

Country Context Report - Guinea

General Country Information

Africa Education Initiative Program Component(s)

Ambassadors' Girls' Scholarship Program
Teacher Training
Textbooks and Learning Materials

Primary Language(s)

French: Official, Instruction Grades 1-4, Instruction Grades 5-7/8

Each ethnic group has its own language. The largest ethnic groups are Peuhl, Malinke and Soussou.

Sources

2004 CIA World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/>

Population

	Total	Male	Female
Total	9,030,220	4,510,918	4,519,302
Under 14	4,014,270	2,027,970	1,986,300

In 1999, educational attainment among adults was low, though it has been increasing. Gender disparity was great and literacy rates were low. A total of 16% of the population ages 15 and older completed primary school. Of the population ages 20 and older, only 4% completed secondary school. Educational attainment has been on the increase: the percentage of men and women with no schooling was much lower for those aged 20 to 24 than for those 65 and above. Men are more than twice as likely as women to be literate in Guinea: 37% of men reported that they were literate, compared to only 14% of women.

Sources

2004 CIA World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/>
Demographic and Health Surveys (DHS) EdData - <http://www.dhseddata.com/>

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 6 Years

Sources

Guinea- Education System; Institution Types - <http://www.unesco.org/iau/cd-data/gv.elf>

Early Childhood Education

Early childhood education is provided.

Early childhood education is provided under the aegis of the Ministry for Social Affairs, the Promotion of Women and Childhood. According to 1998/1999 estimates, 2.33% of learners who are enrolled in primary schools have access to early childhood education.

Sources

L'évaluation de l'éducation pour tous à l'an 2000: Rapport des pays - http://www2unesco.org/wef/countryreports/guinea/rapport_3.html

National Curriculum

A national curriculum exists.

Sources

L'évaluation de l'éducation pour tous à l'an 2000: Rapport des pays - http://www2unesco.org/wef/countryreports/guinea/rapport_3.html

National exams - At what level are national exams written?

The Certificat d'Etudes Primaires Élémentaires (CEPE) is written in Grade 6.

Sources

L'évaluation de l'éducation pour tous à l'an 2000; - <http://www2.unesco.org/wef/countryreports/guinea/r>

What are the key basic education challenges?

- Lack of government commitment, transparency and accountability. This undermines the attempts of some international NGOs to realize Guinea's human and natural resource potentials.
- Inadequate teacher training.
- The alarmingly high level of HIV prevalence among teachers who are dying without being replaced.
- The high illiteracy rate among parents (63% in 1999) especially those in rural areas who are not fully sensitized on the importance of sending their children, especially girls, to school.
- The inability of the government to meet the growing demand for teachers and textbooks and the chronic lack of teachers is a particular challenge as the number of learners in the system continues to grow.
- The lack of reliable geographic and developmental statistics on the part of the government in order to meet the needs of the population. For example, within the framework of the Education for All program, the government initially thought that there were only 10,000 villages in the country, but after the Geographic Information System (GIS) survey carried out in 2002 with the help of USAID, it was realized that there are 35,000 villages in Guinea.
- Irrational resource allocation.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Is primary education 'free' (legally)?

Free primary education is provided.

Legally primary education is free but in practice parents provide economic support to teachers, including providing lodging and meals and in some cases even paying teachers' salaries.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

What are the barriers to student access and participation in basic education?

- The persistence of gender disparities in urban and rural areas.
- The degree of expenditure bias in favor of boys is much higher in rural areas. Expenditure on boys is 1.9 times that of girls in primary and nearly four times that of girls in secondary education.
- There is a need to improve teaching and learning quality, to strengthen equity, and to ensure that adequate resources are available.
- There is a need to simplify the complexity of decision-making processes, especially during periods of intense reform.
- There is an absence of a strong and committed leadership.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

Basic education as it exists in Guinea is not able to cater for the basic educational needs of all Guinean children. Special attention has thus been accorded to all young people between 10-16 years of age, who have not had access to formal schooling or who have been excluded for one reason or another. The NAFA centers or second-chance schools aim to give this disadvantaged group the chance to acquire knowledge, reasoning ability and savoir-faire to cope for themselves and participate in community development.

