

Assessment of Guineabissauan Business & Management Schools

as potential partners for GBSN projects

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Executive Summary.

The present assessment, carried out in October 2005 over a 7-day period, aims to identify Guineabissauan business & management training institutions as potential partners for future GBSN projects. It provides concise quantitative and qualitative insights into the country's three management training institutions located in Bissau, the country's political and economic capital.

The Guineabissauan business & management education market is relatively weak, as almost every other sector of the economy is in a stage of reconstruction. But the demand for basic training in management - from high school leavers and from the business community - is there. In response to this, and to a demand for higher education in general, two Universities have come to existence recently and it remains to be seen what their actual impact will be. It is additionally clear, however, that needs exceed demand at this point, as a lot of actors needing management training do not have sufficient ability (MSMEs for example) or little willingness (the Public Administration) to pay for training.

Business & Management education market characterization:

Supply-side:

- Lack of skilled faculty, with rigorous academic background and appropriate pedagogical training. Most highly skilled individuals in the field live abroad or engage in more lucrative business activities
- Close to no research activities performed due to the absence of research tradition, lack of faculty training and funding, shortage of laboratories and research centers, low of incentives
- Increasing competition, with recent emergence of two Universities providing management training
- Low quality of primary and secondary education, determining a generally poor level of preparedness of incoming students within the higher education system
- Until recently, CENFA, the only institution to supply business/management training, was not providing University-level courses (BA and Lic.) but functioned more as a vocational/professional school
- Even though Guinea-Bissau has joined the West African Economic and Monetary Union (UEMOA) in 1997, local schools do not yet teach the SYSCOA Accounting Standards that the country is bound to implement by virtue of UEMOA adhesion treaty

Demand-side:

- Unlike countries such as Angola, few foreign companies are established in Guinea-Bissau and there is little to no dependency on expensive and less contextualized expatriate staff
- Local entrepreneurs (in MSMEs in particular) generally have no formal training in basic management skills and tools such as Accounting, Finance, Strategic Planning, etc. For example, basic bookkeeping is not a standard among MSMEs. Their need for management training is high, but their actual demand is weak in part due to limited financial capacity
- As a result of the two previous points, the demand for management education from local companies is generally not very strong, but some issues like Accounting and the introduction of the SYSCOA standards is high on entrepreneurs' training priority list
- Until recently, top-level high school leavers would directly enter the labor market or try to enroll at foreign Universities. However, with the recent emergence of two Universities the demand for higher education is on the rise, as it now becomes a possibility locally

Based on interviews, site visits, private and public sectors feedback and official data submitted by the institutions surveyed, a comparative ranking has been established, classifying schools in terms of their potential to engage in future GBSN projects. This ranking considers both objective and subjective indicators, based on the assumption that a successful project depends as much on the strength of the partner school as it does on relational factors. In fact, a potential partner school should be characterized by an optimal blend of academic excellence, commercial viability, strong motivation, and cooperative, responsive leadership.

Guineabissauan schools rank more or less equally as *relatively good potential partners* for GBSN. They slightly differ in terms of strengths and weaknesses but in a relatively limited way. In fact, the most efficient approach to capacity-building of Guineabissauan schools is probably to target all three at the

same time, in order to reach all of the education providers in the business & management training system of the country. This is certainly true for a project that would target Accounting Standards, as all present and future accounting specialists will have to apply the new SYSCOA standards.

School ranking, potential for partnership with GBSN:

	CENFA	UCB	UAC
Interest in GBSN partnership	2	3	2
Experience/Reputation	3	2	2
Leadership Capacity	2	2	2
Feasibility of Implementation	2	2	2
Potential Risks	2	2	3
Expected Success of Project	2	2	2
Average Score:	2.2	2.2	2.2
Rank:	1	1	1

General recommendations:

As a consequence, GBSN should prioritize a relationship with all three of CENFA, UCB and UAC in exploring the potential for future projects. As a general rule, capacity-building measures should focus on the following priorities:

- Training Professors in teaching the new Accounting standards of the UEMOA, called SYSCOA, and support them in developing didactic material to train private sector leaders, public administration and students enrolled in the Accounting courses
- Procuring reference material (textbooks, specialized publications, etc.), in Portuguese and French
- Training existing faculty, in teachings methods, research, and in specialization fields in high demand in the market
- Fostering interaction with private sector, and supporting the development of short, targeted courses catering for companies' particular needs, with a focus on entrepreneurship
- Fostering interaction with counterparts in the UEMOA region (all of which are Francophone countries)

Building the capacity of all three of Guinea-Bissau's business and management training institutions to deliver adequate and affordable training to the national economic actors may have a substantially large impact on the economy's recovery as a whole. GBSN should not miss this opportunity.

Recommended projects:

Project 1: Updating Accounting Curriculum at CENFA, UCB, and UAC

Guinea-Bissau adhered to the UEMOA in 1997, implying that the country would have to start functioning with a new set of accounting standards known as the SYSCOA. It is crucial for the country's economy to acquire the knowledge and tools to function under this new set of accounting standards, which sensibly differs from the one that are in use in Guinea-Bissau to this day. Building the capacity of all schools with an accounting curriculum to provide training in SYSCOA is assuredly the most efficient and durable approach to addressing this pressing issue. Such a project should focus on:

- **Training Accounting faculty in SYSCOA:** building on regional expertise of faculty from GBSN partner schools in Dakar, Senegal (the economic capital of UEMOA), conduct teacher training programs with all of the approximately 15 Accounting faculty teaching in CENFA, UCB and UAC
- **Updating Accounting curriculum:** based on curriculum from GBSN partner schools in Senegal, develop SYSCOA Accounting curriculum for Guineabissauan institutions
- **Producing didactic material in Portuguese:** translate selected course support and didactic material from GBSN partner schools in Senegal, and adapt to Guineabissauan context
- **Developing tailored training modules:** to respond to present training needs of the public administration (and fiscal authorities in particular) and of business community, develop targeted, tailored Accounting training modules to update the skills of accountants currently in business and their counterparts within the public sector

Project 2: *Public Management* training at CENFA within UNDP's *Public Sector Reform* project

UNDP is undertaking with the Government of Guinea-Bissau a large scale *Public Sector Reform* project, addressing, notably, the crucial need for management training in the public administration. CENFA, who has traditionally trained most skilled staff in the public administration, is in an ideal position to take on the challenge of developing the management capacity of the public sector, with the support of GBSN partner schools in Brazil (FGV-EBAPE in particular) that have developed expertise on public administration training. Such a project should focus on:

- **Training faculty:** training CENFA faculty based on global best practice in public management, building on the experience and expertise of faculty from GBSN partner schools in Brazil (FGV-EBAPE in particular) and/or in Portugal (ISCTE-Lisbon in particular)
- **Developing Public Management curriculum:** design a tailored curriculum to address the direct training needs of the public administration, as outlined in UNDP's *Public Sector Reforms* project
- **Producing adapted didactic material:** Using Brazilian and/or Portuguese course support and didactic material as a basis, develop teaching instruments and course contents adapted to the Guineabissauan context and the particular training needs of the public administration.

