



United Nations  
Educational, Scientific and  
Cultural Organization



# COUNTRY STRATEGY

## GUINEA-BISSAU

### 2018 - 2020



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## Acknowledgments

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Country Strategies aim to improve the efficiency and performance of UNESCO in its efforts to support its member states in the context of implementation of their national, sub-regional, regional and international development plans based on their national priorities. They are based on experiences and lessons learned over decades in the preparation of UNESCO Country Programme Documents (UCPDs). The UCS aims to base UNESCO's interventions on four fundamental principles. The first is ownership by member states and alignment with national development plans while implementing the 2030 Agenda and other sub-regional, regional and global agendas. The second is effective and efficient support to development efforts, implementation, monitoring and review of national priorities in the framework of the C/4 and C/5 strategies approved by the UNESCO General Conference with particular emphasis on relevant functions at the national level. The third is flexibility to take into account country-specific circumstances. And finally, cooperation with other agencies of the United Nations System and technical and financial partners for development.

The UCS is a tool developed to provide field offices with a framework for their strategic positioning at the national level in the context of the United Nations Development Assistance Framework (UNDAFs) / United Nations Partnership Framework (UNPAF). All UNESCO field offices are required to prepare a UCS for each UNDAF/UNPAF period covered by a given country in order to provide stakeholders with strategic and consistent information on UNESCO's action on the country.

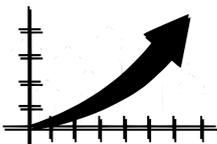
The present UCS is the result of the collaboration of the UNESCO Multisectoral Office for West Africa (Sahel) (Dakar Office) with the other relevant field offices, the National Commission for UNESCO, the United Nations country team and relevant ministries in Guinea-Bissau.

The main author of the UCS of Guinea-Bissau is Akemi Yonemura of the Dakar Office with a help of programme assistant, Maty Gueye. The UCS was prepared under the overall supervision of Dimitri Sanga, Director of the Dakar Office and benefited from the contributions of all other sectors: education, natural sciences, human and social sciences, culture, and communication and information. The UCS also benefited from the advice of Ndeye Yacine Fall of the UNESCO Institute for Statistics (UIS) on data issues.

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# Guinea-Bissau at a Glance

General information <sup>i</sup>	
Area:	36,125 km <sup>2</sup> (including the Bijagos Archipelagos)
Capital:	Bissau
Population:	1,816,000
Annual population growth:	2.5%
Population aged 14 years and younger:	42%
Languages:	Portuguese (official), Creole, French, various local languages
Prevalence of HIV (15-49 years):	3.10%
GDP per capita PPP\$:	1,453
Youth unemployment rate (15-24 years):	11.6%
Human Development Index:	0.455; Rank: 177/189

 <p><b>Rule of Law and Governance</b></p>	<p>Basic service delivery to the population suffers from a number of governance issues.<sup>ii</sup> Some of the indicators on governance are among the lowest in the world (percentile rank 0 to 100) (2017), including Voice and Accountability: 24.63; Political Stability and Absence of Violence/Terrorism: 25.24; Government Effectiveness: 3.37; Regulatory Quality: 11.06; Rule of Law: 6.73; and Control of Corruption: 2.88.<sup>iii</sup> <b>Priorities of direct relevance to UNESCO and Guinea-Bissau are: (i) youth empowerment; (ii) strategic communications; and (iii) gender equality and empowerment of women, particularly in the area of prevention of violent extremism (PVE).</b></p>
 <p><b>Growth and Poverty Reduction</b></p>	<p>The economy continues to expand in spite of political instability and the suspension of donor flows to the country. However, accelerating or sustaining the pace of poverty reduction depends on the political situation.<sup>iv</sup> Key indicators of growth still lag behind: 78.2% of the population are working poor at PPP\$3.10 a day (% of total employment); Only 4% of rural population has access to electricity and 3.8% uses the Internet while 70.8 per 100 persons subscribe to Mobile phone; International inbound tourists (thousands) is 44.<sup>v</sup> <b>UNESCO will support empowerment of youth and woman, skills development and entrepreneurship.</b></p>
 <p><b>Human Development</b></p>	<p>The education system has been seriously handicapped by decades of institutional instability, resulted in scarce financial resource and poor quality of education. In 2014, 38% of primary school age children were out-of-school. Only 3% of primary teachers had pre-service teacher training and 20% of primary schools had access to electricity, potable water, and toilets (2010). In addition, more than 50% of adults could neither read nor write (2014). Only 2.5% of students were enrolled at tertiary level (2006).<sup>vi</sup> <b>As the lead agency for SDG4 on education, UNESCO will help the country to strengthen its human development through enhancement of literacy, non-formal education, teacher training, and higher education.</b></p>
 <p><b>Environment</b></p>	<p>Guinea-Bissau faces several environmental problems, including deforestation, soil and costal degradation, and water contamination. In particular, Bijagos Biosphere Reserve which is UNESCO's Man and Biosphere Reserve suffers biodiversity and mangrove losses. The main drivers of biodiversity loss are climate change, invasive species, over-exploitation of natural resources, pollution and urbanization.<sup>vii</sup> Climate change has also increased the risks of floods, sea level rising, and droughts.<sup>viii</sup> The forest area change is about -11% and mortality rate attributed to air pollution is 214.7 per 100,000 population).<sup>ix</sup> <b>UNESCO will support the protection of biodiversity and the safeguarding of heritage through research, awareness raising and capacity building on their contributions to sustainable development.</b></p>

### 1. Situation analysis

#### 1.1. National vision

***“A positive Guinea-Bissau, politically stable through inclusive development, good governance, and preservation of its biodiversity.” Terra Ranka<sup>x</sup>***

Following the 2014 legislative elections, the Government launched its 2015-25 Guinea-Bissau Strategy as well as its Strategic Operational Plan “Terra Ranka” (New Start). Its overarching vision is to achieve social progress and *‘to catalyze all the positive energies inside and outside the country, within an ambitious and coherent framework for action, enabling Guinea-Bissau to finally meet its aspirations for prosperity and peace. It will help to overcome the vicious circle of instability and poverty in order finally to adopt a sustainable development perspective.’*

Terra Ranka is based on the Government's development programme adopted in 2014, particularly on its five strategic pillars: **peace and governance; human development; infrastructures and urban development; biodiversity and natural capital; and the business environment**. The strategy stressed the need to work towards economic recovery on the basis of structural reforms to ensure sustainable development through four main drivers for economic growth, which are: (1) agri-business, (2) fisheries, (3) tourism, and (4) transparent and sustainable exploitation of the country's mineral resources.

#### 1.2. Development context

Located in West Africa, Guinea-Bissau is bordered to the north by Senegal, to the east and to the south by Guinea, covering an area of 36,125 km<sup>2</sup> with a large archipelago, the Bijagos, consisting of over 100 islands. It is classified among the Least Developed Countries (LDCs) and the Small Island Developing States (SIDS) and is one of the world's poorest and most fragile countries with GDP per capita of PPP 9\$1,453 and more than 80 % of the population living under the poverty line<sup>xi</sup>. It ranked 177<sup>th</sup> out of 189 countries in the 2018 Human development Index (HDI)<sup>xii</sup>. With annual growth rate of 2.5%, the population was 1.8 million in 2016, represented by 42% of people aged 14 years and younger<sup>xiii</sup>. Half of them live in rural area. The country is host to a large variety of ethnic groups, languages, and religions.