Sources

United Nations Convention on the Rights of the Child; 17 June 1997 - www.hri.ca/forthrecord1999/documentation/tbodies/crc-c-3-add48.htm.101k

What is the stage of development of the education system?

In 2002, the government of Guinea achieved unprecedented success in expanding access to basic education. The Ministry of Education (MOE) statistics show that the percentage of school-aged children attending primary school increased from 61% to 72% during the 2001-2002 school year (for girls from 50% to 63%). Primary school enrollment grew at nearly twice the net intake rate for any year within the past decade. Moreover, as access rapidly expanded, the implementation of the "Fundamental Quality and Equity Levels (FQEL)" program enabled the MOE to monitor inherent risks. This led to the early detection of the percentage of schools unable to meet the growing demand for teachers and textbooks.

2002 also saw the success of a multi-channel approach, incorporating radio instruction, in-service training, and creative, low-cost pedagogic materials in improving academic performance in Grade 2, especially in underserved rural areas.

Over 400 Parent Teacher Associations (PTAs) received capacity-building support with the development of local action plans to improve the quality of education. In the same vein, the number of primary schools with improved parental/community support increased from 1998 to 2001 as follows: 65 in 1998; 203 in 1999; 207 in 2000 and 258 in 2001.

The activities of the local Alliances for Girls' Education that advocate for greater gender equity were instrumental in the achievement of a 40% minimum level of female Grade 1 admission in 76% of Guinean primary schools.

The government of Guinea's firm commitment to and continued success in improving education

sector management is reflected in the inclusion of Guinea as one of the seven countries nominated for the G8's Fast Track Initiative which will build on these solid foundations to ensure the attainment of universal primary education by 2015.

Sources

USAID Guinea/ Education & Training - www.usaid.gov/gn/education/background/

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2001	Total	61	72	44		
2000	Total	57	70	44	80	38
1999 (1)	Total	40	46	33	70	27
1998	Total	51	66	37	84	38

(1) - The amounts represented above are percentages.

There are low rates of participation at both the primary and secondary school levels and great urban/rural, regional and gender disparities. Only 40% of school-age children in Guinea attended primary school (46% of males and 33% of females). Moreover, 34% of the primary school-aged population was over or under the official primary school age range.

At the secondary level, only 13% of school-age children attended secondary school (17% of males and 8% of females).

Children in urban areas are 2.5 times more likely to attend primary school than children in rural areas. In urban areas, 70% of children ages 7 to 12 attend primary school, compared to only 27% in rural areas. Gender disparity in primary school attendance is greater in rural areas than urban areas: in urban areas, males are 1.2 times more likely to attend primary school than females (77% versus 62%); in rural areas, males are 1.6 times more likely to attend primary school (34% versus 21%).

There are large regional disparities in primary school attendance in Guinea. Primary school attendance is highest in the Conakry urban area (79%) and lowest in the Central and Upper Guinea regions (23%). In 4 of the 5 regions, less than one-half of school-age children (and one-third or fewer females) attend primary school. Gender disparity is lowest in the Conakry area and highest in the Forest Guinea region.

Sources

The World Bank Education Notes; Guinea: A steady Growth Path to Achieve Education for All - www1.worldbank.org/education/pdf/EdunotesGuinea.pdf
Demographic and Health Surveys (DHS) EdData - <http://www.dhseddata.com/>

Enrollment Age

Year	General	Male	Female	Urban	Rural
2004 (1)	7	7	7	7	7

(1) - In 1999, 53% of male primary school students and 44% of female students were over-age. The percentage of males who are over-age ranged from 34% in Grade 1 to 75% in Grade 6. In general, the percentage over-age was lower for females, ranging from 25% in Grade 1 to 62% in Grade 6. Conversely, females were slightly more likely to be under-age: 23% of females were underage, compared to 21% of males. The percent of males who are under-age ranged from 22% in Grade 1 to 5% in Grade 6. For females, the range was from 23% in Grade 1 to 6% in Grades 4 and 6.