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1. Assessment Background, Objectives and Methodology

1.1. General Framework

This study takes place within the larger frame of GBSN's Lusophone Business & Management Education Survey. As GBSN seeks to expand its activities into Portuguese-speaking countries, it is conducting, at the field level, a Survey of Business & Management Education in Angola, Cape-Verde, Guinea-Bissau and Mozambique, aiming at identifying potential business schools with the vision and ability to take part in future GBSN projects.

At the same time, GBSN is looking for partner institutions in Brazil and Portugal with the expertise, capacity and willingness to support institutional capacity-building of counterparts in Lusophone Africa, within the framework of future GBSN projects.

The combined endeavors seek to propose a portfolio of potential projects following the GBSN model. The presentation of a proposed *Lusophone Business School Network* is available in Annex.

1.2. Objectives

The main objective of the present assessment is to identify, among existing Angolan business schools, institutions with the most interest and potential for the implementation of GBSN-modeled capacity-building projects.

This assessment intends to provide baseline information about the main business schools/management training institutions in the country, allowing for comparison. The approach adopted is not academic but practice-based and operations-oriented. The assessment has been carried out over a period of 7 days in the capital city of Bissau.

1.3. Methodology

The core of the information has been gathered through personal interviews carried out *in situ*. Additional information and hard data was gathered from official electronic and paper publications of the schools and of other institutions.

The opinions expressed in this assessment reflect the experience and analysis of the author at the time of research. As such, a sizeable amount of the information in this document bears subjective value. The emphasis has been deliberately put on qualitative assessment, rather than quantitative and countable data, in order to produce a document that will readily support project elaboration.

1.4. Comparative Ranking

To facilitate decision and comparison, a ranking of comparative advantage has been established between the surveyed schools. This ranking has an indicative value. It does not aim at assessing the intrinsic quality of institutions, but at pointing out to which school would best fit in future GBSN projects. The indicators used aim at classifying schools against one another responding at the following underlying questions:

Indicators	Underlying question:
Interest in GBSN partnership	Has the school expressed a strong interest in participating in future GBSN projects?
Experience/Reputation	How long has the school been present in the market and what is its reputation against competitors?
Leadership Capacity	Based on personal encounters and track-record of achievements, what is the capacity of the school's leadership in engaging in potential project?
Feasibility of Implementation	Based on track-record of project implementation, vision and resources of the school, how feasible would be the implementation of a GBSN-model project?
Potential Risks	What are the school's operational, financial, and context risks to be considered?
Expected Success of Project	Considering leadership, feasibility and risks, what are the expectations of potential project success?
Rank	Rank of school as compared to peers: 1st to 5 th

2. Country Background¹ and Selection of Schools

2.1. Country Background - Business/Management Education in Guinea-Bissau

2.1.1. Guineabissauan economy and management training

The following characterization of today's Guineabissauan economy provides insights into the country's need for new Accounting Standards teaching, entrepreneurial & management training and business development services:

- **Diaspora:** as a result of the country's instability and limited local educational (and employment) capacities, Guineabissauans have traditionally sought higher education (and employment) opportunities in foreign countries. Many among them have remained in their host country. In terms of human resources, this means that some of the country's best qualified scholars and professionals live abroad, underlining the need for building the capacity to provide quality management training locally to prevent this "brain drain"
- **Weak entrepreneurial culture:** In part due to a history of colonial rule and state-centered economy, economic actors tend to be passive and risk-averse rather than entrepreneurial
- **Poor managerial skills among MSMEs:** In most Guineabissauan MSMEs, owners are also self-made managers, more concerned about preserving their enterprise's *status quo*, rather than taking the risk of investing to grow. Education for management and administrative staff is often considered as an unaffordable and pointless expense, in particular in the present context. As a result, few MSME managers know or use standard business best practice (eg. Accounting, Pricing, Marketing, etc.)
- **Procedural vs managerial public administration:** education and recruitment for Guineabissauan public administration were traditionally geared towards the constitution of a staff of procedure-based administrators, rather than results-oriented managers. There is today the need to build the capacity of the public administration through global best practice-based management training
- **Generally low level of education:** The country has among the lowest indicators in the world² in terms of adult alphabetization rates (39.6%), and combined school enrollment rates (37%), stressing the crucial need for capacity-building in the education sector, at all levels
- **Absence of Accounting Standards (esp. SYSCOA):** Accounting practices across Guineabissauan companies lack rigor and comprehensiveness, if accounting tools are used at all. The majority of companies are in the informal sector, and very few "managers" have acquired knowledge of accounting or basic bookkeeping tools. Additionally, even though the country has joined UEMOA in 1997 and agreed to replace its accounting standards to implement the Union's SYSCOA standards, nothing has been done to achieve this goal as of today. The fiscal authorities, as well as accountants in the private sector, and the schools preparing the future accountants crucially need to learn these new standards
- **Shallow market:** with less than 1.5 million inhabitants and a low level of economic development, the Guineabissauan economy is relatively small. Adequation between demand and supply of trained personnel in particular fields of specialization is a challenge, as there is a high risk of saturation (supply exceeding absorption capacity) in the local market. Management education, as it is applicable to all sectors of economic activity, is less subject to such risk, but the need for flexible and targeted training programs must definitely be underlined

2.1.2. Management education milestones

- 1982: Creation of CENFA, the *Centro de Formação Administrativa* (Administrative Training Center), with the objective of training public administration staff, following the recent Independence and the ensuing exodus of most trained administrative personnel. Until recently CENFA has not functioned as an academic degree-granting higher education institution but more as a professional training school for State apparatus personnel
- 1999: creation of a Steering Committee for the creation of a public University, building on the existing HEI such as CENFA and the Law Faculty
- 2003: creation of UCB, the country's first operational University
- 2004: launch by UCB of the country's first BA/Lic. programs in *Public Administration*, in *Accounting and Management*, and in *Marketing*

¹ Please refer to Appendix 4 : *Guinea-Bissau At A Glance*, for more country background information

² See Appendix 3: Higher Education Diagnostic on Guinea-Bissau : SOFEG, « Etude sur l'enseignement supérieur dans les pays de l'UEMOA : Rapport diagnostique Guinée-Bissau », 2004, pg. 9

- 2004: creation of UAC, the country's first public University

2.1.3. Business/Management education in perspective

- **Brief higher education experience:** among Portuguese colonies in Africa, Guinea-Bissau was never considered by the colonial power as a priority in terms of education (even less so than Guinea-Bissau). Consequently, unlike Angola and Mozambique, the Portuguese never created higher education institutions in Cape-Verde and at Independence in 1974, there was only one high school in the country. The first HEI created was the Faculty of Law, in 1979. The first University was born in 2003
- **Business education, a recent concept:** after Independence in 1975, a Marxist state was established, and the economy was nationalized and run by the State. Business education was not even a concept, but training in administration was provided for State functionaries. With the end of the Cold War and the push from International Financial Institutions, the economy slowly moved towards liberalization and market economy. Business Education proper has only become a priority with the recent emergence of Universities, who designed courses to respond to market needs

2.1.4. Characterization of present business education environment

As a general rule, the following is true across the board for existing business/management training institutions in Guinea-Bissau, as well as for higher education in general:

2.1.4.1. Supply-side:

- Lack of skilled faculty, with rigorous academic background and appropriate pedagogical training. Most highly skilled individuals in the field live abroad or engage in more lucrative business activities, rather than academic ones. Most faculty among Guineabissauan higher education institutions are employed on a part-time basis, giving 2-6 hours of evening class a week
- Close to no research activities performed, with the exception of the work done by INEP, due to the absence of research tradition, lack of faculty training and funding, shortage of laboratories and research centers, low of incentives (both financial and career-wise) in the face of more lucrative consulting activities. Certainly no research has been done in the business/management fields
- Increasing competition, with recent emergence of two Universities providing management training. This increase in competition prompts several positive changes towards more responsiveness to market needs, more interactive teaching methods and a general push for quality, but also increases the risk of supply saturation in the market for human resources with advanced training
- Low quality of primary and secondary education, determining a generally poor level of preparedness of incoming students within the higher education system. As a result, both Universities have set up a year's course to prepare school leavers (finishing at 11th grade) for University studies
- Until recently, CENFA, the only institution to supply business/management training, was not providing University-level courses (BA and Lic.) but functioned more as a vocational/professional school
- Even though Guinea-Bissau has joined the West African Economic and Monetary Union (UEMOA) in 1997, local schools do not yet teach the SYSCOA Accounting Standards that the country is bound to implement by virtue of the UEMOA adhesion treaty

2.1.4.2. Demand-side:

- Unlike countries such as Angola, few foreign companies are established in Guinea-Bissau and there is little to no dependency on expensive and less contextualized expatriate staff
- Local entrepreneurs (in MSMEs in particular) generally have no formal training in basic management skills and tools such as Accounting, Finance, Strategic Planning, etc. As an example, basic bookkeeping is not a standard among MSMEs. Their need for management training is high, but their actual demand is weak in part due to limited financial capacity
- As a result of the two previous points, the demand for management education from local companies is generally not very strong, but some issues like Accounting and the introduction of the SYSCOA standards is high on entrepreneurs' agenda and the demand for training in this field is correspondently strong

- Until recently, top-level high school leavers would directly enter the labor market or try to enroll at foreign Universities. However, with the recent emergence of two Universities the demand for higher education is on the rise, as it now becomes a possibility

2.2. Selection of schools

This assessment has attempted to visit all the major business/management training institutions in the country, which are all located or headquartered in the capital city of Bissau. Information and due diligence about which schools to visit was provided mostly by the WB country team, as well as local experts.

2.2.1. Schools surveyed

Among the surveyed schools, CENFA and UAC publicly owned, but privately managed, and UCB is fully private. This assessment has visited the following institutions:

- Centro de Formação Administrativa (CENFA), headquartered in Bissau, with campuses in 3 other provinces
- Universidade Amílcar Cabral (UAC), in Bissau
- Universidade Colinas de Boé (UCB), in Bissau

2.2.2. Schools not surveyed

As far as we know, no other institution in Cape-Verde provides management training at the undergraduate or graduate level. There are however a number of smaller vocational training institutions organized by NGO's and Churches which provide management training at a very basic level.

3. Institutional Ranking

3.1. Comparative Ranking³

	CENFA	UCB	UAC
Interest in GBSN partnership	2	3	2
Experience/Reputation	3	2	2
Leadership Capacity	2	2	2
Feasibility of Implementation	2	2	2
Potential Risks	2	2	3
Expected Success of Project	2	2	2
Average Score:	2.2	2.2	2.2
Rank:	1	1	1

As a result of this ranking, which aims at gauging business/management training institutions' potential for engaging in future GBSN projects, the *three existing institutions seem to be on a par in most fields.*

Additionally, considering the limited size of the latter, an approach which aims at building the capacity of all three of the schools would seem preferable as focusing on one only. As a result, schools have not been tiered, but their relative strengths and weaknesses have been identified as follows:

3.1.1. CENFA

- CENFA is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - high level of interest in potential GBSN partnership
 - longest experience in administration and management training (more than 20 years)
 - presence in the provinces as well (north, south and east)
 - only schools with graduates currently working in the marketplace (which, additionally, have received positive feedback from employers)
- Its main weaknesses are:
 - absence of a resident body of full-time faculty
 - not enough ties with private sector
 - focus on professional and vocational training (not exclusively higher education)
 - “remote” location 20 min outside of Bissau city center

3.1.2. UCB

- UCB is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - high level of interest and motivation in potential GBSN partnership
 - dynamic, visionary, and respected leadership
 - strong curriculum emphasis on business & management training
 - effective partnership with a reference school in Portugal (IPL)
 - very flexible structure, easily adaptable to projects
 - first University in the country (CENFA, is more of a technical/vocational training school)
- Its main weaknesses are:
 - lack of experience (only started in 2003, no graduates on the labor market)
 - high drop-out rate (maybe more than 50%) and financial weakness
 - less political support than two other schools

³ An explanation of the indicators used for the Comparative Ranking is provided in Section 1.4

3.1.3. UAC

- UAC is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - strong political, and some financial support from the Government (which makes it a less risky partner than UCB)
 - larger school, with more students and more financial means than others
 - ideal location within the center of Bissau
 - partnership with good reference schools (Uni-Bordeaux France, Uni Coimbra Portugal) and Universidade Lusofona de Lisboa (ULL), Portugal
- Its main weaknesses are:
 - management potentially bureaucratic and not immune from political interference
 - not enough ties with private sector
 - teaching perceived as too theoretical/academic
 - lack of particular focus on management training

4. Institutional Profiles

Hereafter follow the Institutional Profiles of the three surveyed institutions. They are not organized per rank as in other country assessments, as they appear to rank at the same level. These Profiles have been established on the basis of questionnaires filled in by the institutions, interviews with Senior administrative and academic staff and students, visit of the facilities, and official documentation from the schools.

Note that the data provided by the institutions has not been externally audited. Additionally, the qualitative judgments made in these Profiles reflect the author's analyses at the time of research and bear a substantial degree of subjectivity. In doing so, the author has attempted to qualify statements on whether GBSN should engage in a project with the concerned institution.

4.1. Centro de Formação Administrativa (CENFA) *Center for Administration Training*

4.1.1. Potential for GBSN partnership:

- CENFA is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - high level of interest in potential GBSN partnership
 - longest experience in administration and management training
 - presence in the provinces as well (north, south and east)
 - only schools with graduates currently working in the marketplace (which, additionally, have received positive feedback from employers)
- Its main weaknesses are:
 - absence of a resident body of full-time faculty
 - not enough ties with private sector
 - focus on professional and vocational training (not exclusively higher education)
 - “remote” location 20 min outside of Bissau city center

4.1.2. Institution Background:

- CENFA is a public institution (owned by the State, which pays parts of the salaries) but it also generates its own income through tuitions. It retains however a high degree of scientific and administrative autonomy vis-à-vis the Ministry of Education
- CENFA was created in 1982, to be the training center for the public administration under a socialist regime. In the 1990s, when the country started implementing market-friendly reforms, CENFA adapted in order to cater for the nascent private sector. Its 20+ years make CENFA by far the oldest management training institution with the best reputation. The socialist legacy, political instability and bureaucratic inertia have, however, played constraining roles in its development
- Mission: CENFA sets out to respond to training needs in the fields of public administration, management and accounting, in order to support the economic development of Guinea-Bissau. CENFA, under the guidance of the Ministry of Education, has developed close links with the public sector, and functions as its training center. It also trains future leaders of the private sector. CENFA also aims at bringing education within reach of the whole country, maintaining campuses in Bissau (capital city on the West coast), in Canchungo (North), Bafata (East), and Buba (South)
- Academic focus: CENFA focuses exclusively on Public Administration, Accounting, and Management at various levels: technical superior (B.A. level); technical medium (high school-level); and technical-professional, for students that do not have a high school degree (as is the case of the majority in the Public Administration), but are engaged in a professional activity