Guinea-Bissau has a history of **political** and institutional fragility since its independence from Portugal in 1974, plunging the country into socio-economic hardship. The coup instigated in April 2012 seriously undermined the socio-economic advances. Guinea-Bissau's fragility is mainly a consequence of unfinished political transformation and disconnect between state and society. The Conakry Agreement, brokered by ECOWAS supported by the UN and other international partners in 2016, aims at creating a conducive environment for the holding of legislative and presidential elections in 2018 and 2019, the reform of the Electoral Code, and the promulgation of a new law on political parties that would enhance internal democracy<sup>xiv</sup>. Despite the deployment of considerable mediation and facilitation efforts by international partners, however, national stakeholders have so far failed to agree on a consensual way forward<sup>xv</sup>.

The country's **economy** is largely based on subsistence farming (over 40% of GDP), cashew nut exports and foreign assistance. The economy remained strong in recent years, averaging

around 5.6% a year in 2015-17, despite political instability and an interruption in donor aid. Growth increase is expected in agricultural output, which will keep GDP growth over 5% during the 2018-19. Growth in the services and industrial sectors will increase slightly, reflecting government efforts to develop agro-manufacturing and tourism. However, the forecast is subject to several risks, such as political instability and the high exposure to volatile weather patterns<sup>xvi</sup>.

The majority of the population is employed in agriculture (83.5%) while only 9.6% is engaged in the service sector. Young people continue to be over-represented among the **unemployed** and the employment quality is a concern. The unemployment rate (15+) is 6.1%, whereas the youth unemployment rate (15-24 ages) is 11.6%. One third of children (5-17 ages) still engage in labour and 65.3% of the population is in vulnerable employment situation.<sup>xvii</sup>

The Government committed to address major economic challenges as poverty reduction, improvement of macroeconomic management, job creation, and the reduction of food and nutrition insecurity, through the adoption of the 2015-2025 strategy and the 2015-2020 strategic plan, though with limited financial resources.

Social indicators in Guinea-Bissau are among the lowest in the world. The **education** system has been seriously handicapped by decades of institutional instability. Almost 50% of children are out-of-school and 50% of adults can neither read nor write<sup>xviii</sup>. This critical situation is combined with a poor quality of education and scarce financial resources allocated to education (2% of GDP and 16% of total government expenditure)<sup>xix</sup>. As a result, only 3% of primary school teachers have pre-service teacher training<sup>xx</sup> and only 20% of primary schools have access to electricity, potable water and toilets<sup>xxi</sup>. This situation has been further compounded by a series of teacher strikes.

In terms of **health** situation, communicable diseases, an increase in non-communicable diseases and the emergence of new diseases are exacerbated by unfavourable geographical conditions, widespread risk behaviours such as tobacco, alcohol and drug use, unsafe sexual practices, an unbalanced diet and lack of health concerns in some rituals. This profile is also aggravated by an underperforming health system that is unable to satisfy the needs of the population resulting in a high maternal mortality of 89 %.<sup>xxii</sup>

Presently there is no accredited national **human rights** institution in Guinea-Bissau. Arbitrary detention, torture and impunity as well as discrimination against vulnerable groups, such as women, children and people with disabilities, are major concerns to be addressed. In addition to consultations on the possible revision of the country's constitution in 2011, the Government has revised laws on access to justice; the treatment of detainees; the functioning of prisons; and partially revised the code of penal procedures<sup>xxiii</sup>.

Regarding **governance**, the law provides criminal penalties of one month to 10 years in prison for official corruption in Guinea-Bissau. However, the government did not implement the law effectively. The World Bank's 2018 Worldwide Governance Indicators reflected that corruption was a severe problem in the country and the police to fight corruption was ineffective.<sup>xxiv</sup> As a part of the intervention, to strengthen the capacity of the justice sector, the access to Justice Centers have continued to promote alternative mechanisms to bring justice services closer to the population. This has been done through the provision of free and legal services and conflict mediation, to contribute to the fulfilment of human right and rule of law, especially in the rural areas.<sup>xxv</sup>

### 1.3. Identification of marginalized groups or in situation of vulnerability and exclusion

Women and children are victims of violence and discrimination such as female genital mutilation/ cutting (FGM/C) although the law prohibits it. Half of women and girls aged 15-49 and 30% of girls aged 10-15 in the country underwent the FGM/C procedure from 2002 through 2014<sup>xxvi</sup>. Women also experience discrimination in employment and pay. Children in rural areas often work in family subsistence farming and lack educational opportunities. Girls are victims of early and forced marriage. The Association of the Friends of Children estimated that up to 500 children, mostly from neighbouring Guinea, live on the streets of Bissau. According to the Multiple Indicator Cluster Surveys (MICS), almost 60% of children aged 5 to 14 work.<sup>xxvii</sup> Children in rural communities performed domestic and fieldwork without pay to help support their families.<sup>xxviii</sup> Children from Mandingo ethnic group are less likely to go to school than those from other ethnic groups. There are also geographical disparities. For example, children from the east, the north and the south are less likely to go to school than those from the capital city Bissau.<sup>xxix</sup>

### 1.4. Identification of risks (political, environmental, economic...)

Continued tensions within the ruling PAIGC (Partido Africano da Independência da Guiné e Cabo Verde) is likely to undermine political stability. Given the many competing political factions, there is a growing risk of military intervention. Political uncertainties, low aid inflows and a difficult business environment will weigh on economic growth in the coming years<sup>xxx</sup>.

- ✓ **Political fragility:** Guinea-Bissau is one of the most politically unstable countries in the world. In addition to military coups, frequent changes in government are another reason for its political instability.
- ✓ **Security concern:** Widespread poverty and porous borders contribute to the potential risk that radical Islamist groups might become more active, as well as to growing militant activity in the country<sup>xxxi</sup>. The UN Security Council expressed concern over some major threats as well, such as violent extremism, international organized crime, including trafficking of drugs, persons and all forms.<sup>xxxii</sup>
- ✓ **Economic risk:** Economic progress will be severely constrained by the poor infrastructure and business climate, as well as political turbulence<sup>xxxiii</sup>.
- ✓ **Environmental risk:** The country suffers several environmental problems particularly the destruction of biodiversity, including deforestation, soil degradation to water availability, water contamination, and coastal degradation. Bijagos Biosphere Reserve is a UNESCO's Man and Biosphere sites<sup>xxxiv</sup>, which suffers biodiversity losses and mangrove losses.

### 1.5. Key multi-sectoral issues

The above analysis brings to light key multi-sectoral issues and challenges that have to be addressed in an integrated and concerted way, in which UNESCO's contributions may be needed. Three relevant multisectoral issues facing Guinea-Bissau are listed below:

- ✓ **Peace and Governance:** Without peace and good governance, internal and external confidence cannot be restored, and nothing sustainable can be initiated. Peace and good governance are critical for the sustainable development and are a strategic priority for addressing challenges facing Guinea-Bissau.
- ✓ **Human development:** Access to education, health, potable water, and sanitation was slightly improved over the course of the past decade. Human Development Index

was improved from 0.426 in 2010 to 0.455 in 2017.<sup>xxxv</sup> However, substantial efforts are still required to meet the population's demand, particularly in the rural zones. The weakness of higher education institutions and concomitant lack of expertise in specialised areas is also a major challenge for the country.

