2	43.3	45.0
Secondary Education (ex FSE)			
Access rate 10th year	19%	21.4%	19.2%
Effective transition rate 9th year - 10th year	76.6%	53.1%	40%
Access rate 11th year (and 12th year from 2018)	16.4%	19.7%	18.2%
Retention rate 10th – 11th year, and 10th-12 th year from 2018	86.4%	91.9%	95%
Proportion of SE repeaters	5.50%	5.5%	5.5%
Total number of pupils enrolled on SE	12 983	19825	30 923
% of pupils in the private system	10%	10%	10%
Total number of pupils enrolled in the public system (including community schools and madrasas)	11 684	17842	27 830
Ratio pupils/classes	37.3	32.6	30.0
PUBLIC EXPENDITURE PE3+SE			
Ratio pupils/teachers (RPT)	33.1	38.7	40.4
Ratio teachers/classes	1.2	1.0	1.0
Average number of weekly learning hours per class	20	23.2	25.0
Average number of teachers' actual teaching hours per week	17	22.1	25.0
Number of teachers	1 403	2256	2 716
Category 1: qualified state teachers (appointed before 2006)	754	600	529.0
Category 1' : newly qualified state teachers (appointed in 2006 and after)	149	834	1 484
Category 2: Contract teachers	500	821	1000.0
Salary of state teachers (employed before 2006) in GDP units /inhabitant			
Salary of newly qualified state teachers (appointed 2006 and after) in GDP units /inhabitant	7.8	7.7	7.7
Salary of contract teachers in GDP units /inhabitant	9.5	8.4	7.7
Average teachers' salary in GDP units /capita	3.9	4.3	4.5
Ratio non-teaching staff in schools/teachers	6.6	6.7	6.6
Average salary of non-teaching staff in schools, in GDP unit /inhabitant.	0.2	0.2	0.2
Annual increase in administrative staff	3.7	3.7	3.7

Average salary of administrative staff in GDP unit/inhabitant		0.0	0.1
Operating costs (other than teaching costs) as % of administrative staff payroll	6.7	6.7	6.7
Teaching costs per pupil in CFA F	44.9%	60%	60%
% of pupils in need	0	5000.0	5000.0
Subsidy per pupils in need as % of GDP/inhabitant	0%	5%	5%
Ongoing training expenditure as % of total payroll – primary education	0%	25%	25%
Recurrent expenditure other than teachers' salaries	0%	2%	2%
Recurrent expenditures on primary education cycle 3 and secondary education (millions CFA F)	22.3%	37.8%	37.8%
	937	2735	3874
Technical and vocational education			
Number of students on short-term vocational training courses (graduating from PE or SE) in the public system	423	3147	6 849
% graduating from 6th year and 9th year			
Number of students on short-term vocational training courses (graduating from PE or SE) in the private system	5%	11%	15%
Number of students receiving technical and vocational education in the public system	303	0.0	0.0
Number of students receiving technical and vocational education in the private system	251	604	800.0
	0	643	1 000
Recurrent expenditure on technical and vocational education and training (millions of CFA F)	99	557.4	2763.2
Higher Education and Scientific Research (apart from TTS and TTC)			
Higher Education			
Students/100,000 inhabitants	224	240.8	250.0
Students in public system	3 000	2036	1 500
Students in private system	689	2522	3 785
Students on distant learning schemes	0	643	1 000
Share of public funding for non-social expenditure	36%	45%	50%
Expenditure per student in GDP unit/inhabitant (public and private financing) for non-social expenditure	1.6	3.0	3.0
Expenditure per student in CFA francs (public and private financing)	151 664	337234	474 396
Public social expenditure per student in GDP unit /inhabitant	0	0.3	0.3
Average subsidy per private pupil as % of public system unit cost	0%	0%	0%
Expenditure on study abroad, as % of total local expenditure	237.5%	20%	20%
Unitary cost of students on distant learning schemes, in GDP units /inhabitant	0	0.6	1.0
Research			
As % of higher education's operating expenditure (public+private)	16%	19%	20%
Share of public funding	41%	40%	40%
Recurrent expenditure on higher education and scientific research (millions CFA F)	427	551.0	553.9
Basic training of preschool and primary teachers			
% in training		0.6	1.0

Length of training	3	1.5	1.5
Unitary cost, in GDP unit/inhabitant	2.1	2.1	2.1
Total number of trainee teachers	423		759.0
Recurrent expenditure on teacher training schools (millions CFA F)	81	128.0	189.4
<i>Teacher training colleges (basic training of secondary teachers)</i>			
% in training		1.0	1.0
Length of training	4	4.0	4.0
Unitary cost, in GDP unit /inhabitant	0.6	2.0	2.0
Total number of trainee teachers	935	633	666
Recurrent expenditure on teacher training colleges (millions CFA F)	47	142.2	160.3
<i>Literacy</i>			
Illiteracy rate	58%	21%	0%
Recurrent expenditure on literacy (millions CFA F)	22	220.5	0.0
Total recurrent expenditure (millions CFA F)	3 858	13050.7	21 503
Total gap in recurrent expenditures (millions CFA F)	-	4203.0	7424.0
Annual average capital expenditure (millions US dollars, from 2006)			
Preschool			
Construction cost per unit			10 000
Number of classrooms to be built per year		7.0	7.0
Capital expenditure (including systems and maintenance)		0.1	0.1
Primary education (cycles 1 and 2)			
Construction cost per unit			13 000
Number of classrooms to be built per year		337.0	337.0
Capital expenditure (including systems and maintenance)		4.6	4.6
Primary education cycle 3 (ex GSE) and secondary education (ex FSE)			
Construction cost per unit			30 000
Number of classrooms to be built per year		55.0	55.0
Capital expenditure (including system and maintenance)			1.7
Total capital expenditure (millions US dollars from 2006)		6.4	6.4
Total gap (millions 2006 US dollars)		15.5	22.6
Recurrent expenditure		9.1	16.1
Capital expenditure		6.4	6.4
Preschool + primary education cycles 1 and 2 + teacher training college + Literacy			
Recurrent expenditure		7.7	10.4
Capital expenditure		4.7	4.7
Other levels			
Recurrent expenditure		1.5	5.7
Capital expenditure		1.7	1.7

The table below shows the resources and funding needed to finance sectoral policy. It illustrates the level of public funding required to put the three-year plan into action and implement it. It should be noted that the costs outlined here do not take two important factors into account: (i) any ongoing financial support by local technical and financial partners and (ii) the cost of management and direction which, by their very nature, cannot

The intention here is to test the new short-term training courses created for primary school leavers. In the first phase of the strategy, the tests will be conducted on 900 children leaving primary education cycles 2 or 3, and will be carried out by NGOs experienced in this area. The results will be subject to evaluation. At the same time, a pilot vocational training center will be built, and the results of the above studies used to outline its contours.

1 071 M XOF

Section 5***Higher Education and Scientific Research***

The present state of higher education in Guinea-Bissau is characterized by:

- Minimal numbers of students, both in real terms (about 3700) and as a proportion of the population (217 per 100,000 people, as opposed to 336 on average in francophone and 514 in anglophone Africa);
- An obvious level of underfunding, both in terms of unitary cost (unitary public expenditure of 55.9% of GDP/inhabitant, as opposed to an African average of 307.7%), and as a share of the sector's overall spending. The implication is that this sub-sector must be built up, or it will present a handicap to sectoral policy from the outset.

The simulation model, the framework note and the letter of sectoral policy assume that the country will have 250 students per 100,000 inhabitants by the end of the period (a slight increase), that the number of subjects on offer will be reduced, that distant learning schemes will be developed, that public funding will reach 50% of costs (as opposed to 36% at present), with a unitary cost that will more than double over the period thanks to an increase in both educational and social expenditure.

The government has already begun to restructure the existing institutional framework by preparing a law that will merge existing institutions. Beyond this institutional level, elements of structural reform that will enable the growth of higher education will be as follows.

The role of the state will include:

- The creation of a framework for scientific development: endorsement of training models, issue of titles and diplomas;
- The management of higher education: decisions relating to the opening of institutions, authorizations, management of influx;
- Social policy: grants (scholarships) and partial funding of students' work;
- Public investment: a university library and laboratories, for which private users will be required to pay a subscription;
- Direct creation of some departments/subjects;
- The organization of teachers' ongoing training (including research, in partnership with centers abroad).

The role of private initiatives will be oriented towards:

- Enabling students to complete their studies
- The management of infrastructures that require ongoing expenditure (laboratories)
- The creation of new subject departments, for which they will have to submit tenders. Tenders will be offered in lots, each one consisting of at least one complete department requiring technical investment.

In the early stages of strategy development, the institutional framework will be set up in line with the three-year plan (with sound organizational principles being used for the university), along with exploratory activities: feasibility studies, costing of equipment, requests for technical and financial partnerships (by approaching relevant TFPs), and decisions regarding which subjects will be of greatest national benefit. In the same vein, vital investment will be made in the sub-sector's basic equipment.

<i>Subsection 1</i>	<i>Increasing the internal and external efficiency of higher education</i>	<i>1 018 M XOF</i>
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This subsection comprises a fund to support the purchase of general equipment for higher education institutions, and studies on how the section should be managed.

<i>Subsection 2</i>	<i>Promotion of scientific research</i>	<i>53 M XOF</i>
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This will involve evaluating research projects department by department, and sending national researchers abroad to work with international teams.

<i>Section 6</i>	<i>Literacy and informal education</i>	<i>615 M XOF</i>
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Literacy programs constitute an important element of the three-year plan. Illiteracy is currently estimated at 58% in Guinea-Bissau, and the aim is to eradicate it by 2020. Government action consists on the one hand of promoting literacy among young people and adults, particularly girls and women in rural areas, and on the other, providing options for informal education among children aged 9-14 who have either received no schooling or who have dropped out.

In the light of this, the issue will be how, as well as to significantly reduce the number of primary school dropouts, to adopt strategies that use a range of methodology and techniques and that involve both civil society and school structures.

Teaching methods will be developed, and areas for prioritization will be identified. It will also be necessary to raise awareness, activate and organize rural communities on the one hand, so that they feel motivated by and committed to the literacy and post-literacy process, and, on the other hand, to involve them in the planning, implementation and evaluation of their own training.

The promotion of literacy will rely heavily on social mobilization and the organization of grassroots communities, as well as the expertise of outside organizations.

5. METHODS OF EXECUTION

5.1 : Buildings strategy

The schedule for building classrooms constitutes a much faster rate of construction than is usual in Guinea-Bissau. This situation is not exceptional; it is experienced by any country that embarks on reaching the MDG, and results in a rapid rate of expansion.

The main aim in building classrooms in Guinea-Bissau is not to increase the average gross education rate, which is already a little over 100 %. It is rather:

- To increase the number and capacity of schools in areas and regions in which they are still very low;
- To reduce the number of classes operating double (or even triple) shift systems, with a view to increasing children's hours at school, and in turn improving the quality of teaching and reducing the number of dropouts.

The construction of these classrooms will be carried out on the one hand via delegation of projects by AGEOIPPE (for classrooms in urban areas, colleges and other civil engineering work), and on the other hand by NGOs (for classrooms in rural areas).

The reality is that the department of infrastructure within the Ministry of Education is incapable of managing these construction projects directly. It will be a case of finding a range of contractors to carry out the building projects and renovations required over the three-year period.

AGEOIPPE, which suffered as a result of the 1998 Guinea-Bissau conflict and the subsequent economic recession, has resumed regular work with the return of stability. It uses World Bank procedural manuals, and its staff have been given training based on AFRICATIP's standard manuals. Its finances have recently been boosted by UEMOA, and it now manages ADB and UEMOA programs (300 boreholes) to the tune of more than five billion CFA francs. It would be reasonable to say that AGEOIPPE is capable of managing 60% of the project management delegation for the construction and renovation program, ie 2.6 billion CFA francs, over the three years.

There are two international NGOs and many national NGOs in Guinea-Bissau that will be able to appoint contractors for the remaining 40 % of the civil engineering program.

It should be noted that these NGOs involve the community when contracting projects, and work at the most decentralized level possible. In the long run, this kind of decentralized process, particularly in rural areas, will help Guinea-Bissau to attain the pace of construction necessary for universal primary education. Calling upon these NGOs therefore has the dual purpose of compensating for AGEOIPPE's capacity in the short term, and of laying down community contracting processes, which will be used in a subsequent phase of the country's educational development.

During the first phase of the national strategy (first three years), the Ministry of Education's strategy will be to deal with urgent projects – in other words, where building work is imperative, particularly the extension of existing facilities and the replacement of obsolete or inappropriate buildings. In these situations, the site is already owned by the Ministry, and the school already in existence. In the same vein, during the first phase and for the construction work carried out under the auspices of AGEOIPPE, the national strategy will be to take ease of access into account when choosing sites, in order to ensure that projects are completed on time as far as possible.

During the first year, two specific activities are planned to ensure the smooth running of the program:

- A systematic study on the status of school property. One or several architectural firms will be employed to produce, for each public school in the country, a technical survey on the state of the building. These surveys should be precise enough to allow the creation of computer-aided design (CAD) of renovation plans. They will be placed on a database located in the department for infrastructure.
- The creation of CAD by architectural firms, on the basis of a prioritisation list laid down by the Ministry, and a reference plan for building work laid down by the department of infrastructure.

Contracting, financial management, performance guarantees and deadlines.

The delegating bodies will be urged to:

- Take on reasonably small sets of contracts (just a few schools), in order to allow medium-sized businesses to access the market
- To provide (in the absence of advances, which require guarantees for the work that few very small businesses are able to furnish), detailed accounts of how the work will be paid for, and accelerated payment of these accounts, so that the contractors involved will not require substantial working capital.

5.2. Strategy for the reorganization of schools

Improvement in the quality of teaching and a reduction in the number of school dropouts will be achieved as a result of an increase in pupils' learning time and the availability of manuals and teaching aids. To that end, a number of plans are in place:

1- The eradication of the triple shift system, and the progressive reduction of the double shift system. This will be achieved by construction of classrooms on a massive scale, the recruitment of teachers and their assignment according to the needs of schools. Schools with multiple shift systems will undergo reorganization to increase their weekly opening hours (opening 6 days a week instead of 7), so that pupils are given sufficient learning time. Moreover, headmasters who increase their schools' opening hours will be awarded a bonus.

2- A gradual increase in the number of weekly hours' teaching per teacher, which will be required to increase to 30 over the course of a certain period (they currently teach for only 17 hours). This will gradually increase pupils' learning time, which will rise on average from 20 to 25 hours per week by the end of the first three-year plan.

This will be combined with:

- i. A request to pupils' parents to keep authorities informed so that they, in turn, can take adequate measures (controls and sanctions) to persuade teachers to stick to their number of teaching hours;
- ii. The reinforcement of regional directorates and departments of inspection, so that they can serve as an interface between teaching staff and the central and departmental administration (administrative tasks, pay, medical procedures...)

Special attention will be paid to:

- Fair and balanced coverage of the regions in terms of school infrastructure. Each region's needs for construction and renovation will be assessed and a detailed program of the necessary work will be drawn up, with the most underprivileged areas being taken into account. Partners' contributions (NGOs, bilateral and multilateral cooperations) should be added to these programs;
- A systematic recourse to multigrade classes in areas where enrolment figures are low;
- Effective implementation of the criteria for teachers' appointment and the participation of union representatives in the teachers' appointment committee, prioritizing understaffed regions with a view to reducing the extremes of the system to a minimum (% of understaffed and overstaffed schools). Job descriptions will be made consistent, will be authorised and will automatically help to generate a fair allocation of teaching posts;
- The award of a bonus to teachers appointed to isolated areas for the nine-month teaching period (10% of teachers; the bonus will represent on average 20% of teachers' salary) ;

In addition, schools will be equipped with furniture. Latrines and water points will be built to improve the school environment. Students will be provided with free school textbooks.

Headmasters will be provided with a management manual and will be trained to use it, in order to improve their performance; pupils' parents will be invited to join parents' associations (PA), and will be trained and involved in all aspects of school management.

Since schools are at the heart of the education process, it is important to provide them with all they require to function smoothly and effectively on a day-to-day basis. In the first phase, the plan is to give schools in difficult areas supplies of food and drink, to control and monitor their use, to assess the impact that they have on the running of the school and the level of involvement by pupils' parents, before moving to the next stage, which will be the allocation of an operating budget. The reasoning behind the plan is that there is no tested mechanism for the regular allocation of financial resources to schools, and neither are there any monitoring mechanisms. Thus the Ministry plans to use this phase to identify and test different mechanisms, with a view to providing operational funding in the second phase.

5.3. Strategy for setting up basic and ongoing training appropriate for teachers and the system

Primary teachers are trained at one of two teacher training schools, College of 17 February and College of Amilcar Cabral, which have been recently merged to form the Higher Education College (HEC). Application is open to students who have reached at least the 9th year (end of primary education) and successful candidates attend a three-year training course: the first two years are theoretical, the third devoted to teaching practice.

The issue of teaching staff is crucial to Guinea-Bissau, in that the objective of universal primary education cannot be achieved without massive recruitment of teachers. This has to be addressed; maintaining the present framework is the absolute minimum that needs to occur, but it would be preferable to improve the quality of the educational services on offer. Moreover, the country is significantly behind in terms of providing the first six years of primary education (48% completion rate in 2006), which is the definition of the universal education plans set for 2020: recruitment will have to take place on a massive scale between now and 2020⁶ to ensure a 100%⁷ level of completion.

The length of the basic training course and the college's low intake capacity mean that the need for teachers cannot currently be met. Moreover, teaching subject by subject, a method still used in primary cycle 2, puts an additional burden on the system, particularly in rural and semi-urban areas.

To meet pupils' needs for supervision, two types of teachers are recruited within the public primary education system. These are qualified teachers (most of whom have graduated from TTS) and contract teachers (with no basic training). There is also a third category: community teachers (with no basic training), who are recruited and paid for by communities and NGOs.