4.1.3. Historical Landmarks:

- 1982: creation of CENFA as the training center for the Public Administration
- 1986: opening of campuses in the North, East and South of the country, to provide basic management/administration training in the provinces
- 1991: creation of courses at technical medium level (9th-12th grades) and intensive courses for professionals in the provinces, in Accounting, Basic Management, Treasury, and Clerical skills
- 2001-03: “skill improvement” refresher courses for civil servants across most Ministries
- 2002: rehabilitation of parts of the CENFA campus, destroyed/looted during the civil war
- 2005: launch of BA degree in *Accounting and Management*

4.1.4. Leadership:

- CENFA Management team is composed of three persons (1 Director, 1 Head of Academic programs and 1 Head of Provinces programs). It is led by an energetic and entrepreneurial woman, Director Marcelina Santos Ba. The team appears to display pragmatism and realism in its strategic planning
- CENFA’s leadership has shown a high level of responsiveness and interest in potential cooperation with GBSN, as well as much openness and honesty about its present limitations and weaknesses

4.1.5. Staff and Students:

- Only 3 of CENFA's 26 Professors are full-time, and these combine teaching and administrative functions. Faculty academic degrees include 1 PhD, 2 Master's, 17 Lic., 5 Bas
- Management and Administrative staff at CENFA amount to 26 people
- CENFA currently has about 335 enrolled students enrolled in its technical-medium programs on the Bissau campus

4.1.6. Infrastructure and Course Range:

- CENFA operates out of a formerly well equipped and large campus, 15 minutes outside of Bissau city. Currently 2 out of the 6 building in the complex are rehabilitated including 12 classrooms. Should the whole complex be repaired, 3 more buildings of 12 rooms, one amphitheater and one teachers housing unit would be available
- CENFA campuses in the provinces are small units of have one classroom each
- CENFA has a few computers and a depleted library (looted during the war)
- Courses offered are as follows:
 - B.A. in *Accounting and Management*
 - Technical-medium (high school-level) degrees in *Administration* and in *Accounting*

4.1.7. Financial Situation:

- CENFA is a public, not-for-profit institution. It earned approximately 63'000 USD (34'157'000 CFA) in 2003/04
- A full-time Professor earns about 1'220 USD annually and part-time Professors are paid on an hourly rate. On average, they will earn about 1360 USD annually
- Monthly tuition fees for the BA program amount to 32 USD (17'500 CFA)
- There are no scholarships available to study at CENFA

4.1.8. Student Growth:

- There currently is a growing demand from students for higher education, and business/management education in particular owing to its higher level of employability, as the number of high school leavers rises. Estimates about annual number of school leavers vary between 2500 and 5000. UAC would absorb 30% of and UCB about 10%
- However, the capacity of school-leavers to finance their education is very limited, which may limit the actual demand
- Demand from SMEs for concise, practical management tools and training for their staff is relatively high among the few higher-profile companies in the re-emerging Guinean private sector

4.1.9. Short-Term Plans:

- 2006: possibly integrate the University Amilcar Cabral (UAC), as the School of Management and Administration but scenarios are not clear yet, and divergences in strategic aspects exist between the Ministry of Education, the UAC and CENFA
- 2006: launch technical-professional courses in various areas of Accounting, Management and Public Administration, for professionals who do not have a high school degree (eg. the majority of civil servants is in this case)

4.1.10. Competition:

- CENFA still has a leading role in the Guinean business/administration market, chiefly based on its history as the longest established School of Administration (since 1982). In comparison, UCB and UAC (both operating since 2003) are much younger and have not had their first cohort of graduates reach the market
- CENFA has trained the vast majority of skilled civil servants, as well as most accountants and skilled workforce in the private sector

- It is unclear whether CENFA will integrate the UAC or remain independent. If it does so, it is not clear whether its focus on professional training (vs purely academic training) will change. As a result the situation may change much on the market in coming years

4.1.11. Key Bottlenecks:

- Low-level of faculty training: given the context in which CENFA operates, it can be thought to have currently enough teachers. Their level of training is an issue of concern as they lack IT skills and their knowledge is sometimes outdated. CENFA does not have a program to train the teaching body
- Financial constraints: CENFA counts on the State to finance part of its budget (mostly staff salaries and other operating costs) but the Government rarely pays the entire amount it originally allocated to CENFA, and rarely does it on time. Additionally, as students' capacity to finance their studies is very limited, CENFA can difficultly increase tuition fees to generate more income
- Lack of didactic and reference material: the need for Portuguese/French written reference material, course-support, IT programs, Management software and research material is high
- Poor infrastructures: CENFA has to rely on a costly generator to produce electricity as it is located away from the city network. It does not have a good running water system. Additionally, its distance from Bissau center is a great limitation, as the cost of transport is really high for students and faculty

4.1.12. Potential Risks:

- Operational risks: *Quality faculty & staff retention/production* is high, as the supply is limited in the country, and competition from UAC and UCB may attract Professors away from CENFA. Additionally, there is no good training structure to "produce" quality faculty for the country's HEIs
- Financial risks: *Financial Viability* risk is medium as students' financial capacity is limited. However, support from the State, though sporadic and limited provides some degree of guarantee, and CENFA may broaden its income base by developing corporate courses
- Country/Context risks: *Political* risk is medium, as Guinea-Bissau has a history of political instability, which just ended in 2003. Currently, presidential elections have been held in October 2005 and former President Nino Viera has been elected, though he is the author of the 1998 coup which started the civil war. Future is therefore uncertain, though it is expected by most that rivalries will not spill over outside of the political realm

4.2. Universidade Colinas de Boé (UCB) *Economics and Management Department*

4.2.1. Potential for GBSN partnership:

- UCB is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - high level of interest and motivation in potential GBSN partnership
 - dynamic, visionary, and respected leadership
 - strong curricular emphasis on business & management training
 - effective partnership with a reference school in Portugal (IPL)
 - very flexible structure, easily adaptable to projects
 - first University in the country (CENFA, is more of a technical/vocational training school)
- Its main weaknesses are:
 - lack of experience (only started in 2003, no graduates on the labor market)
 - high drop-out rate (maybe more than 50%) and financial weakness
 - less political support than two other schools

4.2.2. Institution Background:

- UCB is an entirely private institution created in 2003, with the support of the Instituto Politecnico de Leiria (IPL, Portugal) to respond to the country's need in terms of higher education. At that time, no University existed, though the Government had been studying the viability of and designing plans for the creation of a public University, known today as the University Amilcar Cabral (UAC)
- Mission: UCB sets out to provide a higher education opportunity to "armies of high school graduates", training skilled human resources in administration, public and private management, promoting companies and employment
- Academic focus: UCB has a strong academic focus on management and accounting, but also offers degrees in law and sociology, as well as three degrees in engineering. It develops regular undergraduate degrees, as well as, short-courses in public administration, management, and budgetary issues for the Ministry of Economy and Finance, the Foreign Ministry, and the National Assembly, showing its concern to contribute to building the capacity of the public administration
- A key UCB strategy is to become a French/Portuguese bilingual school, as "our globalization happens through French" said UCB President Monteiro, the country being the only Lusophone member of the Francophone West African Economic and Monetary Union (UEMOA)