- ✓ **Biodiversity, climate change and disaster risk reduction:** The effect of human activities notably exploitation of primary resources (e.g., fisheries, timber, etc.) is rapidly reducing the country's rich biodiversity in ecosystems. Climate change and new natural phenomena are also having a strong impact on the country, which still has a limited protection. Its conservation framework requires strengthening as well as educational programs that would enable educators and learners to better protect biodiversity.

## 1.6. Development partners' engagement and accountability

Guinea-Bissau's main development partners include the European Union (EU), bilateral donors, ECOWAS, the West Africa Economic Monetary Union (WAEMU), the West Africa Development Bank (BOAD), the African Development Bank (AfDB), the UN agencies, the World Bank Group, the IMF, governments, and civil society. Important emerging non-traditional donors are Angola, China, and Iran<sup>xxxvi</sup>.

The United Nations Country Team (UNCT) in Guinea-Bissau, coordinated by the Deputy Special Representative/UN Resident Coordinator, includes the following resident agencies in Guinea-Bissau: FAO, UNWOMEN, OHCHR, UNDP, UNFPA, UNHCR, UNICEF, WFP and WHO; and non-resident agencies: ILO, OCHA, UNESCO, UNIDO, UNODC, UNOPS, and UNHABITAT. UNAIDS, UNODC and UNHABITAT also have project offices in Bissau. The United Nations Office for Peacebuilding in Guinea-Bissau (UNIOGBIS) is a UN peacebuilding mission in Guinea-Bissau. UNIOGBIS has four subdivisions working under the direction of the Deputy Special Representative for Political Affairs : (1) Political Affairs Section; (2) Rule of Law and Security Institutions Section; (3) Human Rights and Gender Section, which also represents the Office of the High Commissioner for Human Rights (OHCHR); and (4) Public Information Unit. The UN mission and the UNCT operate in a coherent and mutually supportive manner.<sup>xxxvii</sup>

Donors have re-engaged with Guinea-Bissau in 2017 after the political instability of 2015-2016 prompted aid freezes. The sustained donors' support remains contingent of the progress made in resolving the ongoing political tensions and implementation of the IMF-backed economic reform programme. ECOWAS is likely to continue to play a prominent role in mediating Guinea-Bissau's political crisis. China has offered in the past generous budget support and credit lines to Guinea-Bissau, which will continue extending financial support. Meanwhile the US will remain focused on the country as a potential hub for international drug-trafficking networks<sup>xxxviii</sup>.

## 1.7. Recent UNESCO activities involving Guinea-Bissau

In collaboration with in-country partners, UNESCO has been involved in a diverse portfolio of activities in Guinea-Bissau. Recent activities are listed below:

**Natural heritage and biodiversity:** Enhancing protection for the Bijagos Biosphere Reserve through inscription in the World Heritage List. Since 2017 in collaboration with other partners (AMBI, Wadden Sea, UCN) UNESCO is providing technical advice to the Institute for Biodiversity and Protected Areas (IBAP) for the preparation of a new application for inscription as a natural heritage site. This has included the provision of technical assistance in both the content and processes of the application and the undertaking of missions of experts.

**Supporting the safeguarding of heritage and promoting youth entrepreneurship in the creative economy:** UNESCO Dakar provided technical and financial support to national authorities and communities, so as to build capacities on the implementation of the Convention for the Safeguarding of the Intangible Cultural Heritage (2003 Convention), including for the elaboration of community-based inventories of living heritage and in the safeguarding of intangible cultural heritage contributing to environmental sustainability. Sharing of experiences among PALOP countries was also initiated, in particular with Cabo Verde. Technical guidance and support was provided for the training on management of cultural projects at the university level and the elaboration of cultural mapping as part of a project led by the NGO, Ajuda de Desenvolvimento de Povo para Povo (ADPP) and funded by the EU focusing on deprived areas in Bissau.

**Peace and prevention of Violent Extremism:** Guinea-Bissau participated in a series of regional seminars and workshops on peace and global citizenship. These include capacity-building workshops on Global Citizenship Education (GCED) for West African countries and on prevention of violent extremism (PVE) for education policy makers and senior teacher trainers to contribute to sustainable peace in the region. In August 2018, UNESCO organized in Bissau a workshop on human rights, gender equality, inclusion and global citizenship for representatives of government institutions, political parties, civil society and academics.

**Promoting skills for life and the world of work:** UNESCO Dakar provided technical guidance to Guinea-Bissau for the integration of the Literacy and Non-Formal Education (LNFE) policy into the education sector plan 2017-2018. Furthermore, a module on “action-research on measuring learning of literacy programme beneficiaries” - a participatory action-research for teacher training institutions - was developed in partnership with the UNESCO Institute for Lifelong Learning (UIL). UNESCO IIEP-Pôle de Dakar also supported the full participation (including training) of Guinea-Bissau in the WAEMU (UEMOA) process of building a Platform for mutualizing (pooling and sharing) TVET resources and tools among member states with a view of reinforcing national TVET systems.

**Strengthening sector-wide policies & planning:** UNESCO Dakar provided technical support to Guinea-Bissau in the strengthening of national education planning capacities, facilitating dialogue on policy trade-offs and supporting the preparation of the education sector strategic plan and its triennial action plan.

**Education for Sustainable Development (ESD):** In 2016 UNESCO Headquarters provided support for teacher training efforts in Varela, Guinea-Bissau, within the framework of program, *SANDWATCH*, an educational process through which students, teachers and local communities meet to develop sustainable approaches for development in various action areas, such climate change and disaster risk reduction (DRR).

**Teacher training and qualification frameworks:** With the support of the Italian Funds-in-Trust (IFIT), UNESCO Dakar implemented the project, “improvement of teacher qualification and setting up of a system for the management of learning outcomes in Guinea-Bissau” to assist with the reconstruction of the basic education system. The project aimed to remedy the lack of qualified teachers in basic education through improved in-service and pre-service training programmes. The project played a key role on the issue of pre-service teacher training, fuelling discussion and reflections on teacher training certification and curricula content of teacher training institutions. Modules and guides for in-service teacher training on Competence-Based Approach in 5 subjects for grades 1-6 (pedagogy, Portuguese, mathematics, integrated science and expression) were developed.<sup>xxxix</sup>

**Information and Communication Technologies (ICTs) in education:** As a part of ongoing projects on ICTs in education, such as digital boards and education applications, UNESCO Dakar conducted a study in 2015 to document and analyse recent uses of ICTs in the Sahel countries in literacy programmes and particular social and economic development. UNESCO Dakar donated digital boards to relevant institutions in Guinea-Bissau to encourage the use of ICTs in teacher training and literacy classes.

**National resources management:** In 2016, UNESCO Dakar and the Directorate General of Water Research in Guinea-Bissau conducted a seminar on ground water research management, aimed at enabling adequate management of groundwater resources.

## 2. Vision of UNESCO support

UNESCO's support is guided by its quadrennial programme (2018-2021) and biennial budget (2018-2019) in its five programme sectors (education, natural sciences, social and human sciences, culture and communication and information). It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen:

- ✓ Has access to quality education; a basic human right and an indispensable prerequisite for sustainable development;
- ✓ May grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples;
- ✓ Can fully benefit from scientific advances based on ethics, and develop the intellectual capacities that enable them to contribute to positive social transformations based on the universal values of justice, freedom and human dignity; and
- ✓ Can enjoy full freedom of expression, and its corollaries, press freedom and freedom of information, which are crucial foundations of democracy, development and dialogue, and as preconditions for protecting and promoting all other human rights.