The intention is to reform basic teacher training by taking the following action:

- 1) To review the acceptance criteria for teacher training schools, via a transparent annual selection process;

⁶ In fact, it would be very difficult for a post-conflict country like Guinea-Bissau to reach 100% completion of primary education by 2015, and it may therefore be postponed to 2020, as it was the case in other countries (example : CAR)

⁷ More than 500 teachers to be recruited annually in primary education by 2020.

- 2) To redesign the contents and practice of training courses, taking into account students' language levels and the gradual phasing out of specialist subjects at primary levels 1 and 2 (one teacher per class);
- 3) To reduce the basic training course from 3 to 1.5 years in order to supply the system with sufficient qualified teachers (the overall time will not be reduced, but optimized over a shorter period: classes will take place in the morning and evening, as opposed to only in the morning or evening, as is the case now) ;
- 4) To set up an ongoing training system for HEC teachers (creating programs, creating training modules for the ongoing training of HEC trainers, and the development of teaching aids for trainee teachers). Ongoing training will be provided for trainers, based on an evaluation of needs currently being conducted.
- 5) To improve the HEC environment (purchase of teaching aids, construction and equipment of a language laboratory, libraries, administration materials, construction and equipment of classrooms and renovation of TTS premises in Bolama).

With regard to ongoing teacher training: INDE (National Institute for the Development of Education) is responsible for ongoing training, which will be organized on a regional basis all over the country in a series of regional groups. This will be a large-scale operation. INDE has the capacity to put together the training program (choice of media, identification of trainers; contents to be determined on the basis of evaluation currently being conducted by UNESCO). However, it does not have experience of administrating and managing finances for this number of regional training sessions (listing participants, choosing premises, logistics, cash flow and payment of allowances, control and monitoring). Therefore, technical assistance should be provided in these areas. It can be sourced either in the general marketplace by the management team, or packaged together with other capacity-building resources offered by NGOs. A team of managers should be trained with a view to taking full responsibility at the end of the period, by which time the need for technical help should only be intermittent.

5.4. Educational Management Strategy

A number of activities aiming at improving educational management are planned within the framework of the program:

- The training of inspectors, education advisors and headmasters to improve teachers' support system;
- The creation of manuals for inspectors and headmasters, to allow them to perform their roles with greater efficiency;
- The improvement of working conditions in sectoral inspection departments and schools via the construction and renovation of premises and the purchase of equipment.

Moreover, regular evaluations of pupils' attainment will help to identify what is required to improve teachers' performance, and to take the appropriate corrective measures.

Evaluation of pupils' attainment will be carried out via a number of mechanisms:

- The introduction of regular evaluations in classes;

- The introduction of national exams;
- The creation of an evaluation unit: this will require some preparatory work, starting with an assessment of evaluation methods and the recruitment and training of staff. To achieve this, the support of CONFEMEN will be needed. Four people will be selected to undergo training abroad at an institution specializing in the evaluation of education systems; they will constitute the core of the unit. The unit will then organize regular evaluations and will also be responsible for giving an annual analysis of the national exam results. Evaluation results will be published, particularly the PASEC evaluation, and regular evaluations of pupils' attainment will be organized. In view of the time it will take to set up the unit, particularly training the technical staff, and given the imminent plans for a PASEC evaluation that will provide information essential to the direction of the system, no other plans have been made for pupils' attainment levels during the course of the first three-year plan.

5.5. Strategy for providing schools with manuals and textbooks

It is generally taken for granted that textbooks and teaching aids are an essential part of the primary learning process. However, if the quality of teaching materials is very poor, this can also hinder progress. It follows that in order to ensure a higher standard of education, the creation of quality textbooks and the availability of teaching aids are crucial for schools in Guinea-Bissau.

With a few exceptions, schools currently operate without books, and teachers have no materials to support their role. The situation has deteriorated over recent years, the main reasons being the absence of a policy on textbooks, the exponential growth in school enrolment figures, the scrapping of school fees and free distribution of textbooks from 2002. This has led to a shrinking of school resources for which the public authorities have made no compensation.

The program includes reprinting existing manuals and textbooks in sufficient numbers (this will be put to tender) and their free distribution to schools. The distribution logistics will be determined by a study to be carried out as a matter of urgency at the beginning of the program, so that the books can reach pupils on time. It is important to emphasize that the main reason for the absence of textbooks in classrooms is a lack of finances. The restocking of books is also part of the program.

With regard to textbooks for the 3rd cycle of primary and secondary education, the plan is to identify which of the textbooks already in existence are adequate for the teaching program, and to purchase these. Textbooks for social sciences will be developed by INDE, which will receive technical support for the purpose. Unlike primary school textbooks, which will be distributed free of charge, these books will be on sale to pupils and the proceeds used to renew stocks.

6. INSTITUTIONAL ARRANGEMENTS

The implementation of the sectoral strategy and three-year plan over the next three years will necessitate a vast improvement in the capacity to manage the relevant human, material and financial resources, which will be achieved via focused training and the use of modern management tools. The government will aim to consolidate the education sector's statistics system, to set up a database for teaching and non-teaching staff; it will adopt transparent processes for the appointment and promotion of staff, and will set up incentive schemes, in particular the introduction of a bonus for teachers in underprivileged areas.

The *modus operandi* of the education sector will be to promote the development of initiatives by contractors, partners and consultation groups.

In order to build a shared vision of the sectoral program and to coordinate its actions, the government, in collaboration with its technical, financial and local partners, will establish a dynamic framework for cooperation.

6.1 Implementation Measures

Capacity building is at the heart of the Ministry of Education's first three-year plan. Multiple tasks are foreseen: review of the various administrative and management procedures with the help of expert advice, development of computer systems, purchase of equipment, and the installation of administrative systems in regional offices.

The risk associated with the execution of these tasks is that the Ministry may struggle to draft so many technical terms of reference. To mitigate the risk, the administration should be provided with project management advice (see section 'management and steering'), in order to help both the Ministry and regional offices to draft all the necessary financial documents (consultative terms of reference, applications, equipment specifications) and to follow through with implementation and review.

This advice could be provided by a technical partner who has been familiar with the Ministry for a number of years, and whose activities are traditionally in the field of capacity building. This partner could be identified through an appeal to international NGOs working in the sector.

The execution of the plan will be anchored within the existing structures of the Ministry of Education. Technical advisors, central support services, regional services as well as teaching institutions will be accountable for the execution of the program.

Capacity-building of the different elements involved will be categorized as follows:

- Analysis and management of education systems;
- Statistical tools and computer technology for design and management of databases;
- Review mechanisms for assessing the plan's execution;
- Quality evaluation methods (school attainment levels, competence levels of staff).

The creation of a management unit has been prioritized so that the Ministry is fully capable of implementing the three-year plan on the one hand, and so that it can improve its levels of administrative and financial management on the other. To achieve this, specialists will be expected to transfer their expertise so that the Ministry can carry out its own plans for development in the future.

i) The three-year plan as a reference document

The authorization and adoption of the three-year plan will provide affirmation of the sector's vision. It will offer government and its development partners a unique frame of reference with which to steer tasks and resources towards well-defined objectives.

ii) The allocation of contracts and delegation

Given the need to concentrate on essential functions and to consolidate partnerships with other sectors of society, the state plans to have increasing recourse to private service providers. It will therefore delegate the management of some of the plan's tasks to NGOs and other executive agencies.

iii) Equality and participation

The reduction of the many forms of inequality in the system requires a guarantee of equal access to education services at every level. The commitment of the entire education community to education sector strategy will be the key to success.

6.2 Steering systems for the three-year plan

Maintaining a coherent approach to the diverse tasks covered by the plan, and guaranteeing that implementation remains faithful to its principles, will require the creation of steering and coordination systems. The following systems are therefore projected within the framework of the plan:

Plan Steering Committee (PSC)

This will be a technical coordination group, including all the key players involved in implementing the program. The PSC will meet at least twice a year, and also as necessary as determined by the Chair.

The PSC will have the following responsibilities:

- To provide status reports on the execution of the Plan ;
- To examine and authorize the overall aims of the annual plan of action (APA) before its presentation to the TFPs. Following preparation of the various plans and budgets per program/sub-program and their consolidation/discussion by the Plan Coordination Committee, the draft annual plan of action and overall budget will be submitted to the SCP, which will be convened to authorize the documents.
- To monitor results and performance of APAs, and to conduct joint annual reviews with the TFPs.

The steering committee will be chaired by the Minister of Education and will comprise:

- The Director General of the Ministry of Education;
- The Director General of the Budget;
- The Director General of Planning and Development;
- The director of the public investment program;
- The directors of relevant agencies (AGEOIPPE, UGP, etc);
- A representative from private education sponsors;
- Representatives from teachers and trainers;
- Representatives from parents' associations;
- Representatives from local NGOs working in the sector;
- Representatives from departmental/regional systems.

The functions and composition of this committee will be laid down by ministerial decree. The Plan Coordination Committee will be responsible for its administration.

Plan Coordination Committee (PCC)

The functions of this committee will be defined by ministerial decree. It will comprise:

- The Director of GIPASE ;
- The UGP coordinator (responsible for financial management)
- Resource staff who are members of the national technical team, including the Director General of the budget.

The Committee will be chaired by GIPASE. Its mission will be as follows:

- To ensure that the APAs remain in line with the three-year plan, by coordinating their preparation and monitoring their execution on a regular basis;
- To supervise the execution of the plan, to check levels of compliance, schedules and budgets, and to follow procedural standards;
- To approve the terms of reference for studies, schedules, consultancy and other services to ensure their compatibility with program objectives; in case of absence of other members, the chair will authorise terms of reference for financial support and specification of goods provided by TYPB;
- To reconstruct the general plan of action with regard to proposals from the different players involved and its own schedule of works, making all the necessary adjustments in terms of tasks, schedules and logistics;
- To compile all APAs by section and submit them to the steering committee for approval;
- To prepare a comprehensive six-monthly report that will be submitted to the steering committee, and, following authorisation, to technical and financial partners;
- To carry out or commission, under supervision, any evaluations of the plan's activities that are deemed necessary, and to prepare documents for internal and external evaluation;
- To compile the APA's progress reports per section for the previous year, and to finalize the evaluation report of the sectoral APA;
- To consolidate APA projects per section via a process of negotiation and adjustment in collaboration with the relevant players;

- To consider alterations suggested by any of the players to the APA as approved, and to present it to the PSC with advice as to its relevance to the overall vision of the sector and its financial feasibility;
- To notify all relevant players and UGP of the APA as approved for their implementation;
- To collect the quarterly progress reports submitted by all the players;
- To research and propose strategies for more efficient use of resources (improving cost/efficiency, etc.);
- To prepare the steering committee sessions and keep minutes of the meetings;
- To develop the financial framework of the plan according to its objectives, its commitments vis-à-vis TFPs, the financial instructions of the government and the levels of expected participation by donors;
- To keep track of TFPs' financial intentions;
- To support all players in the development of their annual plan of action and budget (explaining objectives and constraints, standard unitary prices, prescribed deadlines, adherence to specific plans: infrastructure, human resources, standards of performance)
- To keep databases on the sector's plans;
- To secure relations with TFPs with a view to the wider plan of action and the furtherment of the ten-year plan.

For APA evaluation, the PSC will use the following criteria:

- Whether APA objectives correspond to those of the plan;
- Whether implementation strategies correspond to those of the letter of Education Policy;
- Whether numbers of pupils by sector correspond to the financial framework;
- Whether investment and operational budgets of the APA correspond to the total budget provided for within the framework of the three-year plan;
- Whether the breakdown of tasks per subsection of the APA corresponds to the breakdown of tasks defined in the overall financial framework of the program;
- Whether the investments proposed in the APA correspond with those agreed in discussion with technical and financial partners.

Additional financial, human and material assistance will be granted to the committee within the framework of the management and steering section of the three-year plan, in particular via technical assistance to GIPASE to enable it to fulfil its role in the process.

The Program Management Unit (PMU)

The PMU will be responsible for the management of financial investment resources allocated to the program. Specifically, it will be in charge of:

- Preparing the program's annual financial reports, in accordance with internationally recognized accounting standards and with certification guarantees;
- Ensuring disbursements are made in accordance with the requirements of the program's partners;
- Managing the material resources allotted to the preparation and coordination of the program;

- Providing all players responsible for the execution of the program with the necessary support, especially in terms of computer training and consultation;
- Managing the fund and consistently monitoring commitments and payments;
- Ensuring strict observance of procedures by the different partners involved;
- Collecting reports and audits of work undertaken within the framework of the program, and submitting them to the committee.

7. MONITORING AND EVALUATION OF THE THREE-YEAR PLAN

Monitoring the three-year plan will require steering on the basis of results. This implies the following:

- Systematic collection of data relating to the system's teaching results (regular evaluation of attainment levels);
- Systematic processing and analysis of the data in order to guide education policy;
- The implementation of necessary corrective measures. For example, assessment of teaching, exam results, the relevant appointment of staff will be applied systematically;
- For everything other than data collection, result-based steering requires the availability of suitable human resources to carry it out. It follows that central and regional structures and their services should be organized so that all routine tasks are performed as a matter of course, thus enabling management to focus on the strategic tasks of steering and readjusting processes according to the relevant data; those responsible for strategic tasks should be sufficient in number, be suitably qualified and be periodically relocated.

Therefore, the standardization of routine management procedures – which should be laid out in manuals, and which staff should be trained to use – constitutes a key element the Ministry of Education's strategy of steering by results. The school mapping system will be one of the crucial elements in this standardization of procedures.

The organization of TYPB into sections, subsections and activities means that the monitoring process will contain many levels of responsibility, as summarized in the table below:

Structure	Plan Steering Committee	Plan Coordination Committee	Section coordinators	Subsection managers	Task managers
Responsibility	Authorization of APA and monitoring reports; their submission to government and TFPs for approval	Compilation of APA and monitoring reports, checking for consistency	Direction and monitoring of sections	Direction and monitoring of execution and programming of tasks	Execution and monitoring of tasks
Product	Minutes and checklists in agreement with partners	Monitoring report and APAs	Monitoring report and APA programs	Development of monitoring report and APA	Regular provision of data to subsection managers
Frequency of reports	Six-monthly	Six-monthly	Quarterly	Quarterly	Quarterly

Details of these responsibilities will be provided as and when the operational manual is developed.

7.1 Monitoring and evaluation mechanisms

Monitoring of the three-year plan will be carried out alongside sectoral reviews. Two reviews are planned: the summer or annual review, which covers a whole school year and should therefore be completed before the start of the next school year; and the mid-term review, which should be produced in the course of the school year.

The progress of the plan will become apparent as a result of monitoring reviews created jointly by the Ministry of Education, the ministry's technical and financial partners, social partners (particularly trades unions), parents' associations, communities and all resource staff. Detailed terms of reference for these joint reviews will be authorized by the government and TFP-ES.

Reports relating to the TYP's technical and financial implementation will be prepared by the government and submitted to the head of the TFP-ES two weeks before the joint monitoring reviews.

Each joint review will result in the drafting of a joint checklist approved by the government and the TFP-ES.

Annual Review:

This review will allow the following:

- Assessment of how the plan is being implemented in any given year, on the basis of a review submitted by the PSC. This review will take stock of the progress of APA tasks within the education system for the current year as well as over the past school year. It will rely on a series of performance benchmarks and analyses developed under the umbrella of the PSC. The aim will be to grasp levels of implementation and attainment in terms of access to education, its standards and management, and in relation to the methods utilized, the activities undertaken in accordance with the plan, and the recommendations of the previous review;
- Analysis of implementation shortcomings with a view to finding solutions;
- Study and approval of the overall aims of the APA for the following year;

The expected result is a memo summarizing the available documents, presentations and discussions that reflect the general state of affairs, suggest concrete short-term action that should be taken to improve the effectiveness and efficiency of education management, and that outline and approve the financial commitments of partners to the APA.

Mid-year Review:

The objective of the mid-year review is to assess how well the APA is being implemented over the course of the year, and whether recommendations made in the

September annual review are being carried out, so that implementation conditions can be appreciated and shortcomings assessed with a view to finding solutions.

In addition, field visits will be carried out by the administration and TFPs so that they may appreciate the difficulties facing schools and regional departments, and observe the improvements being made. The effect will be to improve the direction of the plan.

The expected results of this review are as follows:

On the basis of the available documents, interviews and field visits, there should be a general understanding of the state of affairs and the concrete measures that are necessary in the short term to improve the effectiveness and efficiency of the education system in general, and the implementation of the plan of action in particular. By the end of the review, the following should have been identified:

- ❖ The strengths and weaknesses of APA implementation;
- ❖ Any readjustments required, and the roles and responsibilities of the different players involved;
- ❖ The level of support required by the government and TFPs to implement these readjustments.

7.2 Monitoring Benchmarks

This series of proposed benchmarks will allow monitoring of the plan's implementation.

