



TVET COUNTRY PROFILE GUINEA BISSAU



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Introduction

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

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

Policies

The **National Education Plan (Plano Sectorial da Educação da Guiné-Bissau 2015-2025)** guides the country's education sector strategy focusing on:

- Improving the quality and capacity of preschool, primary and secondary education, and promoting gender equality (including the construction of infrastructure for primary and secondary schools).
- Reforming and strengthening the quality and capacity of higher education (including the construction of infrastructure for university education).
- Improving the quality and capacity of vocational training (including the construction of infrastructure for vocational training).
- School canteens (infrastructure and food)

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

- **Decree No 60/88 approving the strategy for the development of education in Guinea Bissau** focuses on recruitment, appointment, and continuous training for teaching sector professionals ie teachers,

directors, deputy directors from pre-primary, primary and secondary education.

Governance

Education in Guinea-Bissau is governed primarily by the Basic Education Law of Guinea-Bissau, 2010. The law affirms the right to basic education for all, as guaranteed by the constitution.

Implementing structures

The **Minister of National Education** and Higher Education is responsible for developing and implementing education policies in Guinea-Bissau. Administrative responsibilities are held by 11 regional education directorates.

Guinea-Bissau started the early stages of its National Qualification Framework (NQF) development processes in 2020/21.

TVET Institutions

Three-year Plan for the Development of Education (2011 - 2013) published by the Ministry of National Education, Culture, Science, Youth and Sports (2010), indicates that there is a need to improve overall teaching structures, increase the number of vocational courses, and promote partnerships with the private sector.

TVET types

Education is divided into three sections: primary education, secondary education, and tertiary education. TVET centres and programmes are available in the country; information on these is, however, not readily available.

Funding sources

The Education Directorate of Inspection is in charge of administrative and financial inspection, pedagogical inspection, and technical assistance to private and public schools. Education budget is mostly allocated for salaries. The sector is heavily reliant on donor support.



Private sector engagement

Although Guinea-Bissau has a private sector, information on its engagement in skills development and TVET is not readily available.

Private sector authorities

Information about private sector authorities is not readily available.

Teacher training

There is an intention to revise and professionalise teacher training in Guinea Bissau with the establishment of a continuing education policy for in-service teachers. However, limited information is available on TVET teachers.

Informal TVET systems

Non-formal professional training exists. However information on the training is not readily available.

Statistics

This section presents an overview of key metrics in Guinea-Bissau:



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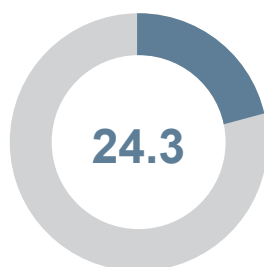


TVET-COUNTRY LEVEL OVERVIEW GUINEA BISSAU

YOUTH POPULATION



NEET



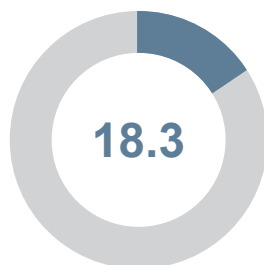
UNEMPLOYMENT
RATE



YOUTH POPULATION
MEN



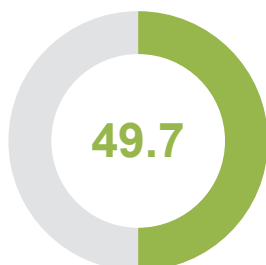
NEET
MEN



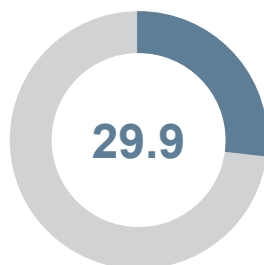
UNEMPLOYMENT
RATE MEN



YOUTH POPULATION
WOMEN



NEET
WOMEN



UNEMPLOYMENT
RATE WOMEN



GOOD PRACTICES

Lessons learnt, resources and skills associations

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



Sources

[School Autonomy and Accountability](#)

[UNICEF Education for All](#)

[Three-Year Plan for the Development of Education](#)

[Education Sector Program for Guinea Bissau](#)

[In The Sahel : Real Economic and Social Development](#)

[Database of national labour, social security and related human rights legislation](#)

[ACQF](#)

[Global Change Data Lab](#)

[ILO Stat](#)



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