

Guinea Bissau

EDUCATION

SECTORAL REPORT

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For every child
Health, Education, Equality, Protection
ADVANCE HUMANITY

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ABBREVIATIONS AND ACRONYMS

CFS	Child Friendly Schools
COGES	School Management Committees (Portuguese acronym)
ECD	Early Childhood Development
ECCE	Early Childhood Care and Education
ELDS	Early Learning Development Standards
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
FCG	Fundacao Calouste Gulbenkian
FEC	Fé e Cooperação (NGO)
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
INDE	National Institute for Education Development (Portuguese acronym)
INE	National Institute of Statistics (Portuguese acronym)
IPHD	International Partnership for Human Development (NGO)
IR	Intermediate result
OR	Other Resources
LEG	Local Education Group
MDG	Millennium Development Goal
ME	Managing Entity (for GPE)
MICS	Multiple Indicators Cluster Survey
MoE	Ministry of Education
MoU	Memorandum of Understanding
NAR	Net Attendance Rate
NER	Net Enrolment Rate
PCA	Programme Cooperation Agreement
RESEN	Education System Status Report (French acronym)
RR	Regular Resources
SitAn	Situation Analysis of Children and Women
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organisation

EXECUTIVE SUMMARY

The education system in Guinea Bissau suffers from low supply and quality of services provided, at all levels. Despite the comprehensive provisions of the Education Law (2011), the system remains slow in adapting to the demands of a growing population and will face challenges in meeting the target of universal primary education, set by Education for All (EFA) for 2020. Only 25% of primary schools are able to provide instruction from grade 1 to 6 (with the majority of them offering only four grades of education), leaving children with a very limited level of literacy and numeracy and wasting the investment made by the sector. Girls, in particular, are the most adversely affected by this lack of offer because they are less likely to be allowed to walk the long distances required to reach the nearest school that offers classes up to the 6th grade.

The Education Equity and Quality component of UNICEF's new Country Programme in Guinea-Bissau, which began in 2016 focuses on Early Childhood Care and Education (ECCE), primary education and on out-of-school children. This focus is the result of a careful analysis of the country's education sector, the availability of resources and UNICEF's comparative advantage in Guinea-Bissau. UNICEF's Education outcome is aligned to the Education Sector Plan (2016-2025) of the government and aims to contribute to the increased rate of completion of a full cycle of quality primary education among children of primary school age. More specifically, UNICEF will deliver two outputs. The first will be the establishment of a regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemented. The second output will be the drafting of a strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.

Progress and Results

The year 2016 was the first year of the new country programme for Guinea-Bissau. UNICEF supported Ministry of Education (MoE) to increase access to schools at right age and completion of a full cycle of primary education. UNICEF being a Management Entity/Grant-Agent for the Global Partnership Funds gave an added dimension in the advocacy with government and partners and influencing the focus areas of the new Education Sector Plan 2016-2025.

UNICEF continued with the Child Friendly School plus (CFS+) programme together with the MoE and to this end, consolidated strategic partnerships with different NGOs to increase opportunities for children to access quality primary education. Through these partnerships, 24 classrooms were built/rehabilitated while community participation was fostered through the creation of school management committees. This resulted in reaching out to 3,396 children (45 per cent girls) in 11 schools. These CFS interventions were aimed particularly at increasing access to the 5th and 6th grades of primary education, directly benefitting girls and vulnerable children who do not have the opportunity to travel long distances to attend the last two years of primary education outside of their communities. The baseline assessment of all the 46 child friendly schools was finalized. As part of inter-sectoral efforts, UNICEF supported the collaboration of the MoE and the Ministry of Justice (MoJ) for birth registration at the school level which resulted in the registration of 4,232 children.

A significant achievement has been the development of National Quality Standards (NQS) for Primary School based on Child Friendly School (CFS) Principles. These standards cover different dimensions including quality education and management. These standards, upon finalization in 2017 and implementation, are expected to result in improved retention, quality and learning in schools.

The country office was also strongly committed, both at upstream and downstream levels, to Early Childhood Care and Education (ECCE) which is the 'plus' part of CFS through key partnerships with Government and CSOs. Learning materials for pre-school and early grades (1 and 2) were developed in collaboration with the National Institute of Education Development (INDE) as part of the curriculum reform. In collaboration with MoE and partners, it was agreed to develop Early Learning Development Standards for the country. Eight new communities, comprising 400 eligible children, were identified in 2016 to benefit from a comprehensive plan for ECD and school readiness.