Sources

Demographic and Health Surveys (DHS) EdData - <http://www.dhseddata.com/>
Guinea- Education System; Institution Types - <http://www.unesco.org/iau/cd-data/gv.elf>

Average Grade Repetition

Year	General	Male	Female	Urban	Rural
1999 (1)	15				
1998	26				

(1) - Grade repetition is relatively high in all grades, but especially in Grade 6. Between 10% and 15% of students repeat Grades 1 to 5. The repetition rate in Grade 6 is more than 20%. This repetition is likely due to failure on the primary school leaving examination, that is administered at the end of Grade 6. The exam is used to limit progression to secondary schools. The percent of males and females repeating a grade is relatively equal until Grade 6 when a higher percent of males are repeating than females.

There are relatively high rates of survival to Grades 5 and 6 (for the 40% of school-age children who enter school). Of the students in Grade 1 in 1998, it was estimated that 36% will complete the primary cycle in 6 years. Of the children who entered Grade 1, 89% will eventually attend Grade 5 and 84% will attend Grade 6.

Sources

Profil de L'Education de DHS EDDATA, Guinée 1999 - <http://www.dhseddata.com>

Drop Out Rates

Year	General	Male	Female	Urban	Rural
1999 (1)	6				

(1) - In 1999, the drop out rate varied between 0.3% and 6%. The percentage of females dropping out is consistently higher than males at all grades except at Grade 3. Females are more likely to drop out at Grade 6, while males are more likely to repeat grades.

Sources

Profil de L'Education de DHS EDDATA, Guinée 1999 - <http://www.dhseddata.com>

Are there alternatives to traditional schools?

Yes. Within the framework of the implementation of the action plan of the Education for All program, The Ministry of Education and other NGOs are supporting NAFA centers (second-chance schools) which are educating dropouts from primary and secondary schools. This is aimed at enabling them to fit into the socio-economic, cultural and developmental system of the country and adapt to the demands of the labor market. These NAFA centers emphasize entrepreneurship with a view to boosting self-promotion and self-development.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Which approaches is the country taking to combat HIV/AIDS?

A Presidential Decree of March 2001 created the National Committee for the Fight against AIDS (CNLS, acronym in French), under the supervision of the Prime Minister. The CNLS ensures the coordination of the general policy defined by the government in the fight against AIDS in Guinea. It coordinates the activities of sectoral, regional, communal, and rural committees in the fight against AIDS. A National Strategic Framework as well as Annual Operational Plans (sectoral and regional) have also recently been elaborated.

A National Thematic Group was also set up to ensure optimal support of the United Nations System in the national efforts against AIDS. The Thematic Group works in partnership with CNLS, USAID, European Union, Guinean Hope Foundation (EDF), Association of Guinean Women against AIDS (ASFEGMASSI), Guinean Network research on AIDS (REGUIRES), AIDALERTE-Guinea, ROSIGUI, GTZ, Swedish International Development Agency (SIDA3), Shell Guinea, and the United Nations (UN) representatives.

In a bid to better coordinate its activities, CNLS works in close collaboration with NGOs, the civil society, associations of people living with HIV/AIDS and the private sector. Through the Fundamental Quality and Equity Levels (FQEL) project of Educational Development Center (EDC) numerous local and national authorities and civil society representatives have shown their support of HIV/AIDS teacher training programs by attending meetings and seminars like the Safia School Sessions. These seminars are aimed at sensitizing learners, teachers, parents and the society at large on the dangers posed to the community by HIV/AIDS and that HIV/AIDS affects everybody in the society irrespective of one's social, religious or political status.