	2011	2012	2013	Verification method	Frequency
Preschool					
Preschool classrooms built		10	5	TYPB implementation report	annual
Teachers recruited at preschool level			10	TYPB implementation report	annual
Preschool teachers trained		100	100	Report on the implementation of the ongoing training Plan	annual
Teaching material purchased, per school	15	15	15	TYPB implementation report	annual

Primary Education					
Cycles 1 and 2					

Number of classrooms built		400	400	TYPB implementation report	annual
Newly qualified teachers appointed	197	92	135	TYPB implementation report	annual
School manuals acquired	1 034 667		1 095 333	TYPB implementation report	annual
Number of hours/days of teachers' ongoing training organized		18000	18000	Report on the implementation of the ongoing training plan	annual
Number of hours/days of ESSE trainers' ongoing training organized		1000	1000	Report on the implementation of the ongoing training plan	annual
Number of trainee teacher manuals published and printed		5000		Printed manual	
Number m2 of language laboratories and libraries built in TTC		300		TYPB implementation report	annual
Number of classrooms renovated at TTC	12			TYPB implementation report	annual
Number of hours/days of school management training organized for headmasters		2500	2500	Report on the implementation of the ongoing training plan	annual
Cycle 3					
Number of classrooms built		75	75	TYPB implementation report	annual
Number of classrooms equipped	400		360	TYPB implementation report	annual
Number of newly recruited teachers	50	50	50	TYPB implementation report	annual
Number of hours/days of teachers' ongoing training organized		6000	6000	Report on the implementation of the ongoing training Plan	annual
Number of institutions equipped with teaching aids	30			TYPB implementation report	annual
Secondary Education					
Number of hours/days of teachers' ongoing training in Portuguese organized	2338	2338	2338	Report on the implementation of the ongoing training Plan	annual
Number m2 of laboratories built		200		TYPB implementation report	annual

Number m2 of ITC rooms built		200		TYPB implementation report	annual
Number of hours/days of teachers' ongoing training organized		1750		Report on the implementation of the ongoing training Plan	annual
Technical Education and Vocational Training					
IFTP (Instituto de formação técnica) renovated		x	x	TYPB implementation report	annual
Number of IFTP trainers trained	12	12	12	TYPB implementation report	annual
Pilot training center built		X	X	TYPB implementation report	annual
Higher Education and Scientific Research					
Higher Education					
Reviews on the choice of subjects carried out		X	X	Reports	
Partnership agreement signed			X	Agreement	
Scientific Research					
National policy on scientific research developed and approved			X	Policy Document	
Literacy					
National literacy policy defined and approved	X			Policy Document	
Training program for school dropouts defined	X			Program	
Priority areas and target populations identified		X		List of priority zones and the criteria used for their selection	
Number of people attending literacy classes in schools		X	X	TYPB implementation report	annual
Number of dropouts receiving vocational training		X	X	TYPB implementation report	annual

Management and steering					
Application drafted for human resources management		X		TYPB implementation report	annual
Manuals for inspectors and headmasters developed	X			Manuals	
Number of hours/days training for inspectors and education advisors organized		500		Report on the implementation of the ongoing training Plan	annual
Number of INDE specialists being trained to develop school programs		3	3	TYPB implementation report	annual
Number of people trained to evaluate students' attainment levels		2	2	TYPB implementation report	annual
Application and procedures for budget development and monitoring carried out	X			report on the development and monitoring of the MEN budget	annual
Technical assistance to GIPASE for planning and statistics put in place	X			TYPB implementation report	annual
Statistical data regularly produced	X	X	X	Directory of statistics	annual

Another category of benchmarks has been defined to gauge the implementation of the program. Note that this does not concern the implementation of the activities themselves, but rather the institutional measures that need to be in place to guarantee their execution.

	Year 1	Year 2	Year 3	Verification method	Responsible party
Preschool					
Creation of mapping system for preschool institutions	X			report	GIPASE
Identification of preschool structures that meet criteria and geographical priorities	X			List of institutions prioritized in relation to selected benchmarks	GIPASE

Primary Education					
Identification of the mechanisms for allocating bonus to underprivileged areas	X			Criteria and list of selected schools and description of the mechanisms used	GIPASE
Identification of private structures that meet the criteria in terms of access	X			Criteria and list of selected schools and description of the mechanisms used	GIPASE
Establishment of policy in relation to sub-cycles	X			Document regulating sb-cycles	SE
Identification and definition of a school support program for pupils in need, with the support of EPA	X			Report	DEBS
Enforcement of teachers' statutory working hours	X	X	X	Annual Report	IGE
Review of selection criteria for trainee teachers	X			Document regulating the selection criteria of trainee teachers	SE
Reduction of training time at TTS by half	X			Text regulating the duration of training	SE
Organization of parents' association	X	X	X	Annual Report	DEBS
Involvement of parents in the management and monitoring of schools	X			Text defining the role of parents in school management, and how they will be involved	SE
Secondary Education					
Review of TTS selection criteria	X			Document for regulation of trainee teacher selection	SE

Identification of a program for the introduction of a 12th year	X			Program available	INDE
Progressive implementation of high school reform		X	X	Annual Report	DEBS
Technical Education and Vocational Training					
Definition of the national framework of qualifications and certificates	X			Report	IFTP
Establishment of public-private partnership for training		X	X	Partnership agreement	IFTP
Higher Education and scientific research					
Adoption of the law on higher education	X			Law	SE/DGES
Definition of scientific research policy		X		Policy Document	SE
Literacy					
Development of national literacy policy	X			Policy Document	SE
Management and steering					
Definition of criteria for appointment of teachers to particular regions and schools	X			Report	DRH
Establishment of teachers' appointment board, including teachers' representatives	X			report	DRH
Appointment of teachers with prioritization for understaffed areas	X	X	X	RPT	GIPASE
Identification of criteria for the appointment of headmasters based on seniority and competence	X			Report	SE
Establishment of evaluation methods for pupils' attainment levels	X	X	X	Annual Report	INDE
Improvement of continual assessment	X	X	X	Document stating compulsory nature of continual assessment, and annual report on the conduct of school exams	IGE

Development and implementation of criteria for opening and expansion of school premises	X			Criteria and annual report on implementation	GIPASE
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7.3 Major risks and mitigating factors

- (i) Non-mobilization by the MEF of resources planned for the education sector. The involvement of the MEF in the approval and monitoring of the APA, and the publication of annual reviews in the summer (in other words, before schools go back), when the state is finalizing its budget, should mitigate this risk;
- (ii) The persistence of civil unrest: the involvement of different participants in the approval process for the three-year plan and its direction will, by its very nature, accommodate differing points of view. Furthermore, the ongoing efforts of the government to pay salary arrears, along with the measures laid down in the three-year plan, should stabilize the social climate.

Annexes

ANNEX 1 : TYPB

Type of expenditure	section	Subsection activity	activity / input	unit	Total quantity	quantity 2011	quantity 2012	quantity 2013	Unitary cost (M CFA F)	cost 2011 (million CFA)	cost 2012 (Million CFA)	cost 2013 (million CFA)	Total cost (million CFA)	Funding/donor	Responsible party
			TOTAL							6378,82	10147,21	10926,32	27.452		
	C	1.	Section 1: Preschool							25,25	123,79	104,88	253,92		
	S/C	11.	Subsection 1 : Improving preschool access							1,22	73,94	46,88	122,04		
	A	11.1	Activity 1: Social mobilization to promote preschool education							1,22	0,44	0,00	1,66		
SVE	I	11.11	Development of communication tools to advocate preschool	H/S National Consultant	4	4			250,00	1,00	0,00	0,00	1,00	UNICEF	DEBS
FS	I	11.12	Advocacy workshop for preschool	UC average CF	60	20	40		11,00	0,22	0,44	0,00	0,66	UNICEF	DEBS
	A	11.2	Activity 2: Boosting preschool reception capacity							0,00	73,50	46,88	120,38		
INS	I	11.21	Creating a school map for preschools	See activity 73.21										State	GIPASE

GC	I	11.22	Renovation of preschool classrooms	SDC	10	5	5	2.000,00	0,00	10,00	10,00	20,00	To be found	CAB/SE	
GC	I	11.23	Construction of preschool classrooms	SDC	15	10	5	5.350,00	0,00	53,50	26,75	80,25	FTI	CAB SE/UGP	
EM	I	11.24	Purchase of furniture	QSP SDC	50	30	20	333,33	0,00	10,00	6,67	16,67	FTI	CAB SE/UGP	
SAL	I	11.25	Recruitment of preschool teachers	salary, PE, contractual	10		10	346,70	0,00	0,00	3,47	3,47	State	DAF/DRH	
S/C	12.	Subsection 2 : Improving standards in preschool education							24,03	49,85	58,00	131,88			
A	12.1	Activity 1: Setting up curricula for preschool							19,00	5,50	5,50	30,00			
SVE	I	12.11	Development of preschool program	H/M International Consultant	1	1		9.500,00	9,50	0,00	0,00	9,50	FTI	INDE	
SVE	I	12.12	Introduction of preschool module in HEC	H/M International Consultant	1	1		9.500,00	9,50	0,00	0,00	9,50	Portugal	TTC	
FS	I	12.13	Preschool teachers' ongoing training	UC average CF	1.000		500	500	11,00	0,00	5,50	5,50	11,00	FTI	INDE
A	12.2	Activity 2: Acquisition of teaching aids and							4,50	9,50	9,50	23,50			

			equipment												
EM	I	12.21	Acquisition of teaching material	teaching material	45	15	15	15	300,00	4,50	4,50	4,50	13,50	FTI/UNICEF	DEBS/UGP
EM	I	12.22	Acquisition of equipment for preschool structures (playgrounds..)	School community equipment	10		5	5	1.000,00	0,00	5,00	5,00	10,00	FTI	DEBS/UGP
	A	12.3	Activity 3: Promotion of private preschool education							0,53	34,85	43,00	78,38		
SVE	I	12.31	Development of specifications for private and community preschools	H/S National Consultant	1	1			250,00	0,25	0,00	0,00	0,25	UNICEF	DEBS
FS	I	12.32	Workshop for authorization of specifications	UC average CF	25	25			11,00	0,28	0,00	0,00	0,28	UNICEF	DEBS
INS	I	12.33	identification preschools that meet criteria and geographic priorities	PM										State	GIPASE
SOC	I	12.34	Subsidy for selected private preschools	1 child year	9.500		4.500	5.000	2,30	0,00	10,35	11,50	21,85	To be researched	DEBS

SOC	I	12.35	Subsidy for community structures	1 child year	8.000		3.500	4.500	7,00	0,00	24,50	31,50	56,00	FTI	DEBS/UGP
	C	2.	Sction 2: Primary Education							4 573,45	7 595,03	8 297,05	20 465,53		
	S/C	21.	Subsection 1 : Improving access and retention in primary education 1 et 2							1.395,62	4.081,16	4.243,03	9.719,80		
	A	21.1	Activity 1: Improving access of children aged 7 to 1st year of PE						20,25	5,25	3,60	29,10			
FS	I	21.11	Organization of awareness campaigns in areas of low schooling	Lump sum	1	1			15.000,00	15,00	0,00	0,00	15,00	UNICEF	DEBS
	I	21.12	Organization of meetings with headmasters and inspectors about this issue	UC average CF	300	150	150		11,00	1,65	1,65	0,00	3,30	STATE	DEBS
FS	I	21.13	Organization of supervision objectives at the beginning of each school	Mission	540	180	180	180	20,00	3,60	3,60	3,60	10,80	STATE	IGE

			year												
	A	21.2	Activity 2: Improving reception and supervision capacities							708,63	3.325,9 0	3.499,6 2	7.534,14		
SVE	I	21.21	Technical study on the state of school property	H/S National Consultant	50	50			250,00	12,50	0,00	0,00	12,50	FTI	CAB SE/UGP
INS	I	21.22	identification of priorities in terms of construction and renovation	PM										STATE	CAB SE
GC	I	21.23	Construction of classrooms	SDC	800		400	400	5.350,00	0,00	2.140,0 0	2.140,0 0	4.280,00	FTI/Japon/to be found	UGP/UNICEF
GC	I	21.24	Renovation of classrooms	SDC	500		250	250	2.000,00	0,00	500,00	500,00	1.000,00	FTI/ to be found	UGP
SAL	I	21.25	Recruitment of new qualified state teachers	Teacher	424	197	92	135	554,90	109,32	160,37	235,28	504,96	FTI	DAF/DRH/U GP
SAL	I	21.26	Recruitment of new contract teachers	teacher	836	223	328	285	346,70	77,31	191,03	289,84	558,18	FTI	DAF/DRH/U GP
SVE	I	21.27	Audit of salaries	H/M International Consultant	3	1	1	1	9.500,00	9,50	9,50	9,50	28,50	FTI	DAF/UGP

EM	I	21.28	Acquisition of furniture for primary schools	QSP SDC	2.300	1.000	650	650	500,00	500,00	325,00	325,00	1.150,00	FTI/Japon/ to be found	CAB SE/UGP
	A	21.3	Activity 3: setting up bonuses for teachers assigned to difficult areas							32,10	33,81	36,51	102,42		
INS	I	21.31	Identification of mechanisms for allocation of bonuses	PM										STATE	GIPASE/DAF
FS	I	21.32	Identification of difficult areas in collaboration with teachers and parents' associations	UC average CF	90	90			11,00	0,99	0,00	0,00	0,99	FTI	GIPASE
SAL	I	21.33	Allocation of bonus to teachers	teacher - year	1.503	461	501	541	67,50	31,11	33,81	36,51	101,43	FTI	DAF/UGP
	A	21.4	Activity 4: setting up incentives for private schools							0,91	52,80	55,00	108,71		
SVE	I	21.41	Definition of responsibilities for private, community schools and madrasas	H/S Nat Consultant	1	1			250,00	0,25	0,00	0,00	0,25	FTI	DEBS/UGP
FS	I	21.42	Workshop for authorization	UC average CF	60	60			11,00	0,66	0,00	0,00	0,66	FTI	DEBS/UGP

			of definitions												
INS	I	21.43	Identification of institutions which meet criteria in terms of access	PM										STATE	GIPASE
SOC	I	21.44	Subsidy for selected institutions	1 student year	49.000		24.000	25.000	2,20	0,00	52,80	55,00	107,80	FTI	DEBS/UGP
	A	21.5	Activity 5: Reduction of school repeaters							10,63	18,30	3,30	32,23		
INS	I	21.51	Introduction of the policy of sub-cycles	PM										STATE	SE
SVE	I	21.52	Outline of a communication program for school repeaters	H/S International Consultant	2	2			2.400,00	4,80	0,00	0,00	4,80	FTI	IGE/DEBS/UGP
FS	I	21.53	Implementation of communication program for school repeaters	UC average CF	900	300	300	300	11,00	3,30	3,30	3,30	9,90	FTI	IGE/DEBS/UGP
FS	I	21.54	Development of evaluation manual with templates of standard corrected exercises	UC average CF	230	230			11,00	2,53	0,00	0,00	2,53	FTI	INDE

PUB	I	21.55	Publication and distribution of evaluation manual to teachers and inspectors	guide	7.500		7.500		2,00	0,00	15,00	0,00	15,00	FTI	INDE	
INS	I	21.56	Identification and definition of a school support program for students in need, with the support of the EPA	PM										STATE	DEBS	
	A	21.6	Activity 6: Support for free public schools in poor areas							605,10	626,10	645,00	1.876,20			
INS	I	21.61	Identification of schools	See 73.24										STATE	GIPASE	
INS	I	21.62	Identification of mechanisms for monitoring and control	See 73.24										STATE	GIPASE	
SOC	I	21.63	Acquisition and distribution of food and drink to identified schools	Provision	3	1	1	1		156.000	156	156	156	468	FTI	GIPASE/UGP
SOC	I	21.64	Support for school canteens	mouths to feed/year	46.940	14.970	15.670	16.300	30,00	449,10	470,10	489,00	1.408,20	PAM/to be found	DASCS	

	A	21.7	Activity 7: Development of a strategy for special education						18,00	19,00	0,00	37,00			
SVE		21.71	State of affairs	H/M National Consultant	18	18		1.000,00	18	0	0	18	FTI		
SVE		21.72	Support for the development of a national strategy for special education	H/M International Consultant	2	2		9.500,00	0	19	0	19	FTI		
	S/ C	22.	Subsection 2 : Improving the standard of primary education 1 and 2						2.815,3 5	2.309,4 9	1.444,1 6	6.569,00			
	A	22.1	ActivitY 1: Improving learning time						1.471,0 8	1.483,2 2	40,00	2.994,3 0			
SAL	I	22.11	Payment of salary debt by the state	Provision					1.431,0 8	1.443,2 2		2.874,30	STATE	DAF	
SAL	I	22.12	Reorganization of learning time (6 days instead of 5)	Headmasters' bonus	2.000	667	667	667	60,00	40,00	40,00	40,00	120,00	FTI	CAB SE/UGP
INS	I	22.13	Enforcement of statutory teaching hours for teachers	PM									STATE	IGE/DEBS	
	A	22.2	Activity 2: Development of curricula						28,25	22,30	0,00	50,55			

PUB	I	22.21	Reprinting of current programs	Program		7.000			2,00	14,00	0,00	0,00	14,00	FTI	INDE/UGP
SVE	I	22.22	Funding for the evaluation of relevance of programs and manuals	H/M International Consultant			2		9.500,00	0,00	19,00	0,00	19,00	FTI	INDE/UGP
FS	I	22.23	Workshop for the evaluation of relevance of programs and manuals	UC average CF			300		11,00	0,00	3,30	0,00	3,30	FTI	INDE/UGP
SVE	I	22.24	Development of manual for trainee teachers	H/M International Consultant			2		9.500,00	14,25	0,00	0,00	14,25	FTI	INDE/UGP
	A	22.3	Activity 3: Availability of textbooks, manuals and teaching aids							1.122,92	8,12	790,56	1.921,60		
PUB	I	22.31	Acquisition of school textbooks	textbooks	2.130.000	1.034.667	#####		0,70	724,27	0,00	766,73	1.491,00	FTI	INDE/UGP
PUB	I	22.32	Acquisition of a manual for teachers	Manual	29.498	13.792	15.706	1,00	13,79	0,00	15,71	29,50		FTI	INDE/UGP
SVE	I	22.33	Study on the logistics of distribution of textbooks and manuals	H/S National Consultant			2	2	250,00	0,50	0,00	0,00	0,50	FTI	INDE/UGP

