

Republic of  Guinea-Bissau

Ministry of National Education and Higher Education

Large-Scale Learning Assessment Workshop

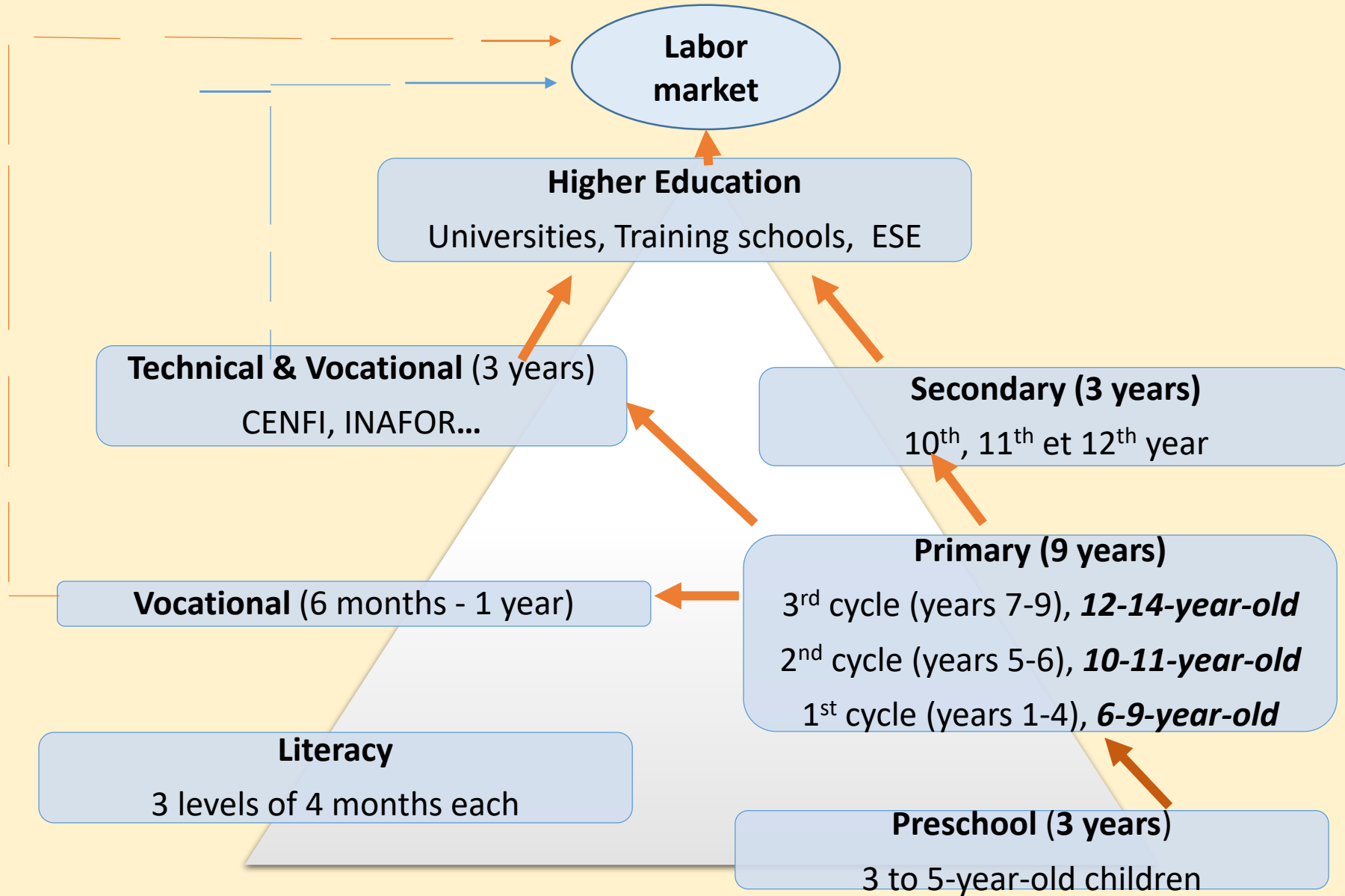
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The Structure of Guinea-Bissau Education System

- Reform implemented from 2010-2011, in particular by Law No. 6/2011 of 29 April LBSE.
- This law divides the system in 6 subsectors:
 - Preschool education
 - Primary education
 - Secondary education
 - Technical and vocational education
 - Higher education
 - Literacy

Education chart



Learning quality

Level of achievement

- In the first cycles of primary education, ***students' level of achievement is low.*** Indeed, in the second year, in mathematics and Portuguese, students don't master half of what they are supposed to.
- This situation is more critical in the 5th year, where only one third of the programme is mastered by the students. Consequently, almost *20% of the students encounter a lot of difficulties.* In the 5th year, the percentage of students with difficulties is higher, 25% in Portuguese and 34% in mathematics.

External profile

- Available data show that the education system in Guinea-Bissau has specific difficulties in transmitting knowledge to students,
- However, in terms of international achievement comparison, the performance of 2nd grade students places Guinea-Bissau in 3rd place among the 14 countries evaluated. But in 5th grade, the performance of students is very low placing the country among the last places.

Teachers' profile

- One of the main causes of students' failure in terms of learning acquisition is the *teachers' level*. In Portuguese as in mathematics, teachers struggle to correctly answer the questions addressed to the students.
- 32% of the teachers of 2nd year didn't fulfill correctly students' evaluations in Portuguese, and the same happened with 54% of the teachers in mathematics.
- In 5th year, the problem is more consistent: 95% of the teachers don't master what they teach in Portuguese and 98% in mathematics.

Availability of textbooks

Analysis from quality indicators showed beneficial effect from availability of Portuguese textbook in students' proficiency. Unfortunately, in 2014, it was found that in 1/3 of the classes, none of the students had textbooks. As far as the mathematics textbook is concerned, this beneficial effect is not observed... which raises questions about its design and use.

Learning and type of schools

- There are significant inequalities in quality between schools. Difference in the results can vary from 1 to 30 depending on what school the student is enrolled in.
- Students in **private schools** learn better, followed by students in **community schools**, then students in **public schools**. Education stakeholders agree that these results are due to more rigorous management and monitoring requirements in private schools.

Gender factors and regional gaps

- Concerning **gender equity**, there is a strong difference between boys and girls in favor of boys, which declines considerably from the 5th grade onwards.
- There are also regional disparities in educational achievement, especially in the regions of Cacheu, Gabú, Quinara and Tombali, where students find the most difficulty in the two subjects assessed (Portuguese and mathematics).