Regarding the youth, the government of Guinea, in collaboration with USAID launched the Guinean Youth Campaign in eight districts in July and August 2001. Known as PRISM (Pour Renforcer les Interventions en Santé reproductive et MST/SIDA) Strengthening Interventions in reproductive Health and STD/AIDS, the campaign offered young adults a community-based approach to prevent HIV infection and unintended pregnancy with the slogan, "My right-information; My duty-abstinence or condom use." The Campaign which is managed in partnership with the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (CCP), Management Science for Health (MSH) has the following key activities:

- Advocacy with community leaders and parents
- Peer educator outreach
- Service provider training
- Radio programs
- Involvement of small local businesses
- Printing and promotional materials.

Sources

AIDS Prevention Efforts in Guinea: Youth to Youth Counseling - <http://web.worldbank.org>

Are there political conflicts and what is the impact of these conflicts on education?

There is no political conflict.

Are there on-going, recently completed projects relating to the following areas?

Girls' Education

The first Girls and Women's Education (GWE) Plan Guinée Activity was the organization of the National Alliance for Girls' Education, with 150 members from the public, private and nongovernmental sectors. The initial work of the Alliance was to promote a public dialogue on the importance of girls' education by setting up and carrying out a national awareness campaign.

The planning and implementation of National Alliance activities were carried out by a 12 member National Alliance Working Group. Working with this group, Strategies for Advancing Girls Education (SAGE)/Guinea set up a Media Task Force consisting of local radio and TV broadcasters as well as the print media. The efforts of the Task Force resulted in broadcasts on girls' education in the middle of 1999, and as part of that program the Minister of Social Affairs officially stated the governments' commitment to promote girls' education. In addition to the national promotion campaign, the Task Force also worked with the Local Alliances, described below, to develop media campaigns with broadcasts by six rural radio stations.

The five clusters of activities of the SAGE program in Guinea resulted from a series of working meetings and focus groups that included representatives from the Ministry of Education, leaders of the different religious groups, parents, teachers, journalists, business leaders, NGOs, CBOs, and donors. The conceptual framework for SAGE's activities in Guinea is based on three critical principles:

- The mobilization and engagement of the traditional and non-traditional actors takes place simultaneously at the National level and at the Community level.
- Constraints and solutions to girls' schooling is locally assessed and derived.
- Sustainability is the result of an in-depth sense of ownership and a committed engagement of both public and private sectors in the solution of girls' education.

Sources

GEMS Website - <http://www.educategirls.com/>

SAGE Website - <http://sage.aed.org/>

Additional Basic Education General Information

Donor Information

USAID - 2002

US\$ 5,000,000

USAID - 2001

US\$ 4,000,000

USAID - 2000

US\$ 5,000,000

USAID - 1999

US\$ 4,000,000

Education For All Program and Basic Education

World Bank - 2001

US\$ 70,000,000

Education for All Program and construction of schools

African Development Bank - 2001

US\$ 5,000,000

Construction and extension of primary schools

Sources

Global March: An overview of Education Spending-16 - <http://www.globalmarch.org/education-campaign/educ>

Country Spending on Education - Total Government Expenditure by Budget Type and Year

Type	Year	Amount
Gross Unit Costs - Primary School Student	2000	US\$ 677
Gross Unit Costs - Teacher Trainees - Pre-service	2000	US\$ 520

Teacher Training

Number of Primary Teachers by Gender

Total	Male	Female
15,512	11,639	3,873

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Percentage of Primary Teachers Certified to Teach

Certified: 73 %

Untrained: 27 %

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	49:1		

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

What are the barriers to teacher sufficiency?