EM	I	22.34	Acquisition of storage facility for teaching materials in schools	Storage facility	1.200	1.200			300,00	360,00	0,00	0,00	360,00	FTI	INDE/UGP
LOG	I	22.35	distribution of textbooks, manuals and storage facility	Provision		3	1	1	8.120,00	24,36	8,12	8,12	40,60	FTI	INDE/UGP
	A	22.4	Activity : 4 Improvement in ongoing training of teachers							57,00	257,20	236,00	550,20		
SVE	I	22.41	Ongoing evaluation of teachers' capacities	P.M										UNESCO	INDE
SVE	I	22.42	Development of a teacher training plan	P.M										UNESCO	INDE
INS	I	22.43	Identification of institutions responsible for ongoing training	PM										STATE	INDE
FS	I	22.44	Development of training modules	UC average CF	200		200		11,00	0,00	2,20	0,00	2,20	FTI	INDE/UGP
SVE	I	22.45	Residential technical assistance to identify needs and solutions of ongoing	H/M InternationalConsultant	16	6	6	4	9.500,00	57,00	57,00	38,00	152,00	FTI	INDE/UGP

			training												
FS	I	22.46	Organisation of CT session	UC average CF	36.000		18.000	11,00	0,00	198,00	198,00	396,00	FTI	INDE/UGP	
	A	22.5	Activity 5 : Improving the standard of teachers' basic training						47,60	16,00	11,00	74,60			
SVE	I	22.51	Evaluations of HEC institutional capacity	H/M International Consultant I	4	4		9.500,00	38,00	0,00	0,00	38,00	UNESCO	TTC	
FS	I	22.52	HEC trainers' ongoing training	UC average CF	2.000		1.000	1.000	11,00	0,00	11,00	11,00	22,00	FTI	TTC/UGP
PUB	I	22.53	Publication and printing of students' manual	manual			5.000	1,00	0,00	5,00	0,00	5,00	FTI	TTC/UGP	
INS	I	22.54	Review of trainee teacher selection process	PM									STATE	CAB SE	
SVE	I	22.55	Review of HEC program, in view of linguistic skills and removal of specialization	H/S International Consultant		4		2.400,00	9,60	0,00	0,00	9,60	UNESCO	TTC	

INS	I	22.56	reduction of training time by half, in HEC	PM										STATE	CAB SE
	A	22.6	Activity 6 : Improving the environment of teacher training colleges						47,50	123,15	102,60	273,26			
EM	I	22.61	Acquisition of furniture for teacher training colleges	Provision		1	1	Forfait	10,00		10,00	20,00	FTI	TTC/UGP	
EM	I	22.62	Acquisition of computer equipment for teacher training colleges	Set Configuration		45	45	1.000,00	0,00	45,00	45,00	90,00	FTI	TTC/UGP	
GC	I	22.63	Construction of language laboratoires and libraries in HEC	m2		150	150	250,00	37,50	37,50	0,00	75,00	FTI	TTC/UGP	
EM	I	22.64	Acquisition of equipment for language labs.	Provision		1	1	16.000,00	0,00	16,00	16,00	32,00	FTI	TTC/UGP	
PUB	I	22.65	Acquisition of books for libraries and teaching aids	Provision		1	1	10.000,00	0,00	10,00	10,00	20,00	FTI	TTC/UGP	
CNX	I	22.66	Internet connection in teacher training	Connection		2	2	7.327,00	0,00	14,65	21,60	36,26	FTI	TTC/UGP	

			colleges												
	A	22.7	Activity 7 : Increasing the reception capacity of teacher training colleges							36,00	108,00	0,00	144,00		
GC	I	22.71	Renovation of teacher training colleges	SDC		12		3.000,00	36,00	0,00	0,00	36,00	EU	TTC/UGP	
GC	I	22.72	Construction of premises for 17 February TTS	SDC		12		9.000,00	0,00	108,00	0,00	108,00	FTI	TTC/UGP	
	A	22.8	Activity 8: Improvement of the school environment							4,00	264,00	264,00	532,00		
SVE	I	22.81	Identification of need for toilets and water points and relevant technical solutions	H/M National Consultant		4		1.000,00	4,00	0,00	0,00	4,00	FTI	CAB SE/UGP	
GC	I	22.82	Construction, renovation of toilet blocks (in line with the SDC construction and renovation program) and water points	Provision				Forfait	0,00	264,00	264,00	528,00	FTI/to be found	CAB SE/UGP	

	A	22.9	Activity 9 : Improving school management							1,00	27,50	0,00	28,50		
SVE	I	22.91	Development of manual on school management for headmasters	H/S National Consultant		4			250,00	1,00	0,00	0,00	1,00	FTI	CAB SE/UGP
FS	I	22.92	Training headmasters on management of schools	UC average CF			2.500	2.500	11,00	0,00	27,50	0,00	27,50	FTI	INDE/UGP
INS	I	22.93	Organisation of parents' associations	PM										STATE/IPHD	DEBS/DRE
INS	I	22.94	Involvement of parents in the management and monitoring of schools	PM										STATE	DRE
S/C	23.	Subsection 3 : Increase in access to primary education 3													
										276,09	1.016,38	1.262,06	2.554,53		
A	23.1	Activity 1: increasing reach of PE3 system								276,09	1.016,38	1.262,06	2.554,53		
SVE	I	23.11	Development of construction and renovation program for PE3 according	H/S National Consultant	12	12			250,00	3,00	0,00	0,00	3,00	FTI	CAB SE/UGP

			to priorities for access and equality												
GC	I	23.12	Renovation of SDC	SDC	210		105	105	2.000,00	0,00	209,60	209,60	419,20	FTI/to be found	CAB SE/UGP
GC	I	23.13	Construction of SDC	SDC	150		75	75	9.000,00	0,00	675,00	675,00	1.350,00	FTI/ to be found	CAB SE/UGP
EM	I	23.14	Equipment and furniture for PE3 schools	QSP SDC	760	400		360	500,00	200,00	0,00	179,80	379,80	FTI/ to be found	CAB SE/UGP
SAL	I	23.15	Recruitment of new qualified state teachers	Annual teacher's salary	150	50	50	50	932,50	46,62	93,25	139,87	279,75	STATE	DAF/DRH
SAL	I	23.16	Recruitment of new contract teachers	Annual teachers' salary	150	50	50	50	385,26	19,26	38,53	57,79	115,58	STATE	DAF/DRH
SVE	I	23.17	Technical assistance to identify mechanisms for the promotion of private primary education 3	H/S International Consultant	3	3			2.400,00	7,20	0,00	0,00	7,20	FTI	DEBS/UGP

		Subsection 4 : Improvement of standards in primary education 3																	
S/ C	24.												86,40	188,00	1.347,8 0	1.622,2 0			
	A	24.1	Activity 1: Development of program in line with teachers' practices											0,00	24,00	0,00	24,00		
SVE	I	24.11	Evaluation of teachers' practices on the basis of standardized tests, taking teaching practice and teaching aids into account	PM														UNESCO	INDE
	I	24.12	Development of curricula for PE3, based on results of the evaluation	H/S International Consultant			10		2.400,00	0,00	24,00	0,00	24,00	0,00	24,00			FTI	INDE/UGP
	A	24.2	Activity 2: Improving teachers' ongoing training											0,00	66,00	66,00	132,00		
FS	I	24.21	Teachers' training	UC average CF			6.000	6.000	11,00	0,00	66,00	66,00	132,00					FTI	INDE/UGP
	A	24.3	Activity 3: Improving basic teacher training											59,40	98,00	52,40	209,80		

INS	I	24.31	Identification of a program to increase capacity of teacher training colleges	PM										UNESCO	TTS
FS	I	24.32	Training of TTS trainers	Study tour abroad	60	20	20	20	1.900,00	38,00	38,00	38,00	114,00	To be found	TTS
INS	I	24.33	Review of admission criteria of for TTS	PM	0									STATE	TTS
SVE	I	24.34	Review of TTS programs, in line with PE programs	H/S International Consultant	6			6	2.400,00	0,00	0,00	14,40	14,40	FTI	INDE/TTS
FS	I	24.35	Creation of new subjects: initial training of inspectors and TTS trainers	Study tour abroad, hs	6	6			1.900,00	11,40	0,00	0,00	11,40	FTI	CAB SE/TTS/UGP
GC	I	24.36	Renovation and securing of premises		1		1		60.000		60,00	0,00	60,00	FTI/to be found	TTS/UGP
EM	I	24.37	Acquisition of equipment for TTS	Provision	1	1			10.000	10,00	0,00	0,00	10,00	FTI	TTS/UGP
A	A	24.4	Activity 4: Acquisition of school textbooks							27,00	0,00	1.229,40	1.256,40		

			and aids for PE3 institutions												
INS	I	24.41	Identification of needs for teaching aids	PM										STATE	DEBS
EM	I	24.42	Acquisition of teaching aids	Teaching aids/ institution	30	30		900,00	27,00	0,00	0,00	27,00	FTI	INDE/UGP	
INS	I	24.43	Identification of suitable textbooks for selected programs, other than social disciplines	PM										STATE	INDE
PUB	I	24.44	Acquisition of school textbooks, other than for social disciplines	Provision for purchase of textbooks				270.00 0	4,50	0,00	0,00	1.215,0 0	1.215,00	FTI/to be found	INDE/UGP
SVE	I	24.45	Technical assistance for the development of textbook in social sciences	H/S International Consultant				6	2.400,00	0,00	0,00	14,40	14,40	FTI	INDE/UGP
C 3.			Section 3: Secondary Education						416,22	454,07	317,03	1 187,32			

EM	I	31.19	Equipment of ITC classrooms	Configuration	84	84		1.000,00	0,00	84,00	0,00	84,00	To be found	CAB SE
CNX	I	31.20	Connection for pilot high schools	connection	4	4		7.327,00	0,00	0,00	29,31	29,31	To be found	CAB SE
	S/C	32.	Subsection 2: Reorganization of secondary education											
	A	32.1	Activity 1: introduction of 12th year in high schools						28,50	19,25	0,00	47,75		
INS	I	32.11	Identification of program for introduction of 12th year	PM									STATE	INDE
SVE	I	32.12	Review of high school program	H/M International Consultant	3	3		9.500,00	28,50	0,00	0,00	28,50	To be found	INDE
FS	I	32.13	Training of teachers on the new program	UC average CF	1.750	1.750		11,00	0,00	19,25	0,00	19,25	To be found	INDE
INS	I	32.14	Progressive implementation of high school reform	PM									STATE	DEBS
	C	4.	Section 4: technical education and vocational training											
									470,70	489,36	402,86	1.362,92		

		Subsection 1 : Improving TEVT piloting													
S/ C		41.											38,40 40,56 49,66 128,62		
A		41.1											38,40 40,56 49,66 128,62		
		Activity 1: setting up a TEVT institutional framework													
SVE	I	41.11	Studies on public/private partnerships, priority subjects, FTP financing	H/S National Consultant	32	16	16		1.500,00	24,00	24,00	0,00	48,00	FTI	IFTP/UGP
	I	41.12	Studies on public/private partnerships, priority subjects, FTP financing, international consultants	H/S International Consultant	12	6	6		2.400,00	14,40	14,40	0,00	28,80	FTI	IFTP/UGP
	I	41.13	National framework for qualifications / certificates	H/M International Consultant	5		5	9.500,00	0,00	0,00	47,50	47,50		FTI	IFTP/UGP
FS	I	41.14	Seminars – sharing and validation of NFQC and conclusions of studies	UC average CF	240		120	120	18,00	0,00	2,16	2,16	4,32	FTI	IFTP/UGP

		Subsection 2: Improvement of standards in technical education and vocational training														
S/ C	42.									382,80	382,80	22,80	788,40			
A	42.1	Activity 1: support for the training of trainers									382,80	382,80	22,80	788,40		
GC	I	42.11	Renovation of the “Instituto de formação technica e profesional”	Provision		1	1	#####	360,00	360,00	0,00	720,00	EU	IFTP		
FS	I	42.12	IFTP trainers’ training	h/s Study tour abroad	36	12	12	12	1.900,00	22,80	22,80	22,80	68,40	To be found	IFTP	
		Subsection 3: Development and diversification of TEVT on offer														
S/ C	43.									49,50	66,00	330,40	445,90			
A	43.1	Activity 1 : Improving range of TEVT									49,50	66,00	330,40	445,90		
FS	I	43.11	Appeal to NGOs for short term vocational training for 900 children	Provision	1100	300	400	400	165,00	49,50	66,00	66,00	181,50	FTI/ To be found	IFTP/UGP	

SVE	I	43.12	Evaluation of NGOs' training: cost, efficiency, job readiness, ...	H/S International Consultant	6		6	2.400,00	0,00	0,00	14,40	14,40	FTI	IFTP/UGP
GC	I	43.13	Construction of building for future pilot center	m2	1000		1000	250,00	0,00	0,00	250,00	250,00	ABD	IFTP
C		5	Section 5: Higher Education and scientific Research						70,50	49,40	951,40	1.071,30		
S/C		51.	Subsection 1: Improving the internal and external standards of Higher Education						59,10	19,00	940,00	1.018,10		
A		51.1	Activity 1 : Design of institutional framework (determining a constitution for the university)					4,80	0,00	0,00	4,80			
SVE	I	51.11	Study on how best to merge existing institutions	H/S International Consultant	2	2		2.400,00	4,80	0,00	0,00	4,80	To be found	DGES
INS	I	51.12	Development of the constitution	PM									STATE	DGES
		51.2	Activity 2. Exploratory activities for the development objectives of							54,30	19,00	940,00	1.013,30	

		higher education												
SVE	I	51.21	Feasibility studies on the choice of subjects	H/M International Consultant	3	3		9.500,00	28,50	0,00	0,00	28,50	To be found	DGES
SVE	I	51.22	Identification and costing priority for buildings and equipment	H M National Consultant	3	3		1.000,00	3,00	0,00	0,00	3,00	To be found	DGES
FS	I	51.23	Identification of technical partnerships	h/s study tour abroad	12	12		1.900,00	22,80	0,00	0,00	22,80	To be found	DGES
FS	I	51.24	Fund for establishment of partnerships	provision	1		1	40.000,00	0,00	0,00	40,00	40,00	To be found	DGES
SVE	I	51.25	Identification of financial partnerships	H/M International Consultant	2		2	9.500,00	0,00	19,00	0,00	19,00	To be found	DGES
EM	I	51.26	Fund for basic equipment for higher education	provision	1		1	##### #	0,00	0,00	900,00	900,00	To be found	DGES
S/C	52.	Subsection 2: Promotion of scientific research							11,40	30,40	11,40	53,20		

	A	52.1	Activity 1 : Identification of a national policy for scientific research							11,40	30,40	11,40	53,20		
FS	I	52.11	Trips for researchers in the framework of research partnerships	h/s Study tour abroad	18	6	6	6	1.900,00	11,40	11,40	11,40	34,20	To be found	CAB SE
SVE	I	52.12	Study to define national policy on scientific research	H/M International international	2		2		9.500,00	0,00	19,00	0,00	19,00	To be found	CAB SE
	C	6	Section 6: Literacy and informal education												
	S/C	61.	Subsection 1: Increasing the capacity of structures responsible for literacy												
	A	61.1	Activity 1: Definition of a policy for literacy and informal education							47,50	0,00	0,00	47,50		
SVE	I	61.11	Technical assistance for the definition of a national literacy policy	H/M International Consultant	2	2			9.500,00	19,00	0,00	0,00	19,00	Cuba	DGAENF
SVE	I	61.12	Adaptation of literacy media	H/M International Consultant	1	1			9.500,00	9,50	0,00	0,00	9,50	To be found	DGAENF

SVE	I	61.13	Development of manual for literacy teachers	H/M International Consultant	1	1			9.500,00	9,50	0,00	0,00	9,50	To be found	DGAENF
SVE	I	61.14	Technical assistance to define training program for school dropouts	H/M International Consultant	1	1			9.500,00	9,50	0,00	0,00	9,50	FTI	DGAENF/UGP
INS	I	61.15	Identification of priority areas for intervention	PM	0									STATE	DGAENF
	S/C	62.	Subsection 2: Introduction of a national literacy program												
	A	62.1	Activity 1: Increasing reach of literacy program							199,00	184,00	184,00	567,00		
FS	I	62.11	Organisation of awareness campaign about the benefits of literacy	Provision		1			15.000,00	15,00	0,00	0,00	15,00	FTI	DGAENF/UGP
SAL	I	62.12	creation of literacy evening classes (in schools)	1H/ year literacy		1.000	1.000	1.000	120,00	120,00	120,00	120,00	360,00	FTI/to be found	DGAENF/UGP

FS	I	62.13	Organisation of working literacy sessions	Provision		1	1	1	40.000,00	40,00	40,00	40,00	120,00	FTI	DGAENF/UGP
FS	I	62.14	Organisation of training session for school dropouts	1H/ year literacy	600	200	200	200	120,00	24,00	24,00	24,00	72,00	FTI	DGAENF/UGP
Section 7: Management and steering										557,05	1.153,21	660,24	2.370,50		
Subsection 1: Improving human resources management										57,00	86,05	0,00	143,05		
Activity 1: Implementation of a HRM policy in the MEN															
A	71.1									28,50	0,55	0,00	29,05		
SVE	I	71.11	development of HRM computer system	H/M International Consultant	3	3			9.500,00	28,50	0,00	0,00	28,50	FTI	DRH/UGP
FS	I	71.12	Training in HRM system	UC average/training			50		11,00	0,00	0,55	0,00	0,55	FTI	DRH/UGP
Activity 2: Consolidation of management procedures of teaching staff															
A	71.2									28,50	85,50	0,00	114,00		