4.2.3. Historical Landmarks:

- 2003: creation of UCB with the support of Portugal's Instituto Politecnico de Leiria (IPL), and launch of pre-university preparation courses
- 2003: as a IPL partner, UCB acquired recognition from the Portuguese Ministry of Education
- 2004: launch of BA/Lic programs in *Public Administration*, in *Accounting and Management*, and in *Marketing*
- 2004: formal accreditation by the Ministry of Education

4.2.4. Leadership:

- UCB is led by two high-profile intellectuals who have distinguished themselves in academia and political life. The President, Prof Huco Monteiro is a former Minister of Education and of Foreign Affairs and holds an MPA from ENA (France). The Rector, Prof Fafali Koudawo, holds a PhD from HEI (Switzerland) and was a prolific researcher at INEP (Guinea-Bissau)
- The creation of UCB as the country's first University has been perceived by some as a challenge to the Government's project of creating a public University. UCB leadership therefore faced some degree of opposition, as well as, in contrast, marked support from various distinguished personalities such as Mr Paulo Gomes (WB ED), Mr Le Tourneau (French Ambassador), UNICEF Representatives, and many respected Guinean personalities

4.2.5. Staff and Students:

- UCB has 7 full-time Professors (5 of whom also hold managing position within the school) and 45 part-time Professors and Visiting Faculty from IPL. Faculty academic degrees include 4 PhD, 11 Master's, 31 Lic., 6 Bas
- Most Professors are active businessmen or managers in the public administration
- Management and Administrative staff at UCB amount to 19 people
- UCB currently has about 500 enrolled students enrolled in its technical-medium programs on the Bissau campus

4.2.6. Infrastructure and Course Range:

- UCB is presently located in a former cashew-nut processing factory, on the main road just outside of Bissau center. It rehabilitated the buildings (leased by a supportive owner) and build extra classrooms, which amount to 14 plus 1 amphitheater
- UCB has a few computers and a specialized library endowed with about 600 titles
- Management/Business-related courses offered are as follows:
 - BA and Lic. in *Accounting and Management*
 - BA and Lic. in *Public Administration and Social Economics*
 - BA and Lic. in *Marketing and Social Communication*

4.2.7. Financial Situation:

- UCB is a private, not-for-profit institution. It earned approximately 130'000 USD (70'486'000 CFA) in 2003/04, 50% of which covered Faculty and Staff salaries, 25% maintenance and rehabilitation, and the remaining 25% for other operating costs
- A full-time Professor earns about 3'240 USD annually and part-time Professors are paid on an hourly rate
- Monthly tuition fees for the BA program amount to 26 USD/month (15'000 CFA)
- The BAO (Banco da Africa Ocidental) offers 10 scholarships per year to meriting students. BAO additionally sponsors publications and other UCB activities

4.2.8. Student Growth:

- There currently is a growing demand from students for higher education, and business/management education in particular owing to its higher level of employability, as the number of high school leavers rises. Estimates about annual number of school leavers vary between 2500 and 5000. UAC would absorb 30% of and UCB about 10%
- However, the capacity of school-leavers to finance their education is very limited, which may limit the actual demand
- Demand from MSMEs for concise, practical management tools and training for their staff is relatively high among the few higher-profile companies in the re-emerging Guinean private sector, but no HEI currently offers this kind of products

4.2.9. Short-Term Plans:

- 2006/7: strengthen student base and reach 1000 students
- 2006/7: launch a degree in *International Trade and Commerce*
- Ongoing: continue evolving towards a bilingual (French/Portuguese) teaching, by reinforcing students language skills in the first preparatory year

4.2.10. Competition:

- CENFA still has a leading role in the Guinean business/administration market, chiefly based on its history as the longest established School of Administration (since 1982). In comparison, UCB and UAC (both operating since 2003) are much younger and have not had their first cohort of graduates reach the market

- CENFA has trained the vast majority of skilled civil servants, as well as most accountants and skilled workforce in the private sector
- In this context, it is difficult to evaluate the positioning of these 3 institutions, in the market for business & management training. The following seems to be true:
 - CENFA, longer experience, better reputation, geared towards accounting and public administration, and professional vs academic training
 - UAC, more means and political support, strong partnership with Portugal (Univesidade Lusofona), the most academic of schools, more bureaucratic and less flexible than UCB or CENFA
 - UCB, the most dynamic and flexible structure, may be also the weakest of all (as it has less means or political support), the most visionary and accountable leadership, clearer focus on business and management training, and the most private-sector oriented

4.2.11. Key Bottlenecks:

- Financial constraints: UCB counts on the tuition fees and some sponsors (like BAO) to finance its budget, but students' payment capacity is limited (only about 25% pay regularly with no problem). Additionally, as students' capacity to finance their studies is very limited, UCB can difficultly increase tuition fees to generate more income. Finally, access to finance is difficult, as BAO, the country's only commercial bank to date will make 3-months loans at 15%
- Lack of didactic and reference material: the need for Portuguese/French written reference material, course-support, IT programs, Management software and research material is high
- Low-level of faculty training: given the context in which UCB operates, it can be thought to have currently enough teachers. Their level of training is an issue of concern as they lack IT skills and their knowledge is sometimes outdated. UCB is however planning on conducting a teacher training program with partner IPL
- Infrastructures: UCB does not own its facilities, but these are generally in good condition. It is not known however for how long UCB will be able to use them, and therefore, the school's perennity would be better guaranteed if it had its own facilities

4.2.12. Potential Risks:

- Operational risks: *Quality faculty & staff retention/production* is high, as the supply is limited in the country, and competition from UAC and CENFA may attract Professors away from UCB. Additionally, there is no good training structure to "produce" quality faculty for the country's HEIs
- Financial risks: *Financial Viability* risk is medium to high as students' financial capacity is limited. However, UCB functions with a very light structure, controlling and limiting expenses to the essential. As of now, UCB does not have a broad enough income base, but it is evolving in a difficult context and its leadership has shown that it considers the school's success a higher priority than its own welfare
- Country/Context risks: *Political* risk is medium as UCB has been perceived as a challenge, if not a threat, but the political establishment (who had their own project of launching the country's first University). It seems however that the situation has lightened up, now that UAC has come into existence. *Country* risk is medium, as Guinea-Bissau has a history of political instability, which just ended in 2003. Currently, presidential elections have been held in October 2005 and former President Nino Viera has been elected, though he is the author of the 1998 coup which started the civil war. Future is therefore uncertain, though it is expected by most that rivalries will not spill over outside of the political realm