UNESCO's interventions in Guinea-Bissau will be driven to pursue its global programme priorities in response to the priorities of strategic and operational plan for 2015-2020 "Terra Ranka" and in alignment with UNPAF as well as the African Union's Agenda 2063 and Sustainable Development Goals (SDG).

## Part II - Cooperation framework and partnerships

### 1. Proposed cooperation framework

#### **Main areas of intervention in Guinea-Bissau and proposed contribution to UNPAF outcomes**

With a view to contributing to the Agenda 2030 for Sustainable Development and in alignment with the Guinea-Bissau's United Nations Partnership Framework (UNPAF 2016-2020), the proposed UNESCO cooperation framework is structured around its fields of competence: Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information. Within these broad fields, building on the achievements gained so far, UNESCO intervenes specially on: promotion of a culture of peace, education for sustainable development (ESD), climate change resilience, teacher qualification and capacities, freedom of expression and freedom of press, valorisation, safeguarding and protection of cultural heritage.

UNESCO may contribute to the four outcomes of UNPAF 2016-2020 in partnership with the resident UN agencies: 1) strengthening the rule of law and governance, 2) economic growth and poverty reduction, 3) human capital development and 4) sustainable environmental management, risk management and disaster prevention.

In response to the challenges and key multisectoral issues mentioned above UNESCO advocates the following strategies:

- (i) **Promotion of a Culture of Peace:** Contributing to peace and sustainable development is at the heart of UNESCO's mandate. Training and research in peace and sustainable development are among the priorities, including human rights education, good governance, the prevention of conflict and peace building. Committing to the UN Secretary-General's Plan of Action to Prevent Violent Extremism (PVE), the UNESCO focuses on priorities of direct relevance to UNESCO and Guinea-Bissau: (i) education and skills development; (ii) youth empowerment; (iii) strategic communications; and (iv) gender equality and empowering women.
- (ii) **Quality and equitable human development:** Education is at the heart of the 2030 Agenda for Sustainable Development and essential for the success of all Sustainable Development Goals (SDGs). The SDG 4, Education 2030 is comprehensive, holistic, ambitious, aspirational and universal, and inspired by a vision of education that transforms the lives of individuals, communities and societies, leaving no one behind. UNESCO in view of its experience could assist the country in strengthening sector-wide (including TVET) and lifelong education policies and strategies, improving literacy and skills development interventions for youth and women, education management, including at secondary and higher education levels, and review and improvement of curricula for elementary and secondary schools.
- (iii) **Biodiversity, climate change and disaster risk reduction:** Conservation actions are at the core of UNESCO's mandate. Regional projects under the Man and the Biosphere (MAB) Programme are areas on which UNESCO could assist the country, including a joint UNESCO and UNEP project covering 6 biosphere reserves in West Africa, to preserve areas naturally rich in biodiversity on the basis of the knowledge – including traditional and indigenous knowledge and know-how – and experience of local rural communities. This also includes support to develop a legal protection framework, a risk assessment and management plan as part of the future inscription file of the Bijagos archipelago on the World Heritage List. UNESCO also addresses climate change and disaster risk reduction (DRR) through programmes in the sciences, education, culture and communication to contribute to raise awareness and change behaviour about climate change and mitigation of risks.

### 1.1. Education

UNESCO considers that education is a human right for all, throughout life, and that access to education goes hand in hand with quality. Education transforms lives and is at the heart of UNESCO's mission.

In Guinea-Bissau, UNESCO will contribute to **the establishment of a quality and equitable education system that enables citizens, from an early age, to learn throughout their lives and to adapt to the changing needs and demands of life and society.** Required policies and instruments will need to be put in place to facilitate the bridging and validation of learning in formal and non-formal education, taking advantage of the benefits of new technologies to support quality education and learning.

In the field of **education**, UNESCO Dakar will continue to work in the following areas for Guinea-Bissau: Literacy and non-formal education to develop skills for life is in-country and other areas are regional capacity building activities.

- 1.1.1. **Literacy and non-formal education:** works in building capacities among key resources persons; advocating for more resources to literacy and non-formal education and the use of national languages; and creating and adopting innovative approaches to explore new avenues for reaching out, in particular through the use of ICTs.
- 1.1.2. **Higher Education:** supports the reinforcement of quality assurance in higher education and reforms of the system in order to improve the management and the relevance of education and to strengthen the capacity of universities to engage in partnerships with local authorities and businesses to develop communities and the society as a whole.
- 1.1.3. **Teaching and Learning:** Improves the quality of basic and secondary education: key interventions will focus on improving learning outcomes through interventions aimed at: (i) strengthening teacher certification, training, supervision and deployment; and (ii) strengthening national systems for learning assessment and quality management. To achieve the latter objective UNESCO Dakar will organize a series of capacity building workshops, which may target Guinea-Bissau's national managers for learning assessment, teacher training and curriculum development, which will also contribute to strengthening the Education Management Information System (EMIS).
- 1.1.4. **Learning to live together:** addresses challenges that impede the building of peaceful and sustainable societies by supporting development of policies and programmes that promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) at all learning settings (formal, non-formal and informal) through research, policy dialogue, policy advice, teacher training, policy and curricular review and development. A particular focus will be placed on prevention of violent extremism (PVE) and response to climate change (CC). Recently, UNESCO implemented Global Technical Consultation on Future of ESD, West Africa regional activities, including the training on Prevention of Violent Extremism through Education (PVE-E), education about genocides and education in prison as sub-programmes of PVE-E. Guinea-Bissau is encouraged to participate in these global and regional capacity-building activities.

## 1.2. Natural Sciences

UNESCO has through its programmes in the Natural Sciences and Culture Sectors supported Guinea- Bissau in improving the management of the Bijagos Biosphere Reserve and in the management of its water resources especially the underground water resources. In view of the need to intensify the support provided to the country in addressing these important national challenges, UNESCO will continue to assist the country by strengthening:

- 1.2.1. Capacities for the sustainable management of natural resources and climate change in Bijagos Biosphere Reserve.
- 1.2.2. The Integrated Water Resources Management (IWRM) approach and the water policy of the country.
- 1.2.3. Gender & Science, Technology, Engineering, and Mathematics (STEM) education and innovation in Guinea-Bissau.

The science system of Guinea-Bissau is not well developed and there is no clearly defined vision or national agenda for research for science, technology, and innovation as an important tool for social and economic development of the nation. While no specific policy

document of science, technology and innovation (STI) exists, elements of a science system do exist in various sectors with their policy instruments. In view of this UNESCO intends to intensify its collaboration with the Government if requested, in strengthening the science system by supporting the development of a national STI policy and policy instruments designed to respond to economic development. Furthermore, the Natural Sciences and the Education Sectors could collaborate in strengthening STEM education at all three levels of education in the country. Young entrepreneurs could be assisted in improving their understanding and use of innovation for their businesses linked to technology. This could contribute to reduction of potential risks associated with unemployment, such as crimes and the immigration problems from the region.

Within the UNPAF framework, UNESCO entry for the sciences will be through outcome 4: “The public institutions, Civil Society Organizations and the private sector ensure the promotion of the sustainable management of the environment and natural resources, risk management, and disaster prevention.” This will be achieved by supporting the government in strengthening capacities for the management of the Bijagos Biosphere Reserve since the importance of biosphere reserves lie in the ability to use those spaces for proving local solutions to global challenges such as climate change, desertification and land use management. The biosphere reserve will also afford opportunities for testing innovative solutions to human – ecosystem interactions within the context of Guinea-Bissau, which can be applied elsewhere in the country if successful.