SVE	I	72.11	Development of an inspection manual based on an analysis of needs and context	h/m International consultant		1		9.500,00	9,50	0,00	0,00	9,50	FTI	INDE/UGP
FS	I	72.12	Organisation of training sessions for Inspectors and education advisors	UC average/training		500		11,00	0,00	5,50	0,00	5,50	FTI	INDE/UGP
EM	I	72.13	Acquisition of furniture and computer equipment for inspection depts	Workstation		43		1.000,00	0,00	43,00	0,00	43,00	FTI	DEBS/UGP
EM	I	72.14	Installation of electrics	Provision		38		2.000,00	0,00	76,00	0,00	76,00	FTI	DEBS/UGP
CNX	I	72.15	Installation of internet connection	3G key		45		150,00	0,00	6,75	0,00	6,75	FTI	DEBS/UGP
CNX	I	72.16	Connection for INDE	1 site/year	1	1		7.327,00	7,33	0,00	0,00	7,33	FTI	INDE/UGP
EM	I	72.17	Acquisition of equipment for INDE	Computer workstation	10	10		1.000,00	10,00	0,00	0,00	10,00	FTI	INDE/UGP

FS	I	72.18	Increasing INDE staff capacity for developing school programs	1H/year	6	3	3	7.150,00	0,00	21,45	21,45	42,90	FTI	INDE/UGP
	A	72.2	Activity 2: Improving the supervision capacity of headmasters						0,00	0,00	0,00	0,00		
INS	I	72.21	Identification of criteria for the appointment of headmasters, based on seniority and competence	PM									STATE	CAB SE
INS	I	72.22	Implementation of new criteria	PM									STATE	CAB SE
	A	72.3	Activity 3: Setting up system of regular evaluation of pupils and schools						9,50	15,95	15,95	41,40		
SVE	I	72.31	Evaluation of pupils' attainments in primary education	PM									PASEC/CONFEM EN	INDE
INS	I	72.32	Publication of results	PM									STATE	INDE

SVE	I	72.33	Identification of evaluation methods and setting up evaluation structures	H/M International Consultant	1	1			9.500,00	9,50	0,00	0,00	9,50	FTI	INDE/UGP
FS	I	72.34	Training of evaluation specialists	1H/year	4		2	2	7.150,00	0,00	14,30	14,30	28,60	FTI	INDE/UGP
FS	I	72.35	Organisation of training sessions for evaluation staff	UC Average CF	300		150	150	11,00	0,00	1,65	1,65	3,30	FTI	INDE/UGP
INS	I	72.36	Establishing methods for regular evaluation of pupils	PM										STATE	INDE
	A	72.4	Activity 4: Introduction of procedures for the management of exams							28,50	19,50	29,50	77,50		
SVE	I	72.41	Identification of methods for introducing exams at all levels	H/M International Consultant	5	3	1	1	9.500,00	28,50	9,50	9,50	47,50	Unesco/to be found	DEBS
DEF	I	72.42	Introduction of exam at end of 6th year	Provision for the first national exams	2		1	1	10.000,00	0,00	10,00	10,00	20,00	STATE	DEBS

INS	I	72.43	Improving continuous assessment	PM										STATE	DEBS
DEF	I	72.44	Introduction of an exam at end of PE (9th year)	Provision for the first national exams				1	10.000,00	0,00	0,00	10,00	10,00	STATE	DEBS
	S/C	73.	Subsection 2: Improving administrative and financial management												
										253,83	686,41	400,74	1.340,98		
	A	73.1	Activity 1: Increasing the capacity of the central and regional structures of the MEN							153,00	552,96	272,24	978,20		
SVE	I	73.11	Vertical audit of the MEN	H/M International Consultant	4	4			9.500,00	38,00	0,00	0,00	38,00	FTI	GIPASE/UGP
SVE	I	73.12	Development of a training program for MEN administrative staff, based on the results of the audit	see 73.11										FTI	DRH

INS	I	73.13	Identification of structure for implementation of the training program	PM										STATE	DRH
FS	I	73.14	Progressive implementation of the training program	Provision for CF			1	1	38.000,00	0,00	38,00	38,00	76,00	To be found	DRH
EM	I	73.15	Acquisition of computer equipment for central and regional directorates	Computer workstation	38	38			1.000,00	38,00	0,00	0,00	38,00	FTI	CAB SE/UGP
SVE	I	73.16	Establishment of procedures for development and monitoring of MEN's budget (procedures and computer system)	h/ s International consultant			8		250,00	2,00	0,00	0,00	2,00	FTI	DAF/UGP
VQ	I	73.17	Purchase of vehicles for GIPASE/DEBS/IGE	Vehicle			5		15.000,00	75,00	0,00	0,00	75,00	FTI	CAB SE/UGP
GC	I	73.18	Constructions of premises for	Office			28		7.000,00		196,00	0,00	196,00	FTI	CAB SE/UGP

			regional directorates													
GC	I	73.19	Constructions of premises for inspection departments	Office				36	32	7.000,00		252,00	224,00	476,00	FTI/To be found	CAB SE/UGP
GC	I	73.120	Renovation of administrative premises in rural areas	Office				14		3.000,00		42,00	0,00	42,00	FTI	CAB SE/UGP
EM	I	73.121	Acquisition of office furniture for inspection departments	Office				36	32	320,00		11,52	10,24	21,76	FTI/to be found	CAB SE/UGP
EM	I	73.122	Acquisition of office furniture for regional directorates	Office				42		320,00		13,44	0,00	13,44	FTI/to be found	CAB SE/UGP
	A	73.2	Activity 2: Increasing MEN's planning capacity								86,33	118,95	114,00	319,28		
SVE	I	73.21	Technical assistance for the creation of a school map	H/M International Consultant			3	3		9.500,00	28,50	0,00	0,00	28,50	FTI	GIPASE/UGP
INS	I	73.22	Development and adoption of criteria for the opening and extension of schools	P.M see 73.21											STATE	GIPASE/UGP

FS	I	73.23	Publication of school map criteria (awareness campaign)	UC average CF	525	75	450		11,00	0,83	4,95	0,00	5,78	FTI	GIPASE/UGP
SVE	I	73.24	Technical assistance to GIPASE for planning and statistics	H/M International Consultant	30	6	12	12	9.500,00	57,00	114,00	114,00	285,00	FTI	GIPASE/UGP
	A	73.3	Activity 3: Setting up of reliable system for school data collection and processing							14,50	14,50	14,50	43,50		
SVE	I	73.31	Identification of methods for data collection and processing	H/M Consultant international	3	1	1	1	9.500,00	9,50	9,50	9,50	28,50	FTI	GIPASE/UGP
DEF	I	73.32	Regular data collection and processing	Provision	3	1	1	1	5.000,00	5,00	5,00	5,00	15,00	UNICEF	GIPASE
SVE	I	73.33	Regular analysis of data	P.M Voir 73.31										STATE	GIPASE
INS	I	73.34	Publication of data before the end of each school year	PM										UNICEF	GIPASE
S/C		74.	Subsection 4: Management and steering of sectoral program												
										181,40	192,60	192,60	566,60		

	A	74.1	Activity 1: Coordination and monitoring of the TYP							181,40	192,60	192,60	566,60			
EM	I	74.11	Kitting out of program management office (furniture)	Office	10	10			320,00	3,20	0,00	0,00	3,20	FTI	UGP	
EM	I	74.12	Computer Material	Complete unit	6	6			600,00	3,60	0,00	0,00	3,60	FTI	UGP	
VQ	I	74.13	Vehicles	Vehicles	2	2			15.000,00	30,00	0,00	0,00	30,00	FTI	UGP	
EM	I	74.14	Other equipment	Lump sum	1	1			15.000,00	15,00	0,00	0,00	15,00	FTI	UGP	
SVE	I	74.15	Salaries of office staff	H/M International Consultant	144	48	48	48	1.000,00	48,00	48,00	48,00	144,00	FTI	UGP	
SVE	I	74.16	Salaries of office support staff	H/M National Consultant	72	24	24	24	100,00	2,40	2,40	2,40	7,20	FTI	UGP	
DEF	I	74.17	Food, drink and rentals	Monthly flat fee	3	1	1	1	16.200,00	16,20	16,20	16,20	48,60	FTI	UGP	
SVE	I	74.18	Support for MEN project management	H/M international Consultant	30	6	12	12	9.500,00	57,00	114,00	114,00	285,00	FTI	UGP	
SVE				H/M National Consultant	30	6	12	12	1.000,00	6,00	12,00	12,00	30,00	FTI	UGP	
C		8	Section 8: cross sectional issues								19,15	98,35	8,85	126,35		

Subsection 1: Improving girls' education																
S/ C	81.												4,00	2,75	1,65	8,40
A	81.1	Activity 1: Awareness of the gender issue								4,00	2,75	1,65	8,40			
SVE	I	81.11	Development of communication tools on the gender issue	H /M National Consultant	2	2			1.000,00	2,00	0,00	0,00	2,00	FTI	DEBS/UGP	
FS	I	81.12	Discussion of gender issues with communities and local decision makers	UC average CF	400		250	150	11,00	0,00	2,75	1,65	4,40	FTI	DEBS/UGP	
SVE	I	81.13	Introduction of gender issues to the new curricula	H/ M National Consultant	2	2			1.000,00	2,00	0,00	0,00	2,00	FTI	INDE/UGP	
Subsection 2: Promotion of the private education sector																
S/ C	82.												0,75	2,20	0,00	2,95
A	82.1	Activity 1: Standardization of private education sector								0,75	2,20	0,00	2,95			

SVE	I	82.11	Development of procedures and responsibilities manual for private operators (other than primary)	H/S National Consultant	3	3			250,00	0,75	0,00	0,00	0,75	To be found	DEBS
FS	I	82.12	Making operators aware of new procedure	UC average CF	200		200		11,00	0,00	2,20	0,00	2,20	To be found	DEBS
FS	I	82.13	Training of private sector teachers	PM v 22.45 and 32.22										FTI	INDE
LOG	I	82.14	Distribution of textbooks in private primary schools	PM v.22.31										FTI	INDE
S/C		83.	Subsection 3: Improvement in school health and safety, environment and peace education												
									14,40	93,40	0,00	107,80			
A		83.1	Activity 1: Development of a strategy for school health and safety						4,80	39,80	0,00	44,60			

SVE	I	83.11	Technical assistance to define and develop a school health and safety policy, adapted to the country's realities	h/ s International consultant	2	2		2.400,00	4,80	0,00	0,00	4,80	FTI	DEBS/UGP
SVE	I	83.12	Development of textbooks and teachers' manuals about school health and safety	H /M National Consultant	2	2		1.000,00	0,00	2,00	0,00	2,00	FTI	INDE/UGP
FS	I	83.13	Raising awareness of teachers about health and safety issues	UC average training	2.000	2.000		11,00	0,00	22,00	0,00	22,00	FTI	INDE/UGP
SVE	I	83.14	Introduction of health and safety issues to curricula (hygiene at school, HIV/AIDS)	h /s International consultant	2	2		2.400,00	0,00	4,80	0,00	4,80	FTI	INDE/UGP
FS	I	83.15	Raising awareness of teachers and pupils about HIV/AIDS	UC average CF	1.000	1.000		11,00	0,00	11,00	0,00	11,00	FTI	INDE/IGE/UGP

	A	83.2	Activity 2: Raising awareness of need for conservation of environment							4,80	26,80	0,00	31,60		
SVE	I	83.21	Development of textbooks and teachers' manual about conservation	h/ s International consultant	2	2			2.400,00	4,80	0,00	0,00	4,80	To be found	INDE
FS	I	83.22	Raising awareness of teachers about environmental issues	UC average CF	2.000		2.000		11,00	0,00	22,00	0,00	22,00	To be found	INDE
SVE	I	83.23	Introduction of conservation issues to the curricula	h/ s International consultant	2	2			2.400,00	0,00	4,80	0,00	4,80	To be found	INDE
	A	83.3	Activity 3: Peace Education							4,80	26,80	0,00	31,60		
SVE	I	83.31	Development of textbooks and teachers' manual about peace education	h/ s International consultant	2	2			2.400,00	4,80	0,00	0,00	4,80	FTI	INDE/UGP
FS	I	83.32	Raising awareness of teachers about peace education	UC average CF	2.000		2.000		11,00	0,00	22,00	0,00	22,00	FTI	INDE/UGP

SVE	I	83.33	Introduction of civil peace issues to the curricula	h/ s International consultant	2		2		2.400,00	0,00	4,80	0,00	4,80	FTI	INDE/UGP
INS	I	83.34	Raising awareness of children about civil peace	PM	0					0,00	0,00	0,00	0,00	STATE	DRE
	S/ C	84.	Subsection 4: Sports Education and Recreation												
	A	84.1	Activity 1: Development of sports education and recreation at school							0,00	0,00	7,20	7,20		
SVE	I	84.11	Study on school sports and recreation policy for each level and type of school institution	h/ s International consultant	3		3		2.400,00	0,00	0,00	7,20	7,20	To be found	CAB SE

ANNEX 2 : LETTER OF SECTORAL POLICY

1. Preamble

Analysis of Guinea-Bissau's education system has shown an improvement in school access at all levels of the system over the last 7 years. At preschool level, the GER rose from 2% in 2000 to 5% in 2006; at primary level, the GER rose from 70% in 2000 to 101% in 2006; at secondary level, it was about 19% in 2000 and reached 30% by 2006 (37% in general secondary education and 19% in further secondary education). In higher education, which was created in 2004, there were 224 students per 100,000 inhabitants by 2006⁸.

This positive evolution of the system's overall reach comes as a result both of progress in the public education sector, and of an encouraging level of growth in private and community education, particularly at preschool and primary levels. This role played by the community serves to indicate both the constraints of the public school system (in quantity and quality), and the existence of a solid demand for education services on the part of the people themselves.

However, these positive trends, although concrete enough, cannot hide the fact that the education system is dysfunctional. Access to school is not universal. While 76% of children start school⁹, only 48% reach the final class of cycle 2 (6th year). Thus retention levels are very poor, particularly during the first years of education. This fact, also true of cycle 3, is accentuated by disparities between regions, environment and gender. For example, in rural areas, boys are twice as likely than girls to complete primary education cycle 2, and in urban areas, girls are 1.4 times less likely to do so than boys.

Teaching aids are almost nonexistent (pupils have few or no textbooks). In fact, in 2006 expenditure on teaching aids was virtually nil. The system is also structurally dysfunctional, particularly in relation to direction and leadership.

In the absence of an effective literacy policy, the literacy rate remains low at only 42%¹⁰.

In order to address these problems, the government has decided to set up a development program for the education sector (2009-2020). The possibility of receiving additional funding via the Fast-Track Initiative provides the education system with the opportunity to make significant quantitative and qualitative progress. It thus reinforces the government's determination to achieve universal primary education in 2020, and to commit the country to a process of poverty reduction and sustainable economic and social development.

⁸ Other than teacher training schools and teacher training colleges.

⁹ Probability of accessing schooling in 2006.

¹⁰ Estimates from the MICS 2000 household survey.

Here it must be emphasized that the implementation of the program will depend on strong and sustained political commitment on the one hand, and on institutional stability on the other.

2. General directives for the development of the education system

The main aim is to achieve universal completion of primary education, and at an improved standard. Education policy will also pursue the following objectives:

- To promote preschool education;
- To increase the availability of primary education cycle 3 (which used to be the first secondary cycle), with a view to providing nine years of education to the majority of children;
- To improve the quality of secondary education, in particular by increasing the length of the cycle to three years;
- To give children the life skills they need to function well in society;
- To improve higher education and to promote scientific research so that they can respond, both quantitatively and qualitatively, to the demands of the economy and the needs of society ;
- To develop literacy programs for adults;
- To improve the management and direction of the education system, through the efficient distribution of resources and the adoption of measures to turn resources into results for pupils;
- To promote equality across gender, residential environment and social status;
- To increase the role of the private sector, particularly at secondary and higher education levels;
- To improve school health and safety, and to develop attitudes of good citizenship with a view to maintaining peace.

3. Strategic directives by education sector

3.1. Preschool

Given the importance of preschool education to children's preparation for good-quality primary education, the government will carry out an expansion program for this sector, particularly by developing partnerships with religious bodies, community groups, the private sector and technical and financial partners. The target will be to increase the gross education rate from 5% in 2006 to 11% in 2020.

Tasks to be carried out to this effect will comprise:

- the development of community group and madrasa involvement via reorganization, which will include : i) the training of resource staff, ii) the development of a well-structured program of activities, iii) the supply of food and drink suitable to the activities planned, iv) to provide resource staff with close and regular support, and finally iv) the introduction of school meals with the help of communities in priority areas (15% of the public preschool unitary cost per pupil);

- the increase in private initiatives by 10% per year, through i) training seminars for teachers and ii) the provision of school supplies suitable to its activities (5% of the public preschool unitary cost per pupil) ;
- the improvement of public initiatives, particularly through the rationalization of fund allocation to nurseries.

3.2. Primary education

The objectives for primary education in the period 2009-2020 revolve around the following:

i)- Improvement in access and completion rates

The target is for 100% of school-age children to enrol and receive a complete education cycle of six years by 2020. This will require implementation of the following:

- The reduction of grade repetition to 10% as of 2015 (as opposed to 18.7% in 2006), through the implementation of a sub-cycle policy, training teachers in evaluation methods and awareness of the negative impacts of grade repetition, the introduction of support for pupils in need with the help of parents' associations, and measures to improve standards, as explained in more detail below;
- The gradual take-over of community schools and madrasas by the state, particularly by appointing teaching staff, providing teaching aids and school buildings, while at the same time protecting the particular nature of madrasas ;
- An improvement in private education standards, via incentives (10% of the public unitary cost per private pupil) that will include, in particular, the ongoing training of teachers and headmasters, the availability of school textbooks, and equipment for the best-organized schools. These measures will be possible via a contract between the schools and the state: in return for the support they will receive, schools will agree to reduce fees, provide free places for the most underprivileged pupils, and to improve teaching standards;
- The rationalization of management and appointment of teaching staff through the rigorous implementation of appointment criteria, and with the participation of trade unions' representatives working in the field;
- The reduction of disparities in school access by prioritizing the construction of schools in areas where they are few, and by giving bonuses to teachers appointed to isolated areas for the nine months of the school year (10% of teachers; the bonus will represent, on average, 20% of a teacher's salary) ;
- The establishment, with community support, of school canteens in areas with low school attendance and a high dropout level (10% of pupils by 20% of the GDP/inhabitant per pupil);

- The systematic recourse to multigrade classes in areas with low enrolment figures ;
- The construction and equipment of about 340 classrooms, on average, each year ;
- The recruitment of 520 teachers on average per year.