There is the difficulty in managing applications into teacher training institutions especially with regard to checking the school documents required for enrollment. Additionally, one of the ethical aspects of teacher recruitment is the lack of rigor in recruitment sessions and the enrollment of recommended students. As far as salaries are concerned, working conditions are not attractive. It is difficult to encourage potential applicants to enroll at the Teacher Training Colleges (ENIs) and to retain competent teachers. In some cases, a number of teacher trainees defected in favor of university studies and higher-paying jobs.

There is the difficulty on the part of stakeholders to develop the capacity to apply the new philosophy of the reform based on their understanding of the issues. These stakeholders take on board the new philosophy proposed as much or as little as it suits them. They then introduce some changes in behavior or attitudes according to the new orientations. But the perceptible changes take place the slowest when it comes to their practical application in teaching. For example, although most teacher trainers said they were satisfied with the general didactic model proposed by the project, few of them have actually managed to transmit this so far in terms of activities in their teaching of student teachers at the Teacher Training Colleges.

Harmonization of the educational philosophy of the Reform of Pre-service Primary Teacher Training Project with the on-going training projects and the other instances of the education system was one of the issues of the reform. This was aimed at ensuring the establishment of a continuum between pre-service and in-service training. However, observations have shown that the philosophy of some of the in-service training projects is not easily harmonized with that of the "FIM-G" (Pre-service Teacher Training Program). In this regard, the greatest barrier is the challenge posed by the need to

develop true coordination between pre-service and in-service training, needs analysis and assessment of the response in terms of training.

The teacher trainer/student teacher ratio remains high due to the low numbers of supervisory staff, Lecturers in Teacher Training (PEN) and Pedagogic Advisors (CPMF). This situation does not allow for a close relationship with the student teacher. Another barrier is the disrespect for the selection criteria for partner schools and head and host teachers during the implementation of the training model. This is either due to the specific characteristics of education in the area, or due to the local authorities paying little attention to the objectives and approach of the model. This attitude on the part of the authorities is totally comprehensible in a process of change that is naturally characterized by resistance. There is therefore the need to raise their awareness and involvement to encourage them to share the orientation and approaches of the reform.

The criteria for selecting partner schools for practicum was not respected by the local education authorities (DPE and DCE). Many of the schools chosen were not standardized schools especially in rural areas where schools selected for the practical training had only two to four classes of different levels. Additionally, several rural schools chosen were far from the group centers. In some cases, rural schools were located at distances between 30 and 80 kilometers and difficult to access due to lack of paths or road infrastructure. This inaccessibility led to the disrespect of training. In some partner schools, some of the teachers recruited did not benefit from the training designed for them due to the change in partner schools. Consequently, their supervisors' training did not always correspond to the requirements of the primary teacher training reform. This meant that the type of supervision they offered was often at odds with that of the supervising CPMF (observation, analysis and critical reflection on the student teacher's classroom practice, fair and objective judgment of the student teacher's skills). In some cases, this led to conflict between the student teachers and the host teachers.

The classes in the partner schools in which the student teachers carry out their practical training had problems like high student numbers. Large classes create obvious problems of class management even for an experienced teacher, more so for a beginner who has not been sufficiently prepared for managing large classes. Also the lack of equipment and didactic material in the classes was a constraint that impacted negatively on the student teachers' skills.

Finally, the implementation of a new project type like the "FIM-G" (Pre-service Teacher Training Program) calls for concerted action from several stakeholders and partners, not only from the education sector but also from other sectors, as well as technical and financial partners. In this domain some of the problems encountered were the slowness in contracting procedures and setting up counterpart funds and the mobility of executives involved in carrying out the project and the lack of mobilization and motivation of some partners, such as those in decentralized education structures in general and in partner schools in particular.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/biennial2003/papers/4c_Guinea

What is the design of pre-service teacher training programs?