4.3. Universidade Amilcar Cabral (UAC) *Economics and Social Sciences Department*

4.3.1. Potential for GBSN partnership:

- UAC is a relatively good potential partner for the following reasons:
- Its main strengths are:
 - strong political, and some financial support from the Government (which makes it a less risky partner than UCB)
 - larger school, with more students and more financial means than others
 - ideal location within the center of Bissau
 - partnership with good reference schools (Uni-Bordeaux France, Uni Coimbra Portugal) and Universidade Lusofona de Lisboa, Portugal
- Its main weaknesses are:
 - management potentially bureaucratic and not immune from political interference
 - not enough ties with private sector
 - teaching perceived as too theoretical/academic
 - lack of particular focus on management training

4.3.2. Institution Background:

- UAC is a publicly-owned institution, but it is managed by a private foundation created by the Government and the Universidade Lusofona de Lisboa (ULL). The University's manager comes from ULL and works hand in hand with the Rector, who is Guineabissauan. UAC was created after a 4-5 year process of analyzing the viability of a public University for the country, and of designing the University, building on the existing institutions
- Mission: UAC aims at building the national human resources capacity, through quality education in fields of study that will work for the development of the country. It also aims at attracting the Guinean Diaspora and offer an local higher education opportunity to school leavers, in order to prevent the brain drain that the country has known until now
- Academic focus: UAC is working towards being a comprehensive University, delivering degrees in a wide variety of fields, from Engineering, to Medicine, to Social Sciences. It does not have a particular focus on Management training, though it does deliver related degrees. Should CENFA be included in the UAC, then the emphasis on Management training would be greatly enhanced

4.3.3. Historical Landmarks:

- 1999: creation of a commission to evaluate the feasibility and design a plan for the creation of the public University
- 2004: (5-years later!) start of courses, at the preparatory level
- 2005: first intake in the BA/Lic. programs

4.3.4. Leadership:

- UAC is managed by its Guineabissauan Rector and a Portuguese President from the Universidade Lusofona. The management team seems to be committed to uphold high standards of quality at the University. As a demonstration, their first class in Administration and Business Management included 34 students, only 4 of which passed the tests)
- UAC's leadership has shown a relatively high level of interest in potential cooperation with GBSN but has not been very responsive. It is not sure whether their vision for education matches that of GBSN, in underlying the importance of Management training. Additionally, it seems like decision-making procedures at UAC may be quite bureaucratic

4.3.5. Staff and Students:

- 5 of UAC's approx. 50 Professors are full-time, and these combine teaching and administrative functions. The vast majority of the Professorial body is made of professionals from both the private and

public sectors. UAC Faculty include 6 PhD, 15 Master's, 28 Lic. Only 6 of the Professors teach Economics/Management related subjects

- Management staff at UAC amount to 5 people, supported by a team of approximately 20 Administrative staff
- UAC currently has about 1240 enrolled students enrolled in all of its programs, 400 (31%) of which are enrolled in *Economics and Management* programs

4.3.6. Infrastructure and Course Range:

- UAC operates out of a former army base near the city center, leased by the Government to the University. It includes 16 classrooms and the facilities are relatively well equipped
- UAC has a few computers and makes IT a priority.
- The country's best library is on UAC campus, run by INEP, the National Institute for Research. No exact figure for titles is known (INEP is currently starting a computerized database), but INEP's library is the largest and best endowed that was seen throughout Lusophone Africa
- UAC offers courses in a variety of subjects, from Engineering to Social service. Its Economics & Management courses currently include:
 - BA and Lic. in *Administration and Business Management*
 - BA and Lic. in *Human Resources Management*
 - BA and Lic. in *Economics*

4.3.7. Financial Situation:

- UAC is a public, not-for-profit institution managed by a private foundation (FUNPEC, founded by the Government and the Universidade Lusofona). Its income and expense structure has not been shared
- Tuition fees for the BA program amount to 26 USD/month (15'000 CFA)
- The Government offers several scholarships to study at UAC

4.3.8. Student Growth:

- There currently is a growing demand from students for higher education, and business/management education in particular owing to its higher level of employability, as the number of high school leavers rises. Estimates about annual number of school leavers vary between 2500 and 5000. UAC would absorb 30% of and UCB about 10%
- However, the capacity of school-leavers to finance their education is very limited, which may limit the actual demand
- Demand from MSMEs for concise, practical management tools and training for their staff is relatively high among the few higher-profile companies in the re-emerging Guinean private sector, but UAC does not seem to intend to specialize in this field, as it has a more purely academic focus

4.3.9. Short-Term Plans:

- Ongoing: consolidate its status as the country's only public University
- UAC leadership did not share much about their short-term plans, which by and large remain unknown

4.3.10. Competition:

- CENFA still has a leading role in the Guinean business/administration market, chiefly based on its history as the longest established School of Administration (since 1982). In comparison, UCB and UAC (both operating since 2003) are much younger and have not had their first cohort of graduates reach the market
- CENFA has trained the vast majority of skilled civil servants at a technical level, as well as most accountants and skilled workforce in the private sector, though UAC, though its Law Faculty, counts with the country's most respected Higher Education Institution (the Law Faculty was created in 1979, as the first post-secondary institution in the country). To this date, the majority of high-profile individuals in the Public Administration have obtained their degree at the Law Faculty)

- It is unclear whether CENFA will integrate the UAC or remain independent. If it does so, it is not clear whether its focus on professional training (vs purely academic training) will change. As a result the situation may change much on the market in coming years

4.3.11. Key Bottlenecks:

- Low-level of faculty training: given the context in which UAC operates, it can be thought to have currently enough teachers. Their level of training is an issue of concern as they lack IT skills and their knowledge is sometimes outdated
- Financial constraints: UAC counts on the State to finance part of its budget (mostly staff salaries and other operating costs) but the Government rarely pays the entire amount it originally allocated to UAC, and rarely does it on time. As a consequence, the school is intending to generate its own revenue through tuition and fees, but, as students' capacity to finance their studies is very limited, it can difficultly increase tuition fees to generate more income
- Lack of didactic and reference material: the need for Portuguese/French written reference material, course-support, IT programs, Management software and research material is relatively high, though UAC disposes of the country's best endowed (though not absolutely up-to-date) library

4.3.12. Potential Risks:

- Operational risks: *Quality faculty & staff retention/production* is high, as the supply is limited in the country, and competition from UCB and CENFA may attract Professors away from UAC. Additionally, there is no good training structure to "produce" quality faculty for the country's HEIs
- Financial risks: *Financial Viability* risk is medium as students' financial capacity is limited. However, support from the State, though sporadic and limited provides some degree of guarantee, and UAC may broaden its income base by developing corporate courses. UAC leadership has a pragmatic approach of not being dependent on State-support and generating sufficient income to cover at least operating costs
- Country/Context risks: *Political* risk is medium, as Guinea-Bissau has a history of political instability, which just ended in 2003. Currently, presidential elections have been held in October 2005 and former President Nino Viera has been elected, though he is the author of the 1998 coup which started the civil war. Future is therefore uncertain, though it is expected by most that rivalries will not spill over outside of the political realm

5. Private and Public Sectors Feedback

In order to get a more complete picture of the business and management education environment, this assessment has attempted to capture a view from the private and public sectors, as major stakeholders in the process. Particular attention has been paid to private sector feedback on the quality/performance of existing business/management training institutions, the quality/performance of their graduates and on the skills in high demand in the market. Additionally, the Government's projects and priorities have been explored, focusing on management training needs in the public administration. Finally, several aid organizations operating projects in the country have contributed their views.