Nine out of the 18 ECD centers, which already received support, benefited from the supply of child friendly furniture which was especially designed to better fit the needs of young children. A total of 450 children, aged 4-6 years, can now enjoy this furniture. A study on parental competencies was validated with MoE and currently under print. The study identified needs in the following areas for programming: limited interaction between parents/children; inadequate feeding; low understanding about child development.

Inclusive education and early detection of disabilities was promoted, resulting in the inclusion of 19 children living with disabilities who were enrolled in school and the construction of inclusive WASH facilities in 11 schools in collaboration with Handicap International. In addition, a training for teachers and awareness raising activities on children with disabilities were organized for communities and parents.

UNICEF and Global Partnership for Education (GPE)

UNICEF continued to play the role of the Managing Entity/Grant Agent and support Ministry of Education in the implementation of Education Sector Plan with Global Partnership for Education funds. In March 2016, a no cost extension was sought until March 2017 to complete the pending activities which included construction of three Teacher Training Centres, 71 classrooms, finalizing the statistical reports for the years 2013-14, 2014-15 and 2015-16 and curricular reforms in Primary Education. In 2016, a total of 5,200 children benefitted from the construction of 75 new classrooms and 25 latrines. In October 2016, construction was initiated on additional 71 classrooms and 25 latrines to benefit approximately 2,500 children and 60% of work advancement was noted at the end of the year. The construction of three Teacher Training Centres (TTCs) is expected to be completed by May 2017. However the progress in the finalization of statistical data for the schools for the three academic years (2013-14, 2014-15 and 2016-17) has been much slower than anticipated despite technical support provided due to low capacities at sub-national levels.

1. STRATEGIC CONTEXT OF 2016

1.1 Sector Analysis

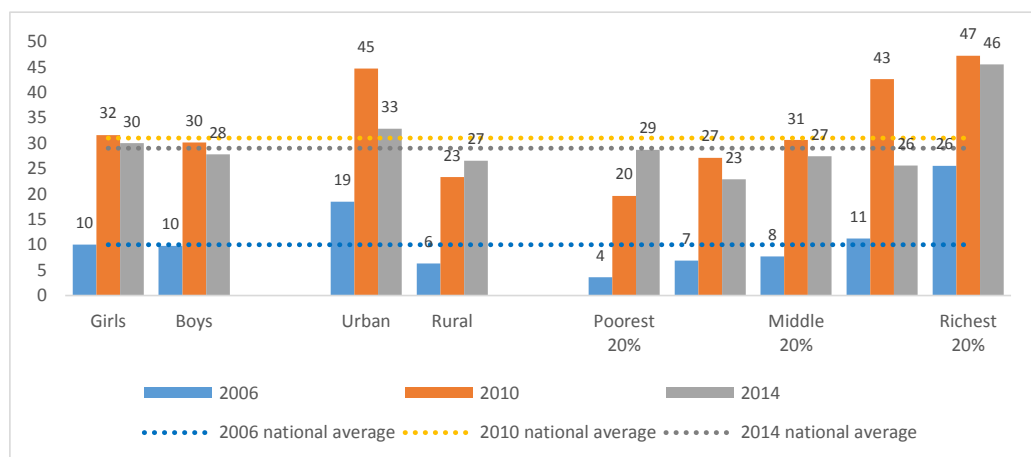
The country has suffered from armed conflict (1998-1999) and chronic political instability that culminated in a coup d'état, on 12 April 2012. In 2014, parliamentary and presidential elections took place. Following the restoration of constitutional government, through these elections, there was about a year of relative stability and apparent cooperation between the President, José Mário Vaz, and the Prime Minister, Domingos Simões Pereira. However, despite both coming from the same party, this partnership collapsed in August 2015, renewing political instability. The current government, led by Prime-Minister Umaro Sissoco Embaló is the country's fifth since the elections in 2014. Political gridlock, occasioned by severe political divisions within the PAIGC, and with the government, undermine political stability and delay much needed resources and reforms.

Guinea Bissau is a beneficiary of the Global Partnership of Education (GPE) that provides significant funding (12 million USD 2012-2017) along with technical assistance channeled through various counterparts: UNICEF, UNESCO and Fundação Calouste Gulbenkian among others. UNICEF has been the Managing Entity (ME)/Grant-Agent for these funds since 2013.