The national workshop of September 1996 on the relevance of training in the Ecoles Normales d'Instituteurs (Teacher Training Colleges) recommended at least the full Baccalauréat (High School Diploma) as the minimum threshold for admission to training institutions for primary teachers. However, in order to satisfy one of the clauses for approval of credits for the Reform of Pre-service Primary Teacher Training in Guinea (FIMG) that recommended planning specific recruitment strategies for female applicants in order to increase representation or at least maintain it at a level of 25%, a positive discrimination measure was planned. This consisted of accepting girls and women who are holders of the first part of the Baccalauréat.

Pre-service academic and pedagogical training lasts for two to three years in the Ecoles Normales Primaires (ENP) and the Ecoles Normales d'Instituteurs (ENI) of associate trainee primary teachers and trainee teachers respectively. The first year of teaching practice program consists of coursework at the ENI (focused on the teaching of the basic subjects such as French, mathematics, science and technology, and humanities, as well as on educational psychology and learning assessment).

The year of coursework is interspersed with periods of student teaching (formation pratique) in specially selected ordinary schools (écoles associées). Courses at the ENI are taught by the normal school teachers and periods of students teaching are supervised by pedagogical advisors (conseillers pédagogiques-maîtres formateurs) in collaboration with the host teacher (maître associé) and school head (directeur associé).

The second year is a year-long student teaching experience where the prospective teacher assumes full responsibility of a classroom. During this year, the student still receives support from a pedagogical advisor as well as a maître associé. Several student teachers are placed in a given school so that they can support each other as well as engage in peer socialization.

There are two national exams nation-wide: one for all the teacher trainees of the Ecole Normale Primaire (ENP) and another for all teacher trainees of the Ecole Normale d'Instituteurs.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

What is the design of in-service teacher training programs?

There are two types of in-service teacher training programs: the short cycle (formation d'urgence-emergency training) and the long cycle (called formation régulière-regular training). The short cycle consists of three phases: three months of theoretical training (July to September), nine months of practical training (October to June) with responsibility for a class, followed by a further three months theoretical training (July to September). The long cycle consists of two phases: theoretical training lasts nine months (October to June), and is punctuated with three practical training placements (observation, immersion and responsibility). This is followed by nine months of student teaching where the trainee teachers are responsible for a class.

To apply for the training students have to have a full baccalauréat (High School Diploma). Girls and women who are holders of the first part of a baccalauréat are also admitted as recommended by the "FIMG" project recruitment strategy of positive discrimination in favor of female applicants with a view to increasing female representation or maintain it at a 25% level.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 8

There are eight major teacher training institutions in Guinea which are known as: Ecoles Nationales d'Instituteurs (ENI) and Institut Supérieur des Sciences de l'Education (ISSE). They are based in the following towns: Conakry, Kindia, Labé, Kankan, N'zérékoré, Boké, Faranah and Dubréka.

Science

Number of Institutions: 2

There are two types of teacher training institutions namely: Ecoles Nationales d'Instituteurs, Institut Supérieur des Sciences de l'Education.

Technical

Number of Institutions: 1

There is the Ecoles Normales de l'Enseignement Technique.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Minimum Requirements for Teacher Training Recruitment

General

The minimum requirement is the Baccalauréat level (High School Diploma).

Science

The minimum requirement is the Baccalauréat (High school Diploma).

Technical

The minimum requirement is the Baccalauréat (High School Diploma).

Early Childhood Education

Early childhood instructors are not necessarily holders of a Secondary School Leaving Certificate. Most of them are drop-outs from secondary schools who are recruited and trained as teachers of pre-primary schools.

Other

Prospective candidates must be holders of the Baccalauréat certificate.

How is the assignment to schools done?

The increase in the number of schools, particularly in rural areas, and the difficulties linked to means of communication and road infrastructures do not facilitate centralized management of schools and teacher files. In this context, the goal is to recruit and train future primary school teachers in their home regions and to seek, where possible, to assign them on a contractual basis. The duration of the contract is one school year and is renewable yearly.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Are there incentives for teachers to teach in rural areas?

Incentives for teachers in rural areas exist.