Guinea-Bissau as other countries within the Sahel region suffers from a fragile-system with challenges to access to water and most of its fresh water resources, which are underground. The Science sector has supported the country through three training activities in the management of underground water resources since 2014. Following these activities, UNESCO will continue to strengthen the integrated water resources management approach and the water policy of the country as desired.

Furthermore, UNESCO intends to help the country to improve data for quality water management by supporting the development of sufficient human capacities. If required, UNESCO will work with the country’s tertiary institution to elaborate a programme of training on water to facilitate the development of capacities sufficient for good management of the resources.

### **1.3. Social and Human Sciences**

UNESCO is particularly concerned with inclusive public policies informed by clear scientific evidence and based on ethics, human rights and gender equality. Aware that the lack of employment and underemployment of young people is at the heart of the problem of poverty and social exclusion, UNESCO is focusing its attention on the empowerment of young people, which it recognizes as equal partners and key actors for sustainable development. It also promotes the new youth leadership for peace and positive social transformations, providing credible platforms for articulating their diverse initiatives.

It also gives a key place to women, victims of social exclusion and vulnerable groups in all its actions. Because of discriminations related to their conditions, status and social positions, these categories are, in fact, disadvantaged concerning access to economic, social and cultural rights, the democratic gain and the benefits of sciences. These deficiencies also affect their position in the face of social transformations and diverse strategies, including urbanization and migration.

UNESCO will also support Guinea-Bissau in better understanding and responding to the increasingly diverse challenges facing it, notably through the deployment of the tools developed under its Intergovernmental Programme for the Management of Social Transformations (MOST) and its Programme of Action for a Culture of Peace and Non-Violence.

The Social and Human Sciences Sector will support the National Youth Policy as a pillar to develop a culture of peace of the country in consultation with the civil society and all stakeholders in the country that promote peacebuilding. It will focus on supporting youth, intercultural dialogue for the respect of human rights and vulnerable groups, as well as issues related to ethics and bioethics. The following actions will be carried out:

- 1.3.1. Support for the implementation of the National Youth Policy (PNJ), which aims to strengthen civic engagement and youth capacities to promote a culture of peace and non-violence, as well as the empowerment and social inclusion of young people and women.
- 1.3.2. Support the Government at the strategic level in knowledge and data production in order to better understand the population's needs for effective public policies and to support to build peaceful, just and inclusive societies taking into account contemporary issues related to ethics and bioethics.

#### **1.4. Culture**

Guinea-Bissau's history, heritage and cultures are very rich and diverse. With a wide range of ethnic groups, a dense pre-colonial and colonial past, and a vibrant contemporary creativity, the "Terra Ranka" strategic document considers culture as a key factor to accompany Guinea-Bissau's renaissance.

UNESCO will continue to work for the protection and safeguarding of heritage in its diverse forms: the promotion of a more sustainable urban development focusing on the preservation of historical centres and the safeguarding of its social fabric. In addition, efforts to support creativity and the creative industries as well as support for the development of cultural policies as a vector for the inclusive and sustainable economic growth and social cohesion. The following initiatives will be undertaken:

- 1.4.1a. Training of cultural professionals in World Heritage conservation and management, as well as on the safeguarding of intangible cultural heritage and the protection of underwater cultural heritage including to the extent possible a focus on preparedness and response to emergencies resulting from disaster or conflict. (hands-on capacity building projects, e.g. Protection of Bissau Velho, development of a National Heritage Inventory).
- 1.4.1b. Technical assistance to the elaboration of a new proposal for inscription on the World Heritage List of the Bijagos Biosphere Reserve.
- 1.4.1c. Protection of the country's natural heritage (National Parks and Biosphere Reserves) in collaboration with the Natural Sciences Sector and the International Union for Conservation of Nature (IUCN).
- 1.4.2. Implementation of South-South cooperation among Países Africanos de Língua Oficial Portuguesa (PALOP) countries in the safeguarding of intangible cultural heritage, including the development of community-based inventories.
- 1.4.3. Supporting artistic and cultural entrepreneurial capacities of Guinea-Bissauans youth, with a view to position cultural and creative industries as a sector that

contributes substantially to social and economic development at the local and national levels, in a sustainable way.

### **1.5. Communication and Information**

UNESCO will continue its efforts to promote freedom of expression to support the country in close collaboration with the UNCT, UNIOGBIS, civil society and the media through UNESCO's programme on the defence of press freedom and the promotion of professional journalism, as well as the foundations of freedom of expression and access to information. The sector will also continue to strengthen the digital entrepreneurship of young people and women through the Youth Mobile initiative.

Its main areas of intervention in Guinea-Bissau will be:

- 1.5.1. Capacity building for journalists and promoting the safety of journalists.
- 1.5.2. Support for the digital entrepreneurship of young people and women through the Youth Mobile initiative.
- 1.5.3. Strengthening of educational institutions in the use of ICTs.

## **2. Partnerships**

As a non-resident Agency, UNESCO works closely with partners based in Guinea-Bissau, especially with resident UN agencies in Guinea-Bissau. In all the 5 sectors of UNESCO, i.e., Education, Natural Sciences, Social and Human Sciences, Culture, and Communication and Information, UNESCO Dakar intends to develop frank and solid partnerships (both financial and technical) with the United Nations agencies to contribute to the implementation of the UNPAF and close coordination with the UNCT and UNIOGBIS to ensure synergy, and other development partner agencies.

In pursuit of the proposed cooperation framework, UNESCO will leverage its network of in-country partner groups and institutions. For example, the Associated Schools Network (ASPnet) on water education for Sustainable Development in PALOP and SANDWATCH project on coastal and climate change, are a driver for innovation and quality in education, being recognized as an effective tool for reaching SDGs. Furthermore, UNESCO will continue seeking to strengthen cooperation with its existing network of partner institutions – such as Category I and II centres and institutes, as well as with its wide network of experts, such as the global network of facilitators under the 2003 Convention for the Safeguarding of the Intangible Cultural Heritage. UNESCO Institute for Statistics (UIS) and the Pôle de Dakar of International Institute for Educational Planning (IIEP) have been providing support in monitoring of key indicators of UNESCO's fields of competence and educational planning, which will continue to work with development partners to support the country. For the Communication and Information aspects, partnerships will be strengthened and created with national and governmental institutions in charge of digital topics.

UNESCO also works through the National Commission for UNESCO to forge partnerships with the various ministerial departments, institutions, and the civil society. Examples of partner institutions include the National Aids Council (NAC), the National Institute for Studies

and Research (INEP) and the National Institute for Education Development (INDE). UNESCO welcomes further cooperation with other partners.

UNESCO's strategy for establishing and maintaining sustainable partnerships in support of its ideals will be guided by the following principles:

- ✓ **Respect for the Organization's mandate:** as contained in its constituent Act, medium-term programme and biennial programme and budget.
- ✓ **Build on accomplishments:** The results achieved by UNESCO in the previous biennia need to be strengthened and broadened. These results should therefore form the basis for future interventions.
- ✓ **Articulate with UNPAF:** UNPAF remains the reference partnership framework for the entire United Nations system with the Government, civil society and the private sector. UNPAF, with its different outcomes, thus represents a collective response and reflects the unwavering commitment of the entire United Nations system, alongside the Government for the period 2016-2020, to meet the challenges facing the country.
- ✓ **Align with the Paris Declaration Principles on Aid Effectiveness:** UNESCO subscribes to the principles of the Paris Declaration and applies in accordance with national conditions to respect the 5 principles of ownership, alignment, harmonization, results and mutual accountability.