The introduction of this policy should increase the number of schoolchildren from 269,000 in 2006 to 452,000 in 2020.

ii)- Improvement in standards

This will require:

- The introduction of basic and ongoing training appropriate to the needs of teachers and the system, which implies : i) a review of selection processes for teacher training schools, ii) revision of training content and practice, paying particular attention to improvement of teachers' language levels and the removal of specialization (one teacher per class), and iii) a reduction in basic training time from 3 to 1.5 years, in order to supply the system with sufficient qualified teachers;
- The gradual reduction of classrooms operating multiple shift systems, from 71% in 2006 to 25% in 2020, the introduction of a 6-day week for classrooms with double shifts, and the allocation of a bonus to headmasters of these schools, to increase pupils' learning time;
- The reduction of the pupil-teacher ratio from 48 in 2006 to 44 in 2020;
- The free distribution of school textbooks and teaching aids in schools; this will require reform in the production and distribution of manuals from 2010;
- The introduction of a school textbook policy, the aim of which will be availability of textbooks in schools. The policy will be : (i) free distribution of core subject textbooks and (ii) sale on demand to pupils for other subjects, via an efficient distribution system (proceeds will be kept in an account for the purpose of funding contracts for the purchase of textbooks) ;
- The development and implementation from 2012 of new school curricula, adapted to the social and economic realities of the country;
- Improvement of educational and administrative supervision of schools, via: i) improved training of inspectors, ii) an increase in logistical and financial resources provided to inspectors, iii) provision of schools with a spending allowance iv) training for headmasters and v) the involvement of parents' associations in school management.

3.3. Secondary education

3.3.1. General Secondary Education (GSE)

- The capacity of the general secondary education system will grow from 35,000 pupils in 2006 to 94,000 in 2020, in spite of the introduction of an exam at the end of primary education, which will help to: i) certify the level of attainment acquired by the end of the cycle and ii) regulate access to general secondary

education (60% of primary school leavers will be able to access GSE; the rest will be able to enrol on vocational training courses);

- The recruitment of 115 teachers per year on average;
- The construction of 35 classrooms per year on average;
- The waiver of school fees and the provision of textbooks for the most underprivileged students.

i) Improvement in standards

This will require:

- A gradual increase in pupils' effective learning time, from an average of 20 to 25 hours per week by 2020;
- An increase in teachers' effective teaching hours per week from an average of 17 hours in 2006 to 25 hours by 2020;
- An overhaul of teachers' basic training and the introduction of appropriate ongoing training;
- The availability of school textbooks;
- The availability of teaching aids in schools;
- The development and implementation, by school year 2015-2016, of new school curricula adapted to the needs of general secondary education;
- Improvement of educational and administrative supervision of schools, via: i) improved training of inspectors, ii) an increase in logistical and financial resources provided to inspectors, iii) provision of schools with a spending allowance iv) training of teaching and administrative staff and v) the involvement of parents' associations in school management.

3.3.2. Further Secondary Education (FSE)

Policy for further secondary education aims at paving the way, in qualitative and quantitative terms, for access to higher education, taking the socio-economic needs of the country into account. Within this framework, the idea is to regulate the influx of students to higher education via the regulation of access to further secondary education, in particular through an exam at the end of general secondary education. This will allow the system to i) certify the level of attainment acquired at the end of GSE and ii) regulate access to further secondary education (40% of GSE graduates will access FSE, and the rest will be able to attend vocational or technical training courses). The following action is planned:

i) Improvement of standards

- A reduction in the number of pupils per class, from 37 in 2006 to 30 in 2020;
- A gradual increase in pupils' effective learning time, from an average of 20 to 25 per week by 2020;
- An increase in teachers' effective teaching hours, from an average of 17 hours in 2006 to 25 hours per week by 2020;
- An increase of funding available to schools for standards-related expenditure;
- The availability of school textbooks;
- The availability of teaching aids in schools;
- The development and implementation from 2016 of new school curricula appropriate to the needs of general secondary education;
- Improvement in the teaching of scientific disciplines, via purchase of equipment and construction of laboratories;
- Improvement of educational and administrative supervision of schools, via: i) improved training of inspectors, ii) an increase in logistical and financial resources provided to inspectors, iii) provision of schools with a spending allowance iv) training of teaching and administrative staff and v) the involvement of parents' associations in school management.

ii) Reorganization of the cycle

Bringing the education system into line with the rest of the sub-region and the need for a high standard of education both point to the introduction of an additional year (12th year), which will become available to pupils entering the cycle in school year 2015-16. This will require:

- An overhaul of programs and curricula, taking the cycle extension into account;
- The production and dissemination of teaching aids appropriate to these curricula;
- The training of teachers on the new curricula ;
- The recruitment of an average of 60 teachers per year;
- The construction of an average of 20 classrooms per year.

3.4. Technical Education and Vocational Training

The policy objectives for TEVT aim, via reinforcement of the management and direction of the system, to improve standards, to develop vocational training courses and courses leading to technical qualifications. This will enable TEVT to better complement other forms of teaching, and the needs of formal and informal sectors.

i) Improvement of technical education and vocational training direction

This will require a number of measures:

- An increase in capacity of the Institute for Technical Education and Vocational Training (IFTP), which is responsible for structuring decision-making and promotion of technical education and vocational training;
- Restructuring the steering mechanism within a framework of consultation: this will be carried out by the IFTP consultation committee, which brings together representatives from all technical and vocational training structures, along with representative entrepreneurs;
- The establishment of steering as necessary for permanent studies in employment training.

ii) Improvement of training standards

This will require:

- The introduction of basic and ongoing training for trainers;
- The development and implementation of appropriate training programs;
- The restoration of equipment and teaching aids;
- The promotion of cooperative education;
- The improvement of evaluation processes and quality control;
- The establishment of funding mechanisms to provide tools for graduates of vocational training courses.

iii) Development and diversification of available courses

The intake capacity of IFTP will be increased so that 15% of primary school and general secondary school leavers can attend vocational training courses by 2020, i.e 6,900 students (as opposed to 426 in the public system in 2006), and so that 800 students can attend standard TEVT courses in the public system by 2020 (1,000 in the private system). This will require:

- An increase in the intake capacity of existing institutions, and the creation of new ones in the regions;
- Partial funding for vocational training courses, to make them accessible to a greater number of students;
- Diversification of specialist subjects in view of the economy's priority sectors;
- Recruitment of trainers.

3.5. Higher Education and Scientific Research

Objectives for higher education are, on the one hand, to improve internal and external efficiency to meet the need of high-level national frameworks for the economic and social development of the country and, on the other hand, the development of scientific research. The major objectives of this policy are:

- Diversification and professionalization of training courses;
- Rationalization of academic subjects according to the needs and capacity of the country;
- Establishment of an observation facility to canvass the job market and provide positions for graduates;
- Promotion of private education initiatives and distant learning schemes, through: (i) the creation of a hub for common public and private infrastructures (laboratories, university library, university cafeteria...), (ii) the establishment of a partnership framework between the Ministry of Education and private universities, (iii) the creation of mechanisms for private certification;
- Reorganization of the sector through the consolidation, after restructuring, of existing faculties and higher education institutions into a public university;
- Ongoing training for teachers;
- Improvement of teaching structures (laboratories, libraries, electronic networks, ICT, etc.);
- Development of a partnership between the public university and foreign universities;
- Development of higher and intermediate professional training;
- Introduction of scholarships to enable the most able students to continue their higher education, if they could not otherwise do so;
- Introduction of overseas scholarships in specialist subjects essential to the development of the country.

The promotion of scientific research will require the following:

- Development of university research units by means of appropriate grants;
- Promotion of research/action (applied research);
- Fostering of research and exchange networks between researchers;
- Reinforcement of the research/education link by strengthening relations between INEP and the University;
- Definition of research-funding mechanisms.

3.6 Literacy

The objective of literacy policy is to eradicate illiteracy among 15-35 year olds. Regular and sufficient funds will be made available to help relevant groups escape the poverty trap. The literacy methodology employed will be functional, in the sense that it will be centered on learners' activities. Furthermore, an intensive literacy program will be developed via audiovisual methods (Alpha TV).

The policy will be developed via:

- Identification of the target population (with the help of census results);
- Deployment of all groups involved in the struggle against illiteracy;

- Performance enhancement of management and structuring of the literacy program;
- Development of literacy programs and guides;
- Training of literacy workers;
- Strengthening of monitoring and evaluation systems;
- Introduction of literacy programs for pupils' parents, with the support of primary school teachers.

3.7. Management and steering of the education system

The complexities of putting the sectoral program into action and steering the education system in the interests of national development will require the rapid evolution of strategic management practice. This will occur via the introduction and ongoing use of modern management techniques and tools, adapted to the realities of the national context.

It will thus be vital to design and make use of a wide range of tools, such as : i) a global information system, using the most recent computer techniques (databases, simulation models, school map, etc.), ii) precise and quantified operational plans, iii) manuals of standard procedures, iv) a set of modern and coherent regulatory documents, and v) the establishment and/or reinforcement of the necessary structures.

In order to meet the demands resulting from the increase in school enrolment figures, and to ensure better management of the influx of pupils, the Ministry of Education will prioritize the supply an up-to-date school map and reliable registers of students, in order that supply can be adequately matched to demand.

Similarly, it will modernize the management procedures for primary and secondary education exams, and improve the continuous assessment systems.

As well as these sectoral issues, special attention will be given to the management of the system:

3.7.1 Human Resources. It has been observed that the appointment of staff, especially in primary schools, is characterized by very high levels of randomness and regional disparity; therefore, appropriate measures must be taken to ensure greater effectiveness and efficiency in the use of public funds. To this end: i) the appointment committee will be reinforced and will include trade unions representatives, ii) criteria will be established to identify which schools should receive new staff, in order to redress the balance between them. This will take place on the one hand via new criteria for appointments between regions, to minimize the current disparities between them, and on the other, via new appointment criteria for schools within the different regions. Finally, decisions regarding staff appointments and relocations will be carried out between school years rather than in the course of them. An incentive scheme will be set up to retain teachers working in isolated areas for the course of the school year. Similarly, incentives will be granted to headmasters in charge of double shift systems, and who work 6 days a week rather than 5.

3.7.2 Educational Management. Beyond teaching issues and the quality of education, which have their own targets, measures will be taken to ensure that resources allocated to every educational institution are transformed into tangible results for pupils (attainment levels, success in national exams...). To this end, it has been decided that: i) regular evaluations of both an institution's resources and the achievements of its pupils will be carried out; ii) the information will be made public to all relevant parties and school partners, iii) inspectors should focus on weaker institutions in order to improve their performance, iv) sanctions will be imposed where appropriate, and v) educational support units will be set up in the regions.

3.7.3 Administrative and financial management. Improvements will be achieved via the redefinition of preparation procedures for annual budgets, and the setting up of a framework for medium-term expenditure (FMTE) appropriate to development projects taking place over several years, which will lead to greater rationalization of investment and equipment. Efforts will also be made to improve the management and maintenance of buildings, furniture, materials and school textbooks, so as to extend their lives to a desirable degree. To enable them to assist in the application of sectoral policy, the Ministry of Education's regional services will be reinforced. Their mission will be redefined according to regional development requirements, and resources relevant to the success of their mission will be guaranteed. In the same vein, management committees will be created in schools in order to unite teachers and parents behind its projects.

4. Specific Issues

4.1 Education of girls

The government will develop special measures to promote the schooling and retention of girls in the system, while reducing the disadvantages that they face, via:

- Reinforcement of primary education for girls in regions with a strong gender disparity;
- Introduction of incentives to increase numbers of girls in secondary and higher education institutions.

4.2 Promotion of the private sector

In its anxiety to achieve universal primary education of a high standard, the government will offer a whole range of incentives and institutional measures to private education across the board. These will include:

- The introduction of incentives for the development of the private sector through : (i) teacher training, (ii) the availability of teaching material, (iii) the improvement of educational supervision;
- The issue of a dossier of responsibilities to which the private sector must agree;
- The setting up of a permanent information and evaluation system.

4.3 School health and safety, environment, peace education

The government will strengthen relationships with partners working in the health and environment sectors, in order to raise awareness, at all levels of education, of the importance of civic and social integration and the preservation of health. The policy will be based on the following:

- The adaptation and reinforcement of programs relating to school health and safety, conservation of the environment and peace education;
- The adaptation of pupils' and teachers' training modules in health and safety, environmental conservation and peace education;
- The introduction of a health, hygiene and nutrition policy in schools;
- The construction of toilet blocks (for teachers, girls and boys) and access to drinking water in all schools;
- Ongoing training, and the production and distribution of teaching aids.

4.4 Sports Education and Recreation

In its concern to develop pupils' physical capabilities and to make the school environment more attractive, the government will introduce a policy for the development of school sports and recreational activities. To that end, the following activities will be carried out:

- the planning and fitting out of sports facilities in existing schools that do not yet have them;
- the inclusion of sports facilities in new schools ;
- the purchase of sports equipment for schools;
- an improvement in training for physical education teachers;
- the organization of school tournaments;
- the development of leisure activities (plays, debating forums..) in order to improve pupils' cultural environment and instil relevant messages (peace, citizenship, HIV/AIDS, excision).

ANNEX 3 : FRAMEWORK NOTE

Discussions relating to education sector policy for the medium term in the Republic of Guinea-Bissau

The diagnostic report on the education system in Guinea-Bissau (RESEN) provides a detailed account of the structural strengths and weaknesses of the system, as well as the constraints and freedoms that frame its capacities for development. This provides the basis for a discussion relating to strategy that can be referred to for years to come. In order to make the discussions concrete, it is useful to consider the financial implications and costs of the different policy options. Following the diagnostic report, a simulation model was built, integrating all the known factors both in the operation of the system and in the macroeconomic context. This note aims to adopt a systematic approach, taking all the relevant factors into account, in order to make an evaluation of the education policy that was finally selected.

I. Main priorities for the development of the education sector

Given that the development and implementation of policies will take time to produce tangible results, we have adopted a medium-term approach with the target year of 2020. In the international community, the year of reference for the attainment of millennium goals is 2015, but it is clearly more realistic for a country like Guinea-Bissau to aim for universal¹¹ primary education in cycles 1 and 2 by 2020. In an assessment of discussions about education policy, we can start by stating that some objectives are more important or urgent than others. While we could identify a long list of all the actions and investments we would ideally like to see implemented at all levels of education, physical and financial constraints require that choices be made. Therefore, since any decision requires a level of compromise, the sectoral development program will be assessed on the basis of whether it provides solutions for the most pressing problems of the sector, while at the same time providing a balance between: i) two different levels and types of education on a quantitative level, and ii) the quantity (coverage) and quality of the service provided by each of them.

While a major objective remains universal completion of primary education cycles 1 and 2 and at a higher standard, other important objectives should not be neglected. The extension of primary education cycle 3 (ex 1st cycle of secondary education) is also important in terms of moving towards a system that provides large numbers of children with nine years of education. Other elements to consider include: i) preschool education, ii) programs that provide young people with appropriate skills for integration in society and iii) the improvement of higher education with a view to meeting, both in quantity and quality, the demands of the economy and the needs of society. However, it should be noted that there will, of necessity, be an element of uncertainty in the definition of a sectoral development program, because there are always : a) many ways to interpret an objective, b) many ways of organizing services in order to achieve it c) a number of variables that could affect the time-frame

¹¹ Primary education cycles 1 and 2 in Guinea-Bissau comprise 6 years of education

envisaged for the different objectives to be achieved. Finally, we must emphasize that an important consideration for the implementation of sectoral strategy is that it should not only reach quantitative and qualitative objectives, but that it should reach them efficiently. Some chapters of the RESEN have identified areas of inefficiency (for example, in the appointment of teaching staff, and in terms of pupils' limited learning time due to multiple shift systems); the aim of the strategy will be to correct these aspects of the Bissau-Guinean education system.

It should also be noted that while we are principally assessing financial sustainability in the medium term, limitations in terms of implementation capacity will inevitably influence the pace of development in the sector.

II. Public resources available to the sector

Before considering the cost of individual scenarios that could be used to develop the education services, it will be useful to estimate the total sum of resources that could be mobilized to finance the sector's expenses. Given that we are adopting a medium-term perspective for the development of the system, it makes sense to position this test for financial sustainability around the year 2020. Moreover, in order to avoid guesswork about the country's rate of inflation over coming years, all the calculations have been done in constant currency, i.e in CFA francs of the year 2006 (the year used as a basis for education's financial simulation model).

Here, we will be considering national resources alone¹². National resources determine the country's projected GDP, the tax and non-tax revenues that form the bulk of government revenue, and the priority given to education, interpreted via expenditure on the sector as a proportion of the state's revenue. The exercise will be based on the overall projections for the Bissau-Guinean economy given by the Ministry of Finance and the Ministry of Economy. As with any projection, the exercise is characterized by a degree of uncertainty.

Table 1, below, estimates the total resources that are feasibly available for funding the operation of the sector. A number of estimates have been put forward on the basis of different assumptions; some are based on an overall mobilization of resources, some on the level of priority given to the education sector in relation to national revenue.

Table 1 : Estimate of the total public resources that could be mobilized for the education sector in 2020

Scenario for resource mobilization	GDP 2020		Public revenue 2020		Sector resources 2020	
	Average annual growth rate 2009-2020 (%)	Billions 2006 CFA F	% of GDP	Billions 2006 CFA F	% public revenue	Billions 2006 CFA F
1	4,2%	302,549	15,0%	45,382	12%	5,446

¹² Aid, which has represented between 25% and 30% of state resources in recent years, has not been taken into account in long-term projections. In fact, it is almost impossible to foresee its evolution.