In some rural areas, the communities provide free houses for teachers.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

In February 1998, the government of Guinea obtained a Learning Innovation Loan (LIL) from the World Bank with a view to mitigating crisis in the education sector. The professional development and support of head teachers and school administrators is one of the components of this program.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Are working conditions sufficiently competitive to attract and retain quality teachers?

No, the working conditions are not sufficiently competitive as compared to other professions in terms of incentives such as salary and career plan. The consequence is that more and more teachers are abandoning the teaching profession for other better paying professions.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

- High illiteracy rate among parents who are not adequately sensitized on the importance of female education
- Girls' school participation is constrained by cultural, religious, social, or political norms concerning women's role in the society.
- Most parents cannot afford the relatively high cost of schooling and would prefer educating their sons at the expense of their daughters.
- Insufficient national budgets for education and inadequate roads and transportation along with poor quality curriculum and teacher preparation
- There is the absence of an effective partnership between government, parents, teachers, the private sector, NGOs and the community.
- The need for more devolution of authorities to local communities with regard to school management because communities are often willing to pay the cost of schooling for their children in a locally-relevant context
- Education research, planning, design and implementation needs to take gender into account in decision-making processes, and promote democratic decision-making for women and men alike.
- More attention should be paid to the physical environment of schools because parents are often very concerned about a daughter's safety and maintenance of traditions such as male-female segregation.

Sources

World Bank & UNICEF agree: The abolishment of school fees is a sound investment; 25 June 2003 - www.reliefweb.int/w/rwb.nsf2004/03/18

What is the policy on pregnancy?

For Girls

Pregnant girls are expelled from primary and secondary schools in Guinea. However, in November 1999, the Charter on the Rights and Welfare of the African Child, included an explicit requirement that governments ensure that pregnant girls have an opportunity to continue with their education.

Sources

Guinée- Rapport annuel 2003 - www.rsf.org/article.php3

Is there evidence of curriculum revision?

Innovative teaching practices

Apart from the traditional textbook approach, the renewed orientations of the FIM-G represents a change in the education paradigm, as it is based on a learner-centered pedagogical approach.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

Relevance to the world of HIV/AIDS

The relevance of HIV/AIDS was made an integral part of the new curriculum with special emphasis on open discussion on the modes of transmission and prevention. In partnership with the Ministries of Education and Health, USAID sponsors national teacher training programs on HIV/AIDS awareness and prevention by inviting religious, political and social leaders, and PTA members to sessions to ensure the entire community is involved.

Sources

AIDS Prevention Efforts in Guinea: Youth to Youth Counseling - <http://web.worldbank.org>

Life Skills

The principle behind "skilled based learning" is that students need to learn how to make and implement decisions. While traditional teaching methods provide students with information, skill-based education teaches students how to use information to make decisions, how to negotiate, and be self-assertive.

The Project GUI/90/PO2 entitled " Education on Population" (EMP) launched in 1989 has been implemented in 43 elementary schools. This project aims to develop responsible behavior in children in regard to social problems, such as rapid population growth, rural exodus, juvenile delinquency, sexuality etc.

Another project: "Clean Schools-Green Schools" is directed towards information and civic education of young people to prepare them to take responsibility for environmental problems and predispose them to protect the environment.

Sources

Association for the Development of Education in Africa; Country Case Study, Republic of Guinea 2003 - www.adeanet.org/biennial2003/papers/4C_Guinea_ENG_final.pdf

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

- There is the need for the government to change its policy and practice to ensure that compulsory education and child labor laws are enforced.
- School curriculum and location must reflect the needs of girls and financial assistance must be made available so as to offset the cost of schooling.
- There should be a systematic change in government policy and institutional reform and resource reallocation.
- Girls' education must be made part of the country's basic education program.
- The number of female teachers, teacher trainers and school directors especially those deployed in rural areas should be increased. This would convince local populations about the importance of sending their daughters to school.
- Schools should be built in safe, accessible areas close to home.
- There should be an increase in effective social mobilization for community participation in the organization and management of schools.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Textbooks and Other Learning Materials

Are teaching guides and other resources available?