## Part III - Monitoring and Evaluation (M&E)

Programmes, actions and activities undertaken by UNESCO and its partners will be monitored and evaluated in accordance with UNESCO's best practices and procedures, using the following methods and data.

For each activity, UNESCO Dakar will undertake regular programme and budget for 2018-2021 (39/C5) monitored based on and using the results-based management/budgeting (RBM/RBB) approach and report the progress biannually in UNESCO's IT-based management tool, system of information on strategies, tasks and the evaluation of results (SISTER).

Evaluation of the programme will be done based on the UNESCO evaluation policy (196 EX/24.INF, 2015).<sup>xi</sup> UNESCO Dakar will implement evaluation on the following key principles:

- An overall emphasis on knowledge generation, programme improvement and organizational learning, so that evaluation can serve the needs and priorities of UNESCO Member States to better achieve its mandate of building lasting peace and sustainable development;
- A strong corporate culture of accountability for achieving results and for using resources efficiently, supported by fully transparent reporting mechanisms;
- A comprehensive, integrated and coherent evaluation system with strong linkages between the corporate and decentralized system, strong alignments with UN system organizations and national development partners; and
- A renewed commitment by all – the UNESCO Secretariat and Governing Bodies – to support and use evaluation as a means to improve the relevance and impact of our work.

It also fully subscribes to the core principles of independence, credibility and utility and the potential impact of the evaluation function. The principles include: intentionality, impartiality, transparency, ethics/human rights, equity, empowerment/gender equality, timeliness, quality, inclusiveness/participation, and utility.

## Annexes

### Annex 1: A cooperation and partnership matrix

<b>NATIONAL PRIORITY / GOAL or THEMATIC AREA:</b>						
<b>National Strategic and Operational Plan (2015-2020) Terra Ranka 5 Strategic Pillars (SP):</b> (1) peace and governance; (2) human development; (3) infrastructures and urban development; (4) biodiversity and natural capital; and (5) the business environment. UNESCO contributes to SP1, SP2 and SP4.						
<b>UNPAF (2016-2020):</b> Outcome Groups (OG): OG1: Rule of Law and Governance; OG2: Growth and Poverty Reduction; OG3: Human Development; and OG4: Environment. UNESCO contributes to all 4 Outcome Groups.						
<b>African Union Agenda 2063: First Ten Year Implementation Plan</b> (See annex 3)						
<b>UNESCO C/5 39 (2018-2021) Expected Result:</b>						
<b>Education:</b> ER2 (skills for employment), ER3 (fundamental skills and ICT for youth and adults), ER4 (higher education), ER5 (teacher training), ER6 (ESD and GCED)						
<b>Natural Sciences:</b> ER3 (sustainable development), ER4: (water security), ER6 (natural resources management, biodiversity and climate change resilience), ER7 (UNESCO-designated sites for sustainable development)						
<b>Social and Human Sciences:</b> ER3 (youth action for social challenges and peace), ER4 (advocacy for inclusive, sustainable and peaceful societies)						
<b>Culture:</b> ER1 (tangible heritage protection); ER4 (underwater cultural heritage protection), ER6 (intangible cultural heritage safeguarding), ER7 (diversity of cultural expressions), ER8 (culture integration for SDG)						
<b>Communication and Information:</b> ER1 (freedom of expression), ER4 (access to information and use of ICTs)						
<b>RELATED SDGs:</b> 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17						
PROPOSED UCS OUTCOME AND RELATED PROJECTS		PARTNERSHIPS (incl. UNESCO Family) Type of cooperation: National, South-South, North-south-South	Link with SDGs, National Strategy and UNPAF	INDICATIVE RESOURCES (\$)		
				Total amount needed	Available (RP/XB)	To be mobilized
<b>MAJOR PROGRAMME I. Education</b>						
<b>UCS OUTCOME 1: The establishment of an accessible and quality education system that enables citizens, from an early age, to learn throughout their lives and to adapt to the changing needs and demands of life and society</b>						
<b>Area 1: Literacy and non-formal education</b>	Build capacities among key resources persons; advocating for more resources to literacy and non-formal education and the use of national languages; and creating and adopting innovative approaches to explore new avenues for reaching out, in particular through the use of ICTs	National Commission Direction Alphabetization Directory of primary education (National)	SDG 4.1, 4.6 Terra Ranka: SP2 UNPAF: OG3 AUG: 1, 2, 3	100,000	20,000	80,000

<b>Area 2: Higher Education</b>	Support the reinforcement of quality assurance in Higher Education and reforms with respect to the needs of the local market	AUF, AfDB, African Union (Regional)	SDG 4.3, 4.4, 4.a Terra Ranka: SP2 UNPAF: OG2, 3 AUG: 1, 2	50,000	10,000	40,000
<b>Area 3: Teaching and Learning</b>	Improve the quality of basic and secondary education: key interventions will focus on improving learning outcomes through interventions aimed at: 1. Strengthening teacher certification, training, supervision and deployment 2. Strengthening national systems for learning assessment and quality management	TALENT, UNICEF, GPE, INDE, NGOs (Regional)	SDG 4.1, 4.a, 4.c Terra Ranka: SP2 UNPAF: OG3 AUG: 2	200,000	30,000	170,000
<b>Area 4: Learning to live together</b>	Address challenges that impede the building of peaceful and sustainable societies by supporting development of policies and programmes that promote Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) at all learning settings (formal, non-formal and informal) through research, policy dialogue, policy advice, teacher training, policy and curricular review and development	APCEIU, IICBA, OIF, UNDP, UN Habitat, UNICEF (Regional and National)	SDG 4.5, 4.7, 4.a, 4.c, 11b, 12.8, 13.1, 13.3, 16.1 Terra Ranka: SP2 UNPAF: OG1, 3, 4 AUG: 7, 13, 15	510,000	10,000	500,000
<b>MAJOR PROGRAMME II. Natural Sciences</b>						
<b>UCS OUTCOME 2: Address climate change and related action, such as disaster risk reduction (DRR) and biodiversity through programmes in the sciences, education, and culture to contribute to creating knowledge, education and communicating about climate change, and to understanding the ethical implications for present and future generations</b>						
<b>Area 1: Sustainable management of natural resources and climate change</b>	• Develop capacities for the sustainable management of natural resources and climate change in the protection of the Bijagos Biosphere Reserve.	UNDP FAO AFD Swiss Foundation for Development and Cooperation	SDG 6.6, 13.1, 13.2, 13b Terra Ranka: SP4 UNPAF: OG4 AUG: 1	200,000	5,000	195,000