2	4,2%	302,549	18,4%	55,669	12%	6,680
3	4,2%	302,549	18,4%	55,669	17%	9,464

Three scenarios for the mobilization of public resources have been considered:

i) The first scenario assumes growth in annual GDP of 4.2% (a figure projected by macroeconomic perspectives for 2009 to 2020, and which takes the 2009 world crisis into account), government revenue as 15% of GDP, and education spending as a proportion of state revenue as 12%. On the basis of these assumptions, GDP is estimated to have reached 302,549 billion 2006 CFA francs¹³ in 2020, that state revenues will be 45,382 billion CFA francs and that resources available for education will total 5,446 billion CFA francs.

ii) The second scenario also assumes an average growth rate of 4.2 % for the period 2009-2020. In this scenario, government revenue is expected to be 18.4% of GDP on average over the period (the figure projected by national macroeconomic perspectives), which would result in public resources of 55,669 billion CFA francs in 2020. Keeping the allocation to education at 12% would result in a total of 6,680 billion 2006 CFA francs for the sector in 2020.

iii) The third scenario retains the same macroeconomic parameters as above, but anticipates that the proportion allocated to the education sector will be gradually increased to 17%, in order to approach the reference value of 20% laid down as a minimum by the international community (Fast Track Initiative indicative framework). This would create a significant increase in public resources for the education sector, which would reach 9,464 billion CFA francs in 2020.

Overall, according to the hypotheses put forward, these simulations show a high degree of variability in the public resources that could be available to the sector in 2020. Even a conservative assessment suggests that Scenario 1 underestimates what could reasonably be obtained by the sector in 2020. It seems feasible to adopt Scenarios 2 and 3. The third hypothesis (17% allocation to the sector) should be considered as a minimum, given the reference figures adopted by the international community and the Fast-Track Initiative (20% allocation to the sector). However it must be remembered that Scenario 3 represents a rapid evolution of the current situation, particularly in terms of allocation to the education sector (9.3% in 2006), and that it must be backed up by interministerial and intersectoral systems.

Let us now consider estimated costings for two alternative scenarios for the development of the sector between 2009 and 2020; it will of course be useful to compare these costs with the resources likely to be available; or, conversely, to consider which program would be best for the country, given the level of resources identified.

¹³ This reference to figures expressed in terms of their 2006 value, like all financial data, is extremely important. It must be taken into account, particularly in relation to inflation. Note that it will have particular consequences for the preparation of the CDMT.

III. Expenditure projections for the implementation of education policy options

The simulation model used to evaluate possible recurrent and capital expenditure was adopted to the specificities of the Bissau-Guinean education system, and to the particular education policy tools that will be required to face the challenges ahead. It helps to illustrate the dilemmas faced by policy makers responsible for developing the education system, and the choices they must make.

Table 2, below, summarizes the final scenario selected, by documenting (other than the mobilization of resources) the main characteristics of each study cycle, its quantitative reach, major elements defining teaching conditions, as well as their corresponding recurrent and capital expenditure.

Table 2 : Recurrent and capital expenditure in different scenarios for the development of the sector by 2020

	Year 2006	2020
<u>Mobilization of national resources</u>		
Public resources as % of GDP	19.6%	18.4%
Recurrent expenditure on education as % of national resources	9.3%	17.0%
Total resources for education (millions CFA F)	3 879	9 464
<u>Recurrent Expenditure</u>		
<i>Preschool</i>		
Gross Education Rate	4.8%	10.6%
Number of pupils	10 733	35 650
Public	1 704	3 500
Private	5 306	20 150
Community and madrasa	3 723	12 000
Ratio pupils/teacher in the public system	19.1	25.0
Private unitary subsidy as % of the public UC	0%	5.0%
Community and madrasas unitary subsidy as % of the public UC	0%	15.0%
Recurrent preschool expenditure (in millions CFA F)	58	304
<i>Primary Education (Cycles 1and 2)</i>		
Access rate in 1st year	118.3%	100.0%
Completion rate	48.4%	100.0%
Proportion of grade repeaters	18.7%	10.0%
Total number of pupils	269 287	452 082
% of pupils in the private system	8.5%	10.0%
Unitary subsidy per pupil in the private system as % of the public UC	0.0%	10.0%
% of pupils in community schools and madrasas	14.6%	0.0%
Number of pupils in public system (including public madrasas and community schools)	207 098	406 874
Ratio pupils/class	37.1	37.0
Ratio classes/teacher	1.3	1.2
Ratio pupils/teachers (RPT)	47.9	44.4
Total number of teachers	4 327	9 164
Category 1: state teachers (appointed before 2006)	2 845	1 996
Category 1' : new state teachers (appointed 2006 and after)	218	4 668
Category 2: contractors	1264	2500
Salary of state teachers (appointed before 2006) in units of GDP/inhabitant	4.6	4.8
Salary of new state teachers (appointed 2006 and after) in units of GDP/inhabitant	5.7	4.8
Salary of contractors in units of GDP/inhabitant	3.5	3.5
Average teacher's salary in units of GDP/capita	4.4	4.4
% of teachers receiving isolated area bonus	0%	10%
Ratio non-teaching staff in schools /teachers	0.1	0.1

Average salary of non- teaching staff in schools as unit of GDP/inhabitant	3.2	3.2
Annual increase in administrative staff		6%
% classrooms operating multiple shift systems	71%	25%
Bonuses for headmasters with multiple shift systems and open 6 days/7	0.0	1.0
Average salary of administrative staff in unit of GDP /inhabitant	6.8	5.7
Operating expenditure (non-teaching) as % payroll of administrative staff	39.8%	50.0%
Educational expenditure per pupil in CFA F	326	4000
% of pupils in need	0%	10%
Subsidy per pupil in need as % of GDP /inhabitant	0%	20%
Expenditure on ongoing training as % of total primary education payroll	0.0%	1.5%
Recurrent expenditure, other than teachers' salaries	25.3%	42.5%
Recurrent expenditure in primary education cycles 1 and 2 (millions CFA F)	2 187	9 043
Primary education cycle 3 (ex GSE) and secondary education		
Primary education cycle 3 (ex GSE)		
Access rate 7th year	35.7%	60.0%
Effective transition rate 6th year – 7th year	73.8%	60.0%
Access rate 9th year	24.8%	48.0%
Retention rate 7th – 9th year	69.4%	80.0%
Proportion of PE3 repeaters	16.0%	14.0%
Total number of PE3 pupils	41 216	110 417
% of pupils in the private system	15.4%	15.0%
Total number of pupils in public system (including public community schools and madrasas)	34 773	93 854
Pupils/classes	40.2	45.0
SE		
Access rate 10th year	19.0%	19.2%
Effective transition rate 9th year – 10th year	76.6%	40.0%
Access rate 11th year, then 12th year from 2018	16.4%	18.2%
Retention rate 10th – 11th year, then 10th – 12 th year from 2018	86.4%	95.0%
Proportion of SE repeaters	5.5%	5.5%
Total number of SE pupils	12 983	30 923
% of pupils in the private system	10.0%	10.0%
Total number of pupils in the public system (including public community schools and madrasas)	11 684	27 830
PUBLIC EXPENDITURE - PE3+SE		
Ratio pupils/teachers (RPT)	33.1	40.4
Ratio teachers/classes	1.2	1.0
Average number of weekly teaching hours per class	20	25
Average number of teachers' actual teaching hours per week	17	25
Number of teachers	1 403	2 716
Category 1: qualified state teachers (appointed before 2006)	754	529
Category 1' : new qualified state teachers (appointed 2006 and after)	149	1 484
Category 2: contract teachers	500	1000
Salary of state teachers (appointed before 2006) in units of GDP /inhabitant	7.8	7.7
Salary new state teachers (appointed 2006 and after) in units of GDP/inhabitant	9.5	7.7
Salary of contractors in units of GDP/inhabitant	3.9	4.5
Average teacher's salary in unit of GDP/capita	6.6	6.6
Ratio non-teaching staff in schools /teachers	0.2	0.2
Average salary of non-teaching staff in schools in unit of GDP /inhabitant	3.7	3.7
Annual increase of administrative staff		5%
Average salary of administrative staff in unit of GDP /inhabitant	6.7	6.7
Operating expenditure (non-teaching) as % payroll of administrative staff	44.9%	60.0%
Educational expenditure per pupil in CFA F	0	5000
% of pupils in need	0%	5%

Subsidy per pupil in need as % of GDP /inhabitant	0%	25%
Expenditure on ongoing training as % of total primary education payroll	0.0%	1.5%
Recurrent expenditure other than teachers' salaries	22.3%	35.6%
	937	3 874
Recurrent expenditure on primary education 3 and secondary education (millions CFA F)		
Technical and Vocational Education		
Number of students on short-term vocational training courses (PE or SE graduates) in the public system	423	6 849
% of graduates from 6th and 9th year	5%	15%
Number of students on vocational training courses (PE or SE graduates) in the private system	303	0
Number of students in technical and professional education in the public system	251	800
Number of students in technical and professional education in the private system	0	1 000
Recurrent expenditure on technical and professional education (millions of CFA F)	99	2 763
Higher education and scientific research (other than TTS and TTC)		
Higher Education		
Students / 100 000 inhabitants	224	250
Students enrolled in public system	3 000	1 500
Students enrolled in private system	689	3 785
Students enrolled on distant learning schemes	0	1 000
Share of public funding , other than social expenditure	36%	50.0%
Expenditure per student in unit of GDP/inhabitant (public and private funding); other than social expenditure	1.6	3.0
Expenditure per student in CFA francs (public and private funding)	151 664	474 396
Social expenditure per student as unit of GDP/inhabitant	0	0.3
Average subsidy per private student as % of UC operation in the public system	0%	0%
Expenditure on studies abroad as % of total local expenditure	237.5%	20.0%
Unitary cost per students on distant learning schemes, in units of GDP/inhabitant	0	1.0
Research		
As % of higher education operating costs (public+private)	16%	20%
Proportion of public financing	41%	40%
Recurrent expenditure for higher education and scientific research (millions of CFA F)	427	554
Basic teacher training in preschool and primary education		
% receiving training		0 100.0%
Duration of training	3	1.5
Unitary cost in units of GDP/inhabitant	2.1	2.1
Total number of trainee teachers	423	759
Recurrent expenditure on teacher training schools (millions of CFA F)	81	189
Teacher training colleges (basic training of secondary education teachers)		
% receiving training		100.0%
Duration of training	4	4
Unitary cost in units of GDP/inhabitant	0.6	2.0
Total number of trainee teachers	935	577
Recurrent expenditure of teacher training colleges (millions of CFA F)	47	160
Literacy		
Illiteracy rate	58%	0.0%
Target year		2020
Recurrent expenditure on literacy (millions of CFA F)	22	0

Total recurrent expenditures (millions of CFA F)	3 858	16 888
Total gap in recurrent expenditure (millions of CFA F)	-	7 424
Capital expenditure – annual averages (millions 2006 US \$)		
Preschool		
Unit cost of construction		10 000
Number of classrooms to be built per year		7
Capital expenditure (including systems and maintenance)		0.07
Primary education (PE 1 and 2)		
Unit cost of construction		13 000
Number of classrooms to be built per year		337
Capital expenditure (including systems and maintenance)		4.60
Primary education 3 and secondary		
Unit cost of construction		30 000
Number of classrooms to be built per year		55
Capital expenditure (including systems and maintenance)		1.74
Total capital expenditure (millions 2006 US \$)		6.42
Total gap (millions US \$ of 2006)		
Recurrent expenditure		16.14
Capital expenditure		6.42
Preschool + primary education + teacher training schools + literacy		
Recurrent expenditure		15.11
Capital expenditure		10.44
Other levels		
Recurrent expenditure		4.67
Capital expenditure		7.44
Recurrent expenditure		5.69
Capital expenditure		1.75

At **preschool** level, reception capacity in the public system is expected to increase from 1,700 to 3,500 pupils by 2020; numbers of children in the private system should increase by 10% to reach 20,000 pupils by 2020, while numbers in community schools and madrasas should rise from 3,700 to 12,000 pupils by 2020. The structural cost of public units will gradually rise from 37.7% of GDP/inhabitant to 40% by 2015, and the ratio pupils/teachers in the public system will rise from the 2006 figure of 19 to 25 by 2011.

As for public funding of community schools and madrasas, experience has shown that these services are generally well adapted to rural areas, and that their operating costs are considerably lower than those of public preschools. Having said that, experience also shows that it is important to: i) give training to resource staff and create a well-defined program of activities, ii) provide food and drink appropriate to the activities carried out, iii) provide resource staff with close and regular support, and finally iv) use the minimum of resources to pay resource workers. Studies carried out in other countries suggest that the unitary cost of similar community services can be between 5% and 7% of GDP per inhabitant. This is why from 2011, a unitary subsidy will be allocated to community schools and madrasas to the tune of 15% of unitary public system costs, i.e 6% of GDP/inhabitant. The private system will likewise receive a subsidy to the tune of 5% of unitary public system costs per pupil.

Overall, the recurrent expenditure figure for this overhaul in quantity and quality of preschool services will be 304 million CFA francs In 2020.

In **primary education**, the primary education law adopted in 2010 attaches the former general secondary education to primary education, which will from now on have 3 cycles. Cycles 1 and 2, four and two years respectively, correspond to the first six years of schooling. Cycle 3 comprises the following years (years 7, 8 and 9). While the objective of universal primary education (the first six years) set by the international community remains imperative, it nevertheless seems ambitious for Guinea-Bissau to achieve it by 2015, particularly given how the system has been operating over the last three years as analyzed in chapter 2 of the RESEN. For this reason, the objective has been postponed to 2020. This postponement, however, should not under any circumstances slow down the attempts to achieve it, and the country must continue to prioritise actions that will boost school enrolment at primary level.

The pupil-teacher ratio in Guinea-Bissau is relatively good for a post-conflict country – it was 48 in 2006. But this ratio masks another reality that should not be ignored. While the number of pupils per teacher is not high, the current system does not provide optimal learning hours, since different classes follow one another in the same classroom all day long.

This phenomenon of multiple shift systems is particularly pronounced in primary education, as shown in the diagnosis of the sector (71% of classrooms have multiple shifts). The ideal would be to completely eradicate this form of school organization by 2020, but building the necessary number of classrooms by 2020 would exceed the physical capacity of the country. What is proposed is to significantly reduce the number of multiple shift systems, so that only 25% of classrooms operate double shifts by 2020. However, schools with multiple shift systems will have their weekly opening time increased (for example, schools will open for 6 days/7 instead of 5 days/7), so that pupils can receive sufficient learning hours. Moreover, headmasters responsible for schools with longer opening hours will be allocated a bonus, representing 1.0 of GDP/inhabitant. In addition, multi-grade teaching will be developed in areas of low school enrolment.

The proportion of grade repeaters should have dropped from 18.7% in 2006 to 10% in 2010. The proportion of pupils in private education should progressively rise from 8.5% in 2006 to 10% in 2020, with a subsidy per private pupil of 20% of public unitary cost from 2010. The number of pupils per class should remain at the same level as in 2006, i.e 37, and the ratio of classes/teachers should be reduced from 1.3 in 2006 to 1.2 in 2020. This would result in a reduction of the pupil/teacher ratio in public education from 48 in 2006 to 44 in 2020.

Within the public education system, community schools and madrasas (which accounted for 14.8% of students in 2006) should become public institutions with state-allocated teachers, but with their own specific form of management. Thus, by 2015 there will be no students enrolled in community schools and madrasas as they are now. The number of pupils in public education should rise from 207,000 in 2006 to 407,000 in 2020. With regards to staff expenditure, state teachers who were appointed before 2006, who are paid less than those appointed after 2006 and who have higher-level qualifications, will have their salaries aligned with those employed from 2006. The average salary of state teachers should then be 4.8 GDP/inhabitant.

This drop in terms of GDP/inhabitant for state teachers appointed after 2006 corresponds to an increase in real terms, because the economic and demographic forecasts predict GDP/inhabitant of 120,412 CFA francs (in 2006 CFA francs) in 2020 as opposed to 97,000 in 2006. Thus a teacher's average salary in real terms, i.e in 2006 CFA francs, should undergo an annual increase of 1.6% over the period. Finally, the number of contract teachers should reach 2,500 in 2020 (i.e 27% of all teachers as opposed to 29% in 2006). Moreover, a bonus for teachers in isolated areas will be granted from 2011. This will affect 10% of teachers and will constitute 20% of an average teacher's salary. The ratio of non-teaching staff to teachers of 0.1 in 2006 will not change over the period.

With regard to administrative staff, an annual increase of 6% is anticipated over the period, with pay levels remaining unchanged. The proportion of administrative staff in primary education should represent 16% of the workforce. This should be sufficient, provided that the allocation of tasks is well structured, and if services are reorganized more efficiently. Administrative expenditure, which represented 40% of the administrative staff payroll in 2006, is expected to increase to 50% from 2015. Expenditure on teaching aids will increase from 326 CFA francs per pupil in 2006 to 4,000 2006 CFA francs by 2011. This amount will allow each pupil to receive the textbooks and school supplies that are essential to a high-quality learning process. Social expenditure, currently non-existent, should appear from 2010. It will be granted to 10% of pupils enrolled in the public system and will represent a unitary subsidy of 20% of GDP/inhabitant per pupil in need. Finally, ongoing training expenditure for all staff working in the primary education, non-existent in 2006, should constitute 1.5% of the total primary payroll from 2010.

Taking all these hypotheses into account, the pupils enrolled in primary education cycles 1 and 2 should increase from 70,000 in 2006 to 452,000 in 2020. The reception capacity of public institutions should have multiplied by 1.9 by 2020. The number of qualified teachers should rise from 4,400 to 9,100 in 2020. The level of recurrent expenditure in the primary subsector should reach 9,043 billion CFA francs by 2020 (as opposed to 2,187 billion in 2006).