The education system in Guinea Bissau continues to suffer from low supply and quality of services provided, at all levels. Despite the comprehensive provisions of the Education Law (2011), the system remains slow in adapting to the demands of a growing population and will face challenges in meeting the target of universal primary education. Recent data from RESEN, shows that only 25% of schools in the country offer up to grade 6 of primary education, therefore denying a large number of children, particularly those in rural areas, the ability to complete the free and compulsory first cycle of education. Girls, in particular, are the most adversely affected by this lack of offer because they are less likely to be allowed to walk the long distances required to reach the nearest school that offers classes up to the 6th grade.

The latest MICS data show (below) that pre-school attendance has slightly decreased from 2010, for all wealth quintiles, except for the poorest one. The attendance of children from poorest families showed a sharp increase, particularly in rural areas, as a result of effective pro-poor education interventions by development partners and/or the exceptional resilience and proactiveness of communities despite the absence of the government.

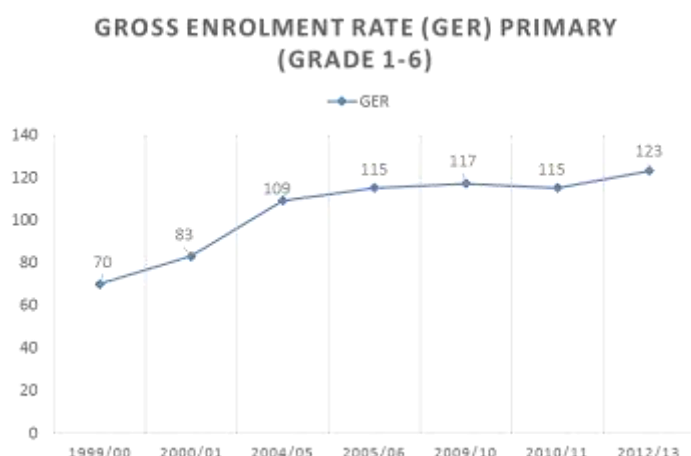
Chart 1: School readiness, 2006-2014 (in percentages)



Source: INE (2006, 2010 and 2015b).

Gross Enrolment Rates (GER) have been increasing for grades 1-6 and are currently estimated at 158%. Given the fact that primary education is free of charge, the GER increase is relatively modest. A considerable amount of children of a given generation has access to school, but a great number abandons it before the end of compulsory education (before the 6th year). At the end of the primary cycle (6 years), 63% of children of a given generation reach this level. A sharp decline in the enrolment rate between grade 4 and 5 is evident.

Chart 2: GER Primary 1999-2013 (source EMIS/RESEN)



Secondary analysis of GER data indicates major challenges across the country to enrol and retain children in primary education. A large number of children have been left out of school (44.2% of 6-11 grades) and there is a long way to go to ensure that they are retained in education for the whole primary school cycle.

Table 1: Estimation of out of school children (6-24 years old)

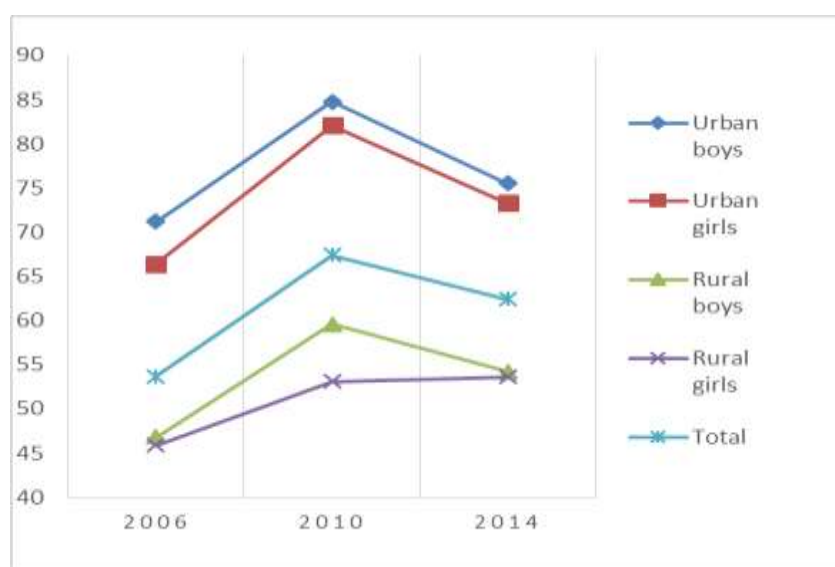
Age Group	Population	Never went to school	Dropped out	Children out of school	% never went to school	% dropped out	% children out of school
6 - 11	235,695	99,932	4,252	104,184	42,4%	1,8%	44,2%
12 - 14	109,963	25,263	3,556	28,819	23,0%	3,2%	26,2%
15 - 24	318,488	92,869	68,081	160,950	29,2%	21,4%	50,5%
Total	664,146	218,064	75,889	293,953	32,8%	11,4%	44,3%

Source: RESEN/EMIS 2015.