	<ul style="list-style-type: none"> <li>Strengthen the science system by supporting the development of a national STI policy and policy instruments designed to respond to economic development</li> </ul>	(National)				
<b>Area 2: Water resources management</b>	Integrate water resources management (IWRM) approaches into national water policy	Ministry of Water Resources; UNDP; UNICEF (National)	SDG 6.5, 6.6, 11.5, 11.6, 13.1, 13.2, 13b Terra Ranka: SP2 UNPAF: OG3 AUG: 7	100,000	15,000	85,000
<b>Area 3: STEM Education</b>	Promote Gender and STEM Education	Ministry of Education (National)	SDG 4.5, 4.7, 13.3 Terra Ranka: SP2 UNPAF: OG3 AUG 2	15,000	5,000	10,000
<b>MAJOR PROGRAMME III. Social and Human Sciences</b>						
<b>UCS OUTCOME 3: Develop inclusive public policies informed by clear scientific evidence and based on ethics, human rights and gender equality</b>						
<b>Area 1: Empowerment and social inclusion of young people and vulnerable groups</b>	Source funds for implementation of the National Youth Policy (PNJ), which aims to strengthen civic engagement and youth capacities to promote a culture of peace and non-violence, as well as the empowerment and social inclusion of young people and women	Management of Social Transformations (MOST) Programme of Action for a Culture of Peace and Non-Violence National Commission (National)	SDG 4.7 Terra Ranka: SP2 UNPAF: OG3 AUG: 11, 12	50,000	50,000	0
<b>MAJOR PROGRAMME IV. Culture</b>						
<b>UCS OUTCOME 4: Work for the protection, safeguarding and promotion of cultural heritage, sustainable urban development, and support for creativity to make culture a factor of development and social cohesion</b>						
<b>Area 1: Enhancing conservation and protection of cultural and natural sites and safeguarding of living heritage</b>	Train professionals on natural and cultural heritage conservation and management, as well as on the safeguarding of intangible and underwater cultural heritage, including specific components regarding preparedness and response to emergencies resulting from disaster or conflict; Provide	IBAP, UICN, Wadden Sea, Government of Italy, Italian Universities (National)	SDG 11.4, 14.2, 14a Terra Ranka: SP2, 4 UNPAF: OG3, 4 AUG: 16	875,000	75,000	800,000

	technical assistance for the elaboration of the dossier for inscription of Bijagos on the World Heritage list and on the inventory of historical city centers (Bissau Velho or Bolama)					
<b>Area 2: South-South cooperation in heritage safeguarding</b>	Enhance South-South cooperation among PALOP countries in the safeguarding of intangible cultural heritage, launch the development of inventories and safeguarding measures	IIP Cabo Verde, IPA Mozambique CPLP, Instituto Camões (South-South)	SDG 11.4, 15.2 Terra Ranka: SP2, 4 UNPAF: OG3, 4 AUG: 16	80,000	80,000	0
<b>Area 3: Promotion of the diversity of cultural expressions</b>	Promote research and cultural entrepreneurship targeting young people – testing approaches to foster a dynamic creative sector at the local and national levels	ADPP/GB EU (National)	SDG 8.4 Terra Ranka: SP2 UNPAF: OG2, 3 AUG: 16, 1	50,000	50,000	0
<b>MAJOR PROGRAMME V. Communication and Information</b>						
<b>UCS OUTCOME 5: Promote freedom of expression through the defense of press freedom and the promotion of professional journalism, as well as the foundations of freedom of expression and access to information</b>						
<b>Area 1: Journalism</b>	Build capacity for journalists and promote the safety of journalists	Communication ministry Human rights organizations (National)	SDG 16.10 Terra Ranka: SP1, 2 UNPAF: OG1, 3 AUG: 10, 11	40,000	40,000	0
<b>Area 2: Digital entrepreneurship</b>	Strengthen the digital entrepreneurship of young people and women through the Youth Mobile initiative	Youth Mobile initiative (National)	SDG 9, 4 Terra Ranka: SP2 UNPAF: OG3 AUG: 1	10,000	10,000	0
<b>Area 3: ICT in Education</b>	Strengthen educational institutions in the use of ICTs	Ministry of Communication Ministry of Education (National)	SDG 9, 4 Terra Ranka: SP2 UNPAF: OG3 AUG: 2	10,000	10,000	0

## Annex 2: SDGs Mapping for the UNESCO Country Strategy in Guinea-Bissau

																	
5 Major Programmes	SDG1	SDG2	SDG3	SDG4	SDG5	SDG6	SDG7	SDG8	SDG9	SDG10	SDG11	SDG12	SDG13	SDG14	SDG15	SDG16	SDG17
Sector 1: EDUCATION																	
Sector 2: NATURAL SCIENCES																	
Sector 3: SOCIAL AND HUMAN SCIENCES																	
Sector 4: CULTURE																	
Sector 5: COMMUNICATION AND INFORMATION																	

### Annex 3: AUGs Mapping for the UNESCO Country Strategy in Guinea-Bissau

#### Objectives of 2063 Agenda of the African Union

Aspiration	African Union Goal (AUG)
<b>1. A prosperous Africa, based on inclusive growth and sustainable development</b>	1. A high standard of living, quality of life and well being for all citizens
	2. Well educated citizens and skills revolution underpinned by science, technology and innovation
	3. Healthy and well-nourished citizens
	4. Transformed economies
	5. Modern agriculture for increased productivity and production
	6. Blue/ocean economy for accelerated economic growth
	7. Environmentally sustainable and climate resilient economies and communities
<b>2. An integrated continent politically united and base on the ideals of Pan Africanism and the vision of African Renaissance</b>	8. United Africa (Federal or Confederate)
	9. Continental financial and monetary institutions are established and functional
	10. World class infrastructure crisscrosses Africa
<b>3. An Africa of good governance, democracy, respect for human rights, justice and the rule of law</b>	11. Democratic values, practices, universal principles of human rights, justice and the rule of law entrenched
	12. Capable institutions and transformative leadership in place
<b>4. A peaceful and secure Africa</b>	13. Peace security and stability is preserved
	14. A stable and peaceful Africa
	15. A fully functional and operational APSA
<b>5. Africa with a strong cultural identify common heritage, values and ethics</b>	16. African cultural renaissance is pre-eminent
<b>6. An Africa whose development is people driven, relying on the potential offered by African people, especially its women and youth, and caring for children</b>	17. Full gender equality in all spheres of life
	18. Engaged and empowered youth and children
<b>7. Africa as a strong, united, resilience and influential global player and partner</b>	19. Africa as a major partner in global affairs and peaceful coexistence
	20. Africa takes full responsibility for financing her development

**Matrix of UNESCO's Contribution to the AU Agenda 2068 Objectives**

UNESCO Sector	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
ED																				
SC																				
SHS																				
CLT																				
CI																				