Teaching guides are available.

What are the mechanisms for development/distribution of teaching and learning material?

Development

There has been significant progress with regard to the supply of textbooks. Textbook distribution management hinges on establishing a sustainable process relying on private distribution systems and companies bidding and working with communities to develop their capacity for managing textbook supplies.

Sources

The World Bank Education Notes; Guinea: A steady Growth Path to Achieve Education for All - www1.worldbank.org/education/pdf/EduotesGuinea.pdf

Perception of Adequacy of Learning Resources

Despite the efforts made by the Guinean government and local and international NGOs in the provision of learning materials, there is still a great shortage of learning materials especially in rural areas.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

To what extent is information communication technology available/used in basic education?

ICT Available

Guinea has been connected to the Internet since 1997. Guinea has three Internet Service Providers (ISPs) and 300 Internet accounts. They are Sotelgui (the country's Post and Telecommunications Utility) and two private ISPs: BINTTA/MiriNet and ETI-Bull.

Sotelgui started offering Internet Services in 1997 through a project with the USAID's Leland Initiative (an initiative to improve Africa's global information infrastructure). As a result of the two contracts that Sotelgui signed with USAID, the USAID group installed commercial ISPs using the new VSAT satellite technology that delivers high speed bandwidth to multiple locations at a shared cost. The Internet is now accessible not only in the capital city but also in rural regions.

Sources

2004 CIA World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/>

Description of Transportation Systems and Projected Improvements

The transportation system is very underdeveloped and consequently is one of the obstacles to basic education. Guinea has a railway line of only 1.11 kilometers (km), highways of 30,500km, 1,295km of waterway, and three ports and harbors in Boke, Conakry and Kamsar.

Sources

2004 CIA World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/>

Community Participation in Basic Education

In what ways is the community involved in basic education?

Paying fees

Parents pay fees for their children.

Serving in committees for school development, Parent Teacher Association (PTA)

PTAs are actively involved both formally and informally in basic education.

Recruitment of Teachers

Through PTAs, the community recruits teachers and even pays their salaries in some rural areas.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

What is the level of community participation vs. government share of social and financial responsibility for basic education?

The government provides the greater share while the community participates in building classrooms and providing teaching and learning materials especially in rural areas.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

The following NGOs are involved in education in Guinea: World Bank, Care International, European Union, French, German, and Japanese development organizations, CIDA, OPEC, UNICEF, UNESCO, World Food Program, African and Islamic Development Bank, Save the Children, and Catholic Relief Services.

World Education's support for the Community Education program which was initiated in 1997 aims at building on strong local interest in educational innovation. The program's goals are to build the skills and institutional capacity of Guinea's NGOs to implement effective community development activities through training and support services and to work with indigenous NGOs to develop PTAs so that they can play an effective role in improving educational quality and access for their children.

Sources

USAID Guinea/ Education & Training - www.usaid.gov/gn/education/background/

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS

HIV/AIDS erodes the supply of education by increasing teacher illness, absenteeism and teacher mortality.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Educational Management's Ability to Plan Long-Term

HIV/AIDS also affects the educational management's ability to plan long-term by eroding the process and quality through decimating the ranks of technical managers, curriculum designers, information specialists and planners. Morale among education professionals is also eroded by the toll of HIV/AIDS. Attrition among education professionals increases as they are drawn to other fields where work is less demanding and the pay is higher.

Sources

Association for the Development of Education in Africa - http://www.adeanet.org/programs/biennial99/en_synt

Is there provision for the education of orphans and vulnerable children?

There is provision for the education of orphans and vulnerable children.

Catholic Relief Services, Care International and UNICEF are operating education programs for orphans and vulnerable children.

Sources

USAID Guinea/ Education & Training - www.usaid.gov/gn/education/background/