The high proportion of out of school children is a serious concern, especially when one considers the absence of alternative education programs such as remedial classes, adult education etc. When, and if the children decide to go back to regular schools, they are more likely to drop out again when placed in with classmates who are significantly younger.

Presently, data for Net Enrolment Rate (NER) is not consistently collected, however surveys, like MICS, have enabled collecting of data in order to calculate the Net Attendance Rate (NAR).

Chart 3: NAR Primary 2006-2014



Source: INE (2006, 2010 and 2015b).

According to MICS, the net attendance rate indicates a decrease of 4 points as compared to the previous NAR of 2010, suggesting a further decline in the overall system's performance. This negative trend of attendance in primary education has multifaceted root causes like the political instability that affected the country in the recent years, the series of teachers' strikes that have occurred almost every year and the slow development of the system, both in terms of increasing learning opportunities (new classrooms for increasing number of pupils) and quality of education (lack of qualified teachers). The decrease in NAR has been most profound in urban areas. Interestingly, NAR for rural girls has not been particularly affected. This may be due to largely low attendance of rural girls; in fact, rural girls' attendance rates may have reached the point at which they have largely become resilient to external influences.

The latest MICS data show a concerning decrease in the net attendance rate (NAR), which dropped from 67.4% in 2010 to 62.4% in 2014. In addition, the survival rate has decreased from 79.2% in 2010 to 73.4% in 2014 (MICS 5). The ability to increase the gross and net enrolment rates in primary education hinges on sustained efforts to expand the supply of education facilities, particularly in remote areas. A combination of demand (poverty, parental perception about readiness to school, early marriage) and supply factors (lack of schools, qualified teachers) result in children entering school late and dropping out without completing the primary cycle.

Through RESEN, a national learning achievement assessment of 2nd and 5th grade students in Portuguese and Mathematics was conducted. A worrying result that emerges from the assessment apart from children's poor learning levels for Portuguese and Maths are the results that teachers do not have a mastery of what they teach their students.

Improving access to education remains a major challenge, as around 44.2% of children aged 6 to 11 still remain out of school, which indicates a very poor performance of the system. The net intake rate also remains very low, indicating that children tend to enter school late.

1.2 Sector Financing

Despite active advocacy efforts in the past two years, the share of Government expenditures allocated to education has been decreasing. The share of Government expenditures allocated to education decreased to 12.6% for the 2015 fiscal year in comparison 13% in 2013. The State budget for 2016 was not formally approved. The de facto budget, based on 2015 budget, shows that the Government mainly covered selected recurrent expenditures. Public investments, which were planned to be covered at 90% by external partners, have been very limited. In the absence of an approved budget, it is expected that the share of education budget would be at the same levels as that of 2015.

This trend reflects significant delays in the investments needed for the sound implementation of the ESP, which requires to increase investments by almost 50% yearly in average from 2017 onwards. In 2016 a key development has been the World Bank's plan to include education as a key area in their upcoming Country Programme, starting in 2017, with a grant amounting to US\$10.7 million for the sector.

Attaining the targets of the Sustainable Development Goal (SDG 4) for education will be very challenging if more resources for education are not forthcoming from both internal and external sources.

Finally the sector has continued to be impacted by the recurrent teacher strikes. These strikes are mainly due to salary arrears of contracted and newly-recruited teachers and related the issue of teachers' career status. Since the beginning of the new school year (2016-2017) in September, children have lost 46 elective days of schooling which represents 26% of the total current academic year (total of 173 days). In addition, during the school year 2015-2016, children had already missed 104 school days (65% of the total school year) due to strikes.