## Acronyms

<b>ADPP</b>	Ajuda de Desenvolvimento de Povo para Povo
<b>AfDB</b>	African Development Bank
<b>APCEIU</b>	Asia-Pacific Centre of Education for International Understanding
<b>APSA</b>	African Peace and Security Architecture
<b>ASPnet</b>	Associated Schools Network
<b>AUF</b>	Agence universitaire de la Francophonie
<b>BOAD</b>	West Africa Development Bank
<b>CC</b>	Climate change
<b>CPLP</b>	Comunidade dos Países de Língua Portuguesa
<b>DRR</b>	Disaster risk reduction
<b>ECOWAS</b>	Economic Community of West African States
<b>ESD</b>	Education for Sustainable Development
<b>EU</b>	European Union
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>FGM/C</b>	female genital mutilation/ cutting
<b>GCED</b>	Global Citizenship Education
<b>GDP</b>	Gross domestic product
<b>GPE</b>	Global Partnership for Education
<b>HDI</b>	Human development Index
<b>IBAP</b>	Instituto da Biodiversidade e das Áreas Protegidas
<b>ICTs</b>	Information and Communication Technologies
<b>IFIT</b>	Italian Funds-in-Trust
<b>IIEP</b>	UNESCO International Institute for Educational Planning
<b>ILO</b>	International Labour Organization
<b>IMF</b>	International Monetary Fund
<b>INDE</b>	Instituto Nacional para Desenvolvimento da Educação
<b>INEP</b>	Instituto Nacional de Estudos e Pesquisa
<b>IWRM</b>	Integrated Water Resources Management
<b>LDCs</b>	Least Developed Countries
<b>LNFE</b>	Literacy and non-formal education
<b>MAB</b>	Man and Biosphere Programme
<b>MICS</b>	Multiple Indicator Cluster Survey
<b>MOST</b>	Management of Social Transformations
<b>NAC</b>	National Aids Council
<b>OCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>OHCHR</b>	Office of the United Nations High Commissioner for Human Rights
<b>OIF</b>	Organisation internationale de la Francophonie
<b>PAIGC</b>	Partido Africano da Independência da Guiné e Cabo Verde
<b>PALOP</b>	Países Africanos de Língua Oficial Portuguesa
<b>PNJ</b>	Politique Nationale de Jeunesse
<b>PVE</b>	Prevention of violent extremism
<b>RBM/RBB</b>	results-based management/budgeting
<b>SDGs</b>	Sustainable Development Goals
<b>SIDS</b>	Small Island Developing States
<b>SISTER</b>	System of information on strategies, tasks and the evaluation of results
<b>STEM</b>	Science, technology, engineering, and mathematics
<b>TALENT</b>	Teaching and Learning Educators' Network for Transformation
<b>TVET</b>	Technical and Vocational Education and Training
<b>UCPD</b>	UNESCO Country Programme Document
<b>UCS</b>	UNESCO Country Strategy
<b>UIL</b>	UNESCO Institute for Lifelong Learning
<b>UIS</b>	UNESCO Institute for Statistics
<b>UN</b>	United Nations
<b>UNAIDS</b>	Joint United Nations Programme on HIV/AIDS
<b>UNCT</b>	United Nations Country Team

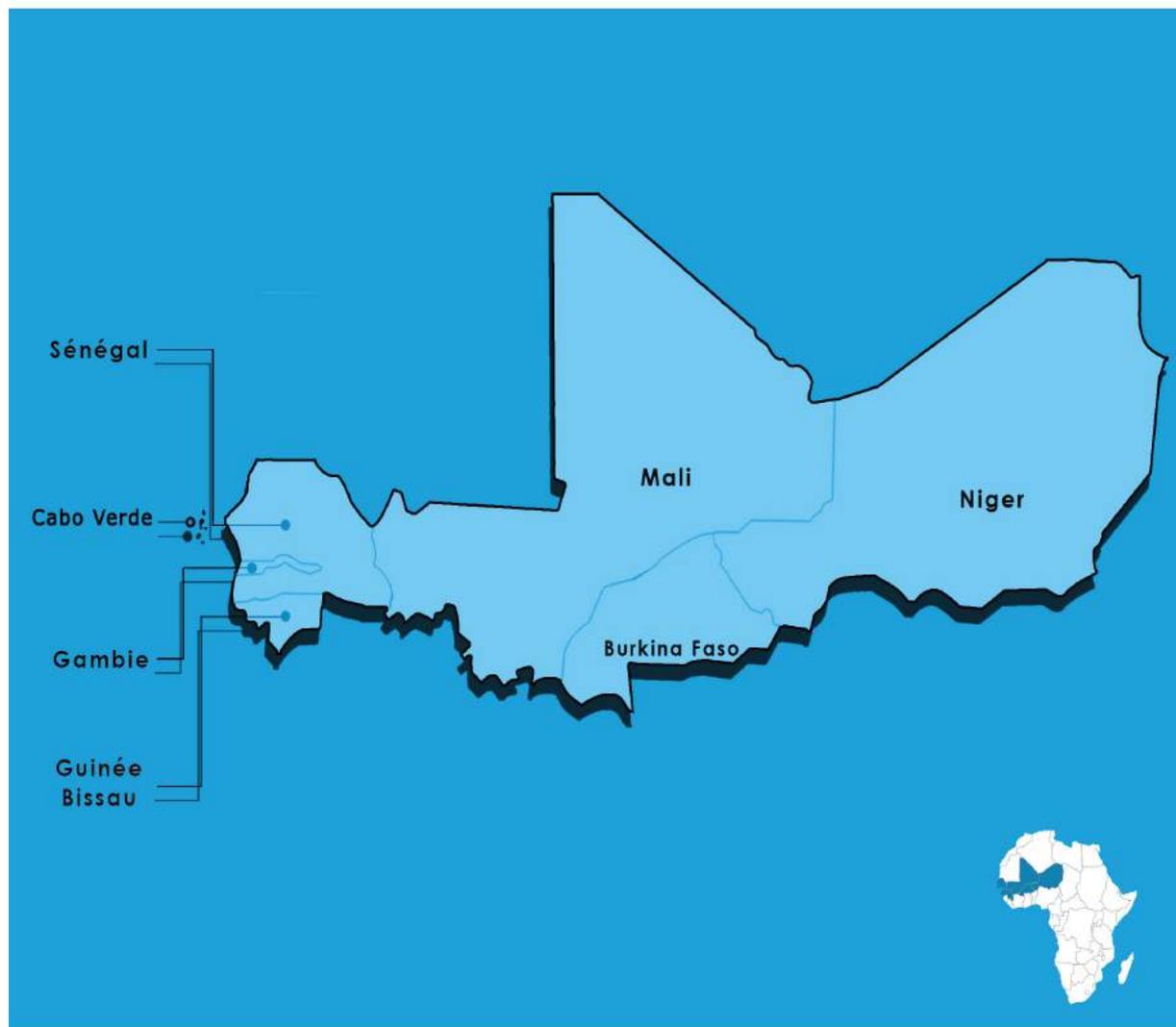
<b>UNDP</b>	United Nations Development Programme
<b>UNEP</b>	United Nations Environment
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFPA</b>	United Nations Population Fund
<b>UN-Habitat</b>	United Nations Human Settlements Programme
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund
<b>UNIDO</b>	United Nations Industrial Development Organization
<b>UNIOGBIS</b>	United Nations Integrated Peace Building Office in Guinea-Bissau
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>UNOPS</b>	United Nations Office for Project Services
<b>UNPAF</b>	United Nations Partnership Framework
<b>UN WOMEN</b>	United Nations Entity for Gender Equality and the Empowerment of Women
<b>WFP</b>	World Food Programme
<b>WHO</b>	World Health Organization

## Notes

i Data on general information are from various sources as below:

- Total population, annual population growth, population aged 14 years and younger (%), prevalence of HIV, GDP per capital PPP\$: UIS. 2018. Country profile: Guinea-Bissau. <http://uis.unesco.org/country/GW>
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- viii [http://sdwebx.worldbank.org/climateportalb/home.cfm?page=country\\_profile&CCode=GNB&ThisTab=naturalhazards](http://sdwebx.worldbank.org/climateportalb/home.cfm?page=country_profile&CCode=GNB&ThisTab=naturalhazards)
- ix UNDP. 2018. HDR.
- x Strategic and Operational Plan for 2015-2020 "Terra Ranka", 2014.
- xi Poverty headcount ratio at 3.1 PPP\$ a day (% of population), UIS, 2015.
- xii UNDP, 2017.
- xiii UNESCO Institute for Statistics (UIS), 2016.
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# Regional Office in Dakar



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