5.1. Private Sector feedback

5.1.1. Feedback on existing Business Schools/Institutions

- CENFA clearly stands out as the best institution providing business/management training, as it has been the only one operating in this field until very recently. It is the only management school that has graduates in the labor market
- The reputation of UAC and UCB is yet to be built, and this will only be possible when their first graduates reach the labor market. In general, however, UAC has been known to be positively strict with quality standards, and UCB's leadership has a good reputation
- Generally, there is a clear lack of interaction between the private sector and the academic world, which should be encouraged now that Universities are still at an embryonic stage of their lives
- Traditionally, Chambers of Commerce have been trying to bridge this gap, and addressing the need for more practical management training, organizing short-term specialization courses for the local companies, but in a very limited way

5.1.2. Graduates

- There are not many local graduates, as traditionally, most higher education was taking place outside of the country. As a consequence, most trained/skilled Guineabissauan managers have had their education at foreign business schools and universities
- CENFA graduates, the only locally-trained graduates in the market, have been reported to have a satisfactory level of training, in particular in accounting, though they do not have much management abilities. They are said to work well, show self-initiative, and have acquired practical skills at CENFA. SOFIB, for example, has hired 90% of its staff from CENFA
- Nothing can be said about UAC and UCB graduates, as the first of them are arriving this year on the labor market
- Graduates generally lack professional experience and practical tools, as local school equip them with a certain knowledge, but no actual skills, as teaching remains theory-based

5.1.3. Skills in Demand from Private Sector

- In terms of Business/Management Training, generally, the private sector seems to consider education more as a cost than an investment, though this perspective is slowly changing, among the most active sectors of the economy. On top of its demand for well trained graduates, the private sector has training needs of its own: specialized skills (short targeted 15-30 hours courses), which could be classified as follows:
 - a. Accounting standards⁴
 - b. General Management skills and "Entrepreneurial culture"
 - c. SME Management tools
 - d. HR Management
 - e. Financial Management, Banking and Micro-Finance
 - f. Procurement and Contracting

⁴ Training in Accounting and implementation of new SYSCOA standards clearly stand out as the priority need for public and private sectors as Guinea-Bissau has joined the UEMOA and is not using the SYSCOA Accounting Standards in vigor in the Union. Currently used standards follow the Portuguese model and are obsolete within the context of UEMOA. As a result, both the public sector (and particularly fiscal authorities) and the private sector need to be trained to use these new standards. Additionally, schools need to revise their Accounting curriculum to teach SYSCOA to future Accountants. Please refer to Section 6.2.1. for more on this topic

- French and English to a lesser extent are also highly requested, as well as general communication skills

5.1.4. Companies/Institutions which Provided Feedback

- *CACI, Chamber of Agriculture, Commerce and Industry*: launched in 2004 by private sector leaders, to help address their common challenge, develop a common private sector development strategy, and represent the interests of the private sector with government, foreign investors and donors. CACI, which is entirely private, was born as an alternative to CCIA, the allegedly ineffective and ill-organized government-funded CCIA
- *CCIA, Chamber of Commerce, Industry and Agriculture*: grouping most of the SMEs and larger companies established in the country, CCIA acts as a link between the Government and the private sector. It was created in 1986, is funded by the Government, and is not immune to political pressures. In recent years, members have increasingly been turning to the private CACI as a better organized and more independent alternative to represent them
- *SOFIB, Sociedade Financiera Internacional de Bissau (Western Union agent)*: Mrs Macaria Barai, Administrator, who is also the Chairman of CACI, is one of the country's most active and respected businesswomen. SOFIB, which she manages, deals with international money transfers since 2000

5.1.5. Private sector interest in potential GBSN projects

- The private sector's main constraint to increased productivity and competitiveness is the scarcity of skilled human resources. As a result, all private sector representatives surveyed said they would be ready to pay for courses for their staff, even though their financial capacity is limited. The most visionary of them already send their staff to Senegal to train in areas which are not locally available
- Unlike Angola particularly, there are no large companies in Bissau, as of now, which would have the financial capacity to substantially support a potential GBSN project, with the possible exception of BAO, the country's only commercial bank, and the telecom companies
- Substantial support, though certainly more logistical than financial can also be expected from the Chambers of Commerce, who play a central role in the private sector

5.2. Public Sector and Aid Organizations Feedback

- CENFA is the best (and only!) school of management/administration at this stage, and the level of UAC and UCB is not known yet. CENFA might become a part of the UAC
- Public/Private schools relation: the competition between the public schools (UAC and CENFA) and the private University (UCB) is a positive one. Collaboration would be a better term, as the public institutions do not have the capacity to cater for all of the demand. Private intervention is therefore welcome
- Main management training needs:
 - Practical management tools such for Accounting (and SYSCOA in particular), financial management, HR management, procurement procedures, etc.
 - Conceptual skills for assessment, organization, forecasting, strategic planning, etc.
- Major weaknesses in terms of management training:
 - Managers in the public and private sectors are poorly trained (if at all). Most civil servants have not completed secondary education and most managers in the private sector as well. Very few possess essential management skills
 - Education mostly based on memorization: training institutions do not prepare students for strategic thinking, planning and problem-solving. The system generates "administrators" able to implement and reproduce orders, but no "managers" able to analyze, prioritize and make decisions
 - Weak education system at all levels: from primary to higher education, the system is fairly weak and capacity-building is needed at all levels, mostly to raise the level of training of the teaching body. The Ministry of Education made UNICEF's "Education for all" its priority program, the creation of the University coming second to this
 - Institutional weaknesses: in the Ministry of Education as well as in most other Ministries, management capacity is low, to manage programs, instill vision and oversee implementation
 - Project Management skills hard to find: most aid organization struggle to find local staff in the public administration as well as in the private/NGO sector with Project Management skills to implement agreed projects, manage funds and staff, etc.

5.2.1. Individuals/Institutions providing feedback

- **Ministry of Education**, Head of Office and Director of primary/secondary education, Mr Mario Nosoline
- **World Bank PRDSP**, Mr Jose Carlos Casamir. The PRDSP, Project for the Rehabilitation and Development of the Private Sector is a PSD project that aims at building private sector capacity and competitiveness, and improve the business environment
- **SNV**, Dutch Development Organization, Mr Andoh Mensah, PSD Specialist: former WB staff working on Private Sector Development issues, he deals with similar issues now at the field level
- **UNDP**, Kjetil Hansen, Deputy Representative in charge of Operations: recently arrived, oversees all UNDP programs in the country

6. Recommendations

6.1. General recommendations

Higher education is at an embryonic stage of development in Guinea-Bissau. This poses significant challenges, as issues of sustainability, efficiency, pertinence, and stability at the country-level have not been tested over time. Nevertheless, there is today an opportunity to contribute to the edification of the national higher education system, and GBSN could play a significant role in laying solid foundations for the existing business & management training institutions.