With regard to primary education cycle 3 (ex general secondary education), the basic law assumes that access depends on the financial capacity of the state. Experience suggests that an increase in reception capacity by a factor of 2.5 represents the maximum possible, and even that would require rigorous structuring and monitoring. If we apply this figure, the transition rate during the year 2020 would be 60%. Retention during this cycle should be improved, and should rise from 69.4% in 2006 to 80% by 2020. The proportion of grade repeaters, currently 16%, should drop to 14% from 2011. The proportion of pupils in private education will be maintained over the period, going from 15.4% in 2006 to 15% by 2020. An average subsidy of 10% of the public unitary cost of primary education cycle 3 and of secondary education will be allocated per private pupil from 2011. In public education, the number of pupils per class, will go from the 2006 figure of 40 to 45 over the period; this is still acceptable, given the measures adopted in primary education cycle 3 and secondary education for an increase in schooling hours, as outlined below. The reception capacity of public education will increase from 34,800 pupils in 2006 to 94,000 in 2020, with 48% of the age group reaching the end of primary education cycle 3 (as opposed to 25 % in 2006).

With regard to **secondary education (ex FSE)**, the effective transition rate between PE3 (ex GSE) and SE will drop from 76.6% in 2006 to 40% in 2020, the objective being to provide teaching that paves the way for higher education qualitatively as well as quantitatively. Retention levels should rise from 86.4% to 95% in 2020; the proportion of grade repeaters, 5.5% in 2006, should remain the same over the period. The proportion of pupils in private institutions will likewise remain the same over the period (10%). In as much as pupils will be selected on the basis of merit and with a view to higher education, the education services must strive for higher standards. With this in mind, the average learning time of pupils will be increased, as outlined below. The ratio of pupils/class will be reduced from 37 in 2006 to 30 in 2020. Finally, a 12th school year will be introduced from 2018, expanding the SE cycle from 2 to 3 years of education. On the basis of these hypotheses, the number of pupils in secondary education will increase from 13,000 in 2006 to 28,000 in 2020.

Leading on from plans for the expansion of primary education cycle 3 and secondary education, the aim is also to increase the learning hours of pupils and the teaching hours of teachers. Thus the average number of learning hours per week per class should rise from 20 in 2006 to 25 by 2020, and the average number of hours taught by teachers should increase from 17 in 2006 to 25 in 2020. Thus, the number of teachers for these two levels should rise from 1,400 in 2006 to 9,400 in 2020. As in primary education cycles 1 and 2, fully qualified state teachers in primary education cycle 3 and secondary education who were appointed before 2006 are paid less than those appointed after 2006. It has thus been decided to rationalize average pay of state teachers, making it 7.7 of GDP/inhabitant. This drop in terms of GDP/inhabitant for state teachers appointed after 2006 corresponds to an increase in real terms, since the economic and demographic forecasts predict a GDP/inhabitant of 158,000 CFA francs in 2020 (in 2006 CFA francs) as opposed to 97,000 in 2006. Thus the average teacher's salary will increase annually by an average of 1.5% in real terms, i.e. in 2006 CFA francs, over the period. Finally, the proportion of contract teachers, 36% in 2006, will be maintained at that level -- i.e. 1,000 contract teachers in 2020. The average level of pay for contract teachers will rise from 3.9 GDP/inhabitant to 4.5 GDP/inhabitant, corresponding to an average annual increase in real terms (in 2006 CFA francs) of 2.5% over the period. This is in order to provide incentives for teachers to teach particular subjects as the need arises.

The ratio of non-teaching staff/teachers of 0.2 in 2006 will be maintained over the period, as will the average pay of non-teaching staff in terms of GDP/inhabitant. The number of administrative staff in central and regional offices will increase annually by an average of 5% over the period, with levels of pay unchanged. Operating costs other than teaching costs (in other words, administrative costs), will represent 60% of the administrative staff payroll at this education level from 2015, as opposed to 44.9% in 2006. Expenditure on teaching aids, non-existent in 2006, will be 5,000 CFA francs per student from 2011. Social expenditure, zero in 2006, will be allocated to 5% of public education pupils and will constitute 25% of GDP/inhabitant per pupil in need from 2010. This is designed to keep the best pupils, who would otherwise be unable to continue their studies for financial reasons. Ongoing training expenditure for staff working at these two levels of education will represent 1.5% of the total subsector payroll from 2010.

On the basis of these hypotheses, recurrent expenditure on PE3 and SE will reach 3,874 billion CFA francs in 2020 (as opposed to 937 million in 2006).

The aims for **technical and vocational education** are twofold: to develop technical and vocational education structures to increase access all over the country, and also to create short-term vocational training courses for 15 % of primary school leavers by the end of the period. In fact, with the economy being essentially agricultural, a majority of primary school leavers return immediately to work on the family land, where their training does not involve any cost to the state. Other school leavers receive training in private businesses, which hope to keep them on afterwards. Thus, the proportion of school leavers receiving short vocational training courses will reach 15% by 2020, i.e a total number of 6,900 trained students. The public unitary cost for short-term vocational training will increase from 1.5 GDP/inhabitant to 2.0 from 2011.

The number of students in classical technical and professional education will increase: 800 students in the public system (as opposed to 250 in 2006), 1,000 in the private system (zero in 2006) by 2020. The public unitary cost for classical technical and professional education will double from 1.5 GDP/inhabitant in 2006 to 3.0 from 2011.

Recurrent expenditure for the sector should therefore increase from 99 million CFA francs in 2006 to 2,763 billion CFA francs in 2020.

With regard to **higher education and scientific research**¹⁴, analyses show that for a country like Guinea-Bissau whose economy is essentially dual, the needs of the labour market in terms of higher education are quantitatively limited. In fact, in countries with GDP/inhabitant similar to Guinea-Bissau, the number of students is estimated to average 200-300 per 100,000 inhabitants. Consequently, the departments proposed in public universities should be targeted, and should meet the needs of the country as far as possible while at the same time offering high standards (in other words, each department must have the capacity to teach its students). In 2006, Bissau public university had 13 departments and was seriously dysfunctional in terms of its capacity to impart knowledge. The plan is therefore to reduce the number of departments to five. Students who wish to study other subjects will attend private institutions, enrol on distant learning schemes or, in subjects that are very specific or indispensable to the country, go abroad to continue their studies. As a result, the projected number of students (other than in teacher training schools and colleges) is 250 per 100,000 inhabitants by 2020 (as opposed to 224 in 2006). The public university, which will significantly reduce its number of departments, will receive 1,500 students; 1,000 students could enrol on distant learning schemes for subjects that are not taught by the public university. Private universities will expand to receive 2,500 students.

The ambition is equally to provide high standards: the cost per student (with both public and private funding) of public institutions will rise from 1.6 GDP/inhabitant in 2006 (the equivalent of 330 2006 US \$) to 3.0 from 2013 (i.e the equivalent of 820 2006 US \$ in 2013 and 1,031 2006 US \$ in 2020), mainly to provide an increase in administrative and teaching expenditure, and also to increase teaching salaries to

¹⁴ Other than teacher training schools and colleges

provide a core of high-quality teaching staff who will not move on to private institutions where they would be better paid. The share of public funding for higher education was 36% in 2006 and will reach 50% in 2020. Social expenditure, non-existent in 2006, will be established from 2010 (scholarships for the best students who do not have the means to continue), at an average of 0.3 GDP/inhabitant per student. For students who resort to private education for subjects that do not exist in the public system, an average grant per student of 1% of the public unitary cost will be awarded from 2010. Expenditure for students on distant learning schemes will represent 1.0 GDP/inhabitant by 2020. Concerning students abroad, expenditure (scholarships) representing 237.5% of total local higher education costs in 2006 will reach 20% of this expenditure from 2010. As for scientific research, expenditure represented 16% of higher education operating expenditure in 2006 and will reach 20% in 2020. The share of public funding for scientific research, 41% in 2006, will be stabilized at 40% by 2020.

Recurrent expenditure on higher education and scientific research will rise from 427 million CFA francs in 2006 to 554 million CFA francs in 2020.

Teacher training schools train preschool and primary education teachers. The objective is to train 100% of the 580 teachers necessary every year by 2020. The present unitary cost of training will be maintained (2.1% of the GDP per inhabitant). However, its current duration of three years following secondary education will be reduced to a year and a half from 2011. The level of recurrent expenditure will increase from 81 million CFA francs in 2006 to 189 million CFA francs in 2020.

Teacher training colleges train secondary education teachers. The objective is to recruit 680 trainee teachers every year by 2020. The duration of four years' training after secondary education will remain unchanged. However, the unitary cost of training, 0.6 GDP/inhabitant in 2006, will reach 2.0 from 2015. The level of recurrent expenditure will increase from 47 million CFA francs in 2006 to 160 million CFA francs in 2020.

Finally, the objective of the **literacy** program is to reduce the present level of illiteracy among 15-35 year olds from an estimated 58% in 2006 to 0% by 2020. The average unitary cost per student, 0.1% of GDP/inhabitant in 2006, will gradually increase to 2% by 2020. Recurrent expenditure will become non-existent from 2020, as the population will be totally literate by this year.

The sum of these objectives will create recurrent expenditure for the whole sector of 16,888 billion CFA francs in 2020. This amounted to 3,858 billion CFA francs in 2006.

Table 3 shows a matrix of the education policies selected for different levels of education by 2020.

Table 3 : Matrix of education policies for different levels of education by 2020

		Objectives 2020	Specific Strategies
UPPER SECTION OF THE SYSTEM	Higher education	Approx 6,200 students (compared to 3700 in 2006)	1-To streamline departments in line with the country's needs and capacities 2- To promote the development of private education 3- To finance scholarships for the best students from disadvantaged families 4- To develop distance learning schemes 5- To increase funding for research
	Technical and Vocational	Classical technical education: about 800 (compared to 250 in 2006) Short training courses to provide vocational qualifications /apprenticeships 15% to graduate in the 6th year and 15% the graduate in the 9 th year (6,800 apprentices)	1-To create, strengthen and restructure short-term training courses for vocational careers, in partnership with professional organizations and NGOs
	SE	To increase enrolment levels according to higher education targets About 21,000 students (13,000 in 2006)	1-To set up new policies for the training and recruitment of teachers in order to expand the system 2- To develop a continuous teacher-training system 3- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 4- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (by increasing the average number of teaching hours per group from 20h to 25h per week) 5- To construct sufficient school infrastructure for the expansion of the system 6- To set up a national examination system at the end of ES 7- To introduce an additional academic year (12th year)
LOWER PART OF THE SYSTEM	PE3	To increase enrolment levels as much as possible: About 110 000 pupils(41 000 in 2006)	1-To set up new policies for the training and recruitment of teachers in order to expand the system 2- To develop an ongoing teacher-training system 3- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 4- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (by increasing the average number of teaching hours per group from 20h to 25h per week) 5- To construct sufficient school infrastructure for the expansion of the system 6- To set up a national examination system at the end of PE
	PE 1 et 2 (Primary)	Universal Completion (100% completion)	1-To set up new policies for the training and recruitment of teachers in order to expand the system and improve standards 2- To develop an ongoing teacher-training system 3-To put administrative and methodological measures in place to reduce the level of grade repetition 4- To improve levels of retention and equality, particularly by encouraging educational demand among the most vulnerable groups 5- To encourage growth of the private sector through a subsidy (10% of the unit cost of a public school) 6- To improve teaching standards by providing teaching aids (manuals and kits), and to increase teaching hours (with a view to reducing multiple shift systems) 7- To construct sufficient school infrastructure for the expansion of the system 8- To set up a national examination system at the end of primary education
	Preschool	GER = 10,6% (4.8% in 2005)	1-To strengthen community participation, with public supervision 2-To double the capacity of the system 3- To promote development of private education (via subsidy)

IV. Overall consolidation of the macrofinancial framework

We have now explored the major policies or structural measures required to map out a desirable vision for the Bissau-Guinean education system by 2020. As far as funding is concerned, the Bissau-Guinean state will obviously be the main contributor; but international support can also play an important role. It now remains to examine, in a synthetic way, the overall financial perimeters by identifying on the one hand the country's commitment in terms of national resources, and on the other hand, the foreign aid contributions. With regard to the latter, we need to specify what

could be mobilized via the Fast-Track Initiative for preschool and primary education, teacher training schools and literacy programs.

Before identifying the totals involved, it will be useful to remind ourselves of some of the funding indicators of the Fast-Track Initiative, namely: i) that the country should prioritize the sector with an allocation of 20% of public resources, and that its fiscal pressure be between 14 and 18%¹⁵; ii) that 50% of the sector's public resources should be allocated to primary education; iii) that, on the basis of this, a conceptual total for national public resources should be determined; the level of Fast-Track Initiative support can then be determined by the difference between the cost of preschool, primary education, teacher training school and literacy programs, as confirmed by technical and financial partners active in the country, and the sum of national resources determined earlier. Conventional wisdom determines that the country should utilize its own resources to finance recurrent expenditure, particularly salaries:

- If national resources for preschool, primary education, teacher training school and literacy programs are higher than recurrent expenditure, the balance can be used to finance capital requirements; if this proves sufficient, no external funding is available from the FTI. However, if one section has outstanding costs, the FTI may intervene to ensure the financial equilibrium of the program;
- If national resources for preschool, primary education, teacher training school and literacy programs are lower than recurrent expenditure, the FTI may intervene to finance the part not covered by recurrent expenditure; and in this context, the initiative will also take into account capital expenditure.

On the basis educational policy discussions and the FTI provisions described above, the following funding table for the period 2009-2020 has been compiled. In table 4, amounts are in millions of 2006 CFA francs.

**Table 4 : Financing of sectoral policy, final scenario, 2009-2020
(Millions 2006 CFA Francs)**

Years	2006	2009	2010	2011	2012	2013	2014	2015	2020
Public resources for the sector ¹⁶	3879	5322	5873	6478	7134	7839	6397	7059	9464
Resources allocated to primary education		3037	3315	3614	3934	3150	3446	3756	4732
Resources allocated to other levels		2285	2558	2864	3200	4273	2951	3303	4732
Preschool, primary education 1 and 2, teacher training schools, literacy									

¹⁵ At this stage, the country is committed to allocating 17% of its recurrent expenditure resources on education by 2015. The Fast-Track indicative framework figure is 20%, with a rate of fiscal pressure between 14 and 18%. Guinea-Bissau will average 18.4% fiscal pressure over the period 2009-2020, which is relatively high and therefore justifies an allocation of only 17% of its resources to education.

¹⁶ The sector budget allocations have been estimated on the basis of the 2010 figure from the Ministry of Finance. This same figure, i.e 14.6 billion CFA francs, has been adopted for 2011, 2012 and 2013, given that there is no precise data available but that the sector allocation is almost certain to remain significant in the near future. However, budget allocations are not taken into account after 2013.

Recurrent expenditure	2 348	4070	5155	5749	6114	6497	6881	7276	9536
Preschool	58	86	91	158	172	186	202	218	304
Primary education 1 and 2	2187	3706	4740	5312	5634	5981	6336	6710	9043
Basic teacher training	81	134	151	85	95	106	117	128	189
Literacy	22	145	172	195	213	224	227	221	0
Gap in recurrent expenditure		1032	1840	2135	2180	2224	3435	3520	4805
Capital expenditures		2149	2149	2149	2149	2149	2149	2149	2149
Total gap		3182	3990	4285	4329	4373	5585	5669	6954
Other levels (PE3, SE, TEVT, higher education, teacher training)									
Recurrent expenditure	1510	2417	2747	3022	3261	3515	3744	3985	7351
Gap in recurrent expenditure		132	189	158	61	-52	793	683	2619
Capital expenditure		802	802	802	802	802	802	802	802
Total Gap		934	991	960	863	750	1595	1485	3421

This macrofinancial framework will serve as the basis for the development of the three-year plan of action (2011-2013) and the development of the sectoral plan that will follow. Given that the request to the Fast-Track Initiative catalytic fund will be submitted only once the three-year plan has been completed and endorsed by local technical and financial partners, it makes sense to see 2011-2013 as a feasible period for the framework of FTI funding.

If we focus on the next few years (2011-2013), the framework can be characterized by the following:

- Public resources for the whole sector for the period 2011-2013 amounting to 21,451 billion 2006 CFA francs, i.e 46,632 million US dollars¹⁷, with recurrent expenditure estimated at 28,158 billion CFA francs, i.e 61,213 million US dollars. The application of the FTI criteria reveals a gross funding gap in recurrent expenditure, in preschool and primary education, teacher training school and literacy programs, of 6.54 billion CFA francs over the period 2011-2013 (14.2 million US dollars) and a funding gap in recurrent expenditure of 167 million CFA francs (0.36 million US dollars) at other levels.

Based on this, for preschool, primary education 1 and 2, teacher training school and literacy programs, it remains to add 14.02 million dollars for the period 2011–2013 to the total for capital expenditure. The total funding requirement for these levels of education would then be 28.22 million US dollars for 2011-2013.

¹⁷ The exchange rate used here is : 1USD = 460 CFA francs

At other levels, the gross funding requirements for 2011-2013 are estimated at 5.59 million dollars (mainly for capital expenditure), which will have to be sourced elsewhere.

It should be noted here that the issue is about gross funding requirements, and that financial support from local technical and financial partners should be taken into account in order to define net funding requirements. The latter will be the object of a funding request for preschool education, primary education, teacher training schools and literacy programs to the Fast-Track Initiative Catalytic Fund. It should also be noted that the real net gap for the years 2011-2013 should be adapted to the implementation capacity of the country, particularly during the first years of sectoral policy (for example, an average of about 340 classrooms are to be built per year until 2020; experience shows that over the first years, the number of classrooms that can be built is generally fewer, but this progressively increases as time goes by).