Risks may be higher when institutions are young, but at the same time, young institutions are generally more flexible, and more open to new approaches, than longer-established ones. This openness has characterized the schools surveyed, with their leadership generally showing much enthusiasm in potential GBSN partnership. Based on interviews and assessments, the following recommendations can be made to enhance Guineabissauan schools' management training capacity:

- **Increase the pool of trained faculty.** In this context of a relatively poor country building a nascent higher education system, particular emphasis should be put on strengthening existing schools' capacity to produce and train their own pool of faculty, by selecting their top graduates. Additionally, ways to attract qualified managers & entrepreneurs to teach about their area of expertise should be explored. Teachers training programs could have a substantial impact in enhancing the capacity of newcomers and experienced staff in Academia
- **Procure/produce didactic material.** All schools lack didactic and reference material. The most efficient approach to address this issue may be to procure existing textbooks and general reference material (from Brazilian and Portuguese institutions in particular) and strengthen Angolan schools' capacity to produce country-specific material, and case-studies in particular. The production of country-specific, locally-relevant material could be pursued at a later stage, when Guineabissauan institutions have reached a more advanced level of maturity
- **Develop public management training.** The Guineabissauan public sector is going through a series of reforms, with the support of UNDP. One core issue of concern in that regard is the relatively limited level of management skills of the public administration. Building on global best practice in management education, the capacity of business & management schools in Guinea-Bissau should be strengthened to enable them respond to these training needs
- **Update Accounting curriculum.** Guinea-Bissau joined the West African Economic and Monetary Union (called UEMOA in French) in 1997 and agreed to synchronize its accounting standards in line with SYSCOA, the accounting system in vigor in the UEMOA. For various reasons no such measures have actually been taken and as a result, both public administration and private sector are functioning with the now-obsolete former accounting system. Additionally, existing schools continue to train accountants based on that former system. The issue at stake is not just one of "proper system", but rather, of the actual integration of the Guineabissauan economy in the UEMOA zone, the possibility for national businesses to contract loans from UEMOA banks, and the compliance of the public administration with international agreements
- **Strengthen interaction with private sector.** One major issue to be addressed in the Guineabissauan context, characterized by a shallow labor market and relatively low level of education is the pertinence of training supplied in the higher education system. As for as business & management schools are concerned, stronger interaction with the business community would help address this point. In particular, actions to be taken should include the development of company-specific short-courses, the adaptation of curricula to private sector needs for specialized formations, the implementation of teaching methods preparing students for professional vs academic careers, and the development of internship programs

6.2. Recommended Projects⁵

There are three relatively small management training institutions in Guinea-Bissau at this stage, catering for the whole country. All of these institutions have expressed a high level of interest in partnering with GBSN and seem to compare equally on most aspects. An approach that would target all

⁵ Please refer to the general *Lusophone Business & Management Education Survey* Executive Summary for more on Recommended Projects in the country and Lusophone region as a whole, as well as the project of a *Lusophone Business School Network*

three of them, that is all of the nation's suppliers of business & management education, seems manageable due to the relatively limited size of the market, and potentially more impacting. This applies particularly to a specific area of training: Accounting Standards, as a change in standards affects the whole economy and teaching based on the outdated standards become obsolete for all at the same time. This explains why the following recommendation suggests GBSN support to all three existing schools, instead of singling out one partner school as is usually done in the GBSN framework.

Considering previous general recommendations, and identified priority management training needs, the following projects are recommended:

6.2.1. *Updating Accounting Curriculum at CENFA, UCB, and UAC*

As explained in General Recommendations above, Guinea-Bissau adhered to the UEMOA in 1997, implying that the country would have to start functioning with a new set of accounting standards known as the SYSCOA. It is crucial for the country's economy to acquire the knowledge and tools to function under this new set of accounting standards, which sensibly differs from the one that are in use in Guinea-Bissau to this day. Building the capacity of all schools with an accounting curriculum to provide training in SYSCOA is assuredly the most efficient and durable approach to addressing this pressing issue:

The capacity of CENFA, UCB and UAC could be built to this aim as follows:

- **Train Accounting faculty in SYSCOA:** building on regional expertise of faculty from GBSN partner schools in Dakar, Senegal (the economic capital of UEMOA), conduct teacher training programs with all of the approximately 15 Accounting faculty teaching in CENFA, UCB and UAC
- **Update Accounting curriculum:** based on curriculum from GBSN partner schools in Senegal, develop SYSCOA Accounting curriculum for Guineabissauan institutions
- **Produce didactic material in Portuguese:** translate selected course support and didactic material from GBSN partner schools in Senegal, and adapt to Guineabissauan context
- **Develop tailored training modules:** to respond to present training needs of the public administration (and fiscal authorities in particular) and of business community, develop targeted, tailored Accounting training modules to update the skills of accountants currently in business and their counterparts within the public sector

6.2.2. *Public Management training at CENFA within UNDP's Public Sector Reform project*

UNDP is undertaking with the Government of Guinea-Bissau a large scale *Public Sector Reform* project, addressing, notably, the crucial need for management training in the public administration. CENFA, who has traditionally trained most skilled staff in the public administration, is in an ideal position to take on the challenge of developing the management capacity of the public sector, with the support of GBSN partner schools in Brazil (FGV-EBAPE in particular) that have developed expertise on public administration training.

The capacity of CENFA could be built to this aim as follows:

- **Train faculty:** training CENFA faculty based on global best practice in public management, building on the experience and expertise of faculty from GBSN partner schools in Brazil (FGV-EBAPE in particular) and/or in Portugal (ISCTE-Lisbon in particular)
- **Develop Public Management curriculum:** design a tailored curriculum to address the direct training needs of the public administration, as outlined in UNDP's *Public Sector Reforms* project
- **Produce adapted didactic material:** Using Brazilian and/or Portuguese course support and didactic material as a basis, develop teaching instruments and course contents adapted to the Guineabissauan context and the particular training needs of the public administration.

7. Appendices

Appendix 1: Abbreviations

CACI	Chamber of Agriculture, Commerce and Industry
CCIA	Chamber of Commerce, Industry and Agriculture
CENFA	Center for Administration Training
ED	Executive Director
FGV-EBAPE	Getulio Vargas Foundation - Brazilian School of Public and Business Administration
GBSN	Global Business School Network
HBS	Harvard Business School
HR	Human Resources
IFC	International Finance Corporation
INEP	National Institute for Studies and Research
IPL	Instituto Politecnico de Leiria
Lic.	Licentiate degree (between Bachelor's degree and Master's)
MBA	Master's in Business Administration
MSME	Micro-Small and Medium Enterprise
ISCTE	Higher Institute for Labor and Business Sciences
PhD	Doctorate degree
PRDSP	Project for the Rehabilitation and Development of the Private Sector
PSD	Private Sector Development
NGO	Non-Governmental Organizations
SOFIB	Sociedade Financiera Internacional de Bissau
SME	Small and Medium Enterprises
SNV	Dutch Development Organization
SYSCOA	Systeme Comptable d'Afrique de l'Ouest
UAC	University Amilcar Cabral
UCB	University Colinas de Boe
UEMOA	Union Economique et Monetaire d'Afrique de l'Ouest
UNDP	United Nations Development Program
UNICEF	United Nations Children Fund
WB	World Bank

Appendix 2: Contact details

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Appendix 3: Higher Education Diagnostic on Guinea-Bissau

[insert SOFEG inc., « Etude sur l'enseignement supérieur dans les pays de l'UEMOA : Rapport diagnostique Guinée-Bissau », 2004 pdf]

Appendix 4: *Guinea-Bissau At A Glance*

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