Overall the key issues/challenges in the sector are:

- Late enrollments into primary education and early drop-outs
- Insufficient number of schools with facilities including qualified teachers to provide a complete six year cycle of primary education.
- Inadequate resources as currently state budgets goes towards payments of salaries.
- Out-of-school children

1.3 UNICEF Education Programme

The Education Equity and Quality component of UNICEF's new Country Programme in Guinea-Bissau which began in 2016 focuses on Early Childhood Care and Education (ECCE), primary education and on out of school children. This focus is the result of a careful analysis of the country's education sector, the availability of resources and UNICEF's comparative advantage in Guinea Bissau. Reflecting on lessons learnt from the previous Country Programme Document (CPD), in the new CPD focus is on both, at upstream and downstream levels on providing and enhancing the quality of education in the public schools and learning opportunities for out of school children. Efforts will continue to ensure that the Government strengthens its management capacity and fulfils its obligations, including an increase in the budget for Education.

UNICEF's Education outcome is aligned to the Education Sector Plan (2016-2025) of the government and aims to contribute to the increased rate of completion of a full cycle of quality primary education among children of primary school age. More specifically, UNICEF will deliver two outputs. The first will be the establishment of a regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemented. The second output will be the drafting of a strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.

The three main education programmatic areas under these outputs are:

- (i) Early learning and stimulation;
- (ii) Access to primary school at the right age and completion of a full cycle of primary education;
- (iii) Opportunities for out of school children.

In order to ensure that all children are ready for school, early learning and stimulation activities will focus on quality and cost-effective community based interventions through support to the development of a regulatory framework for early learning, as well as community-led kindergartens, to increase access and quality of early learning opportunities. UNICEF aims to foster access to primary school at the right age and completion of a full cycle of primary education by working in close collaboration with Government and non-government partners, including parents and communities, within the Child Friendly Schools initiative. As part of the current country programme, UNICEF will work with key stakeholders to address bottlenecks affecting out of school children through evidence and policy dialogue. Specific strategies will address ways to increase enrolment, lower dropout rates and provide alternative learning opportunities. A comprehensive information collection and data analysis system will be created in partnership with the Ministry of Education and religious leaders to develop an agreed curriculum for children studying in religious institutions.

UNICEF continued to play a major role in the sector to support the overall coordination as Coordinating Agency for the Local Education Group (LEG). Since 2013, UNICEF has been the Managing Entity (ME) what is currently known as Grant-Agent for the Global Partnership for Education (GPE) Funds. Key members of the LEG, apart from the MoE, are WFP, UNESCO, the Portuguese Cooperation, Plan International, other international NGOs such as ADPP, Fundação Fe e Cooperação (FEC), Handicap International and ADPP.

Challenges and Opportunities

Education system in the country is characterized by a combination of supply and demand related challenges and the progressive attainment of Sustainable Development Goals for education is quite daunting. On one hand the financing as well as capacities are not adequate to address the challenges of over 44% children out of school and while those in school are affected by lack of conducive learning conditions such as qualified teachers, complete infrastructure. Only 25% schools offer a complete 6 year cycle of primary education. The continuous strikes by teachers' strikes compounds the existing challenges.

Despite these challenges, there are some major opportunities which are as follows:

Reengagement of World Bank with Education: The Bank has decided to renew their focus on education sector in the country with a grant amounting to US\$ 10.7 million.

Second round of GPE funds: The country is eligible to receive a maximum country allocation of US\$ 4.7 million for the next round of GPE funds.

National Quality Standards for Primary Schools: The government's strong engagement and leadership has led to the development of a draft of the school standards. These in the coming years will set the process for better planning and support to schools in the country to progressively improve the conditions of learning and quality.

Early Learning Development Standards: The government is keen to elaborate a proposal for regulation of kindergartens and revise the pre-school curriculum as well as define the standards for early learning and development.

Sector Coordination: The role of UNICEF as the coordinating agency for the LEG continues to offer the opportunity for policy advocacy on key issues such as quality of education, capacity building of teachers, strengthening the systems which will ensure start to primary school at right-age, monitoring and education data planning and management.

2. RESULTS IN THE OUTCOME AREA FOR 2016

UNICEF worked in close collaboration with Ministry of Education (MoE) and non-governmental partners in order to increase opportunities for children to access and quality primary education. The interventions in basic education during 2016, have been focused on both upstream level and improving capacity for service delivery. Following the launch of Sustainable Development Goals, the collaboration between UNICEF and the Government of Guinea Bissau continues to contribute towards children everywhere, boys and girls alike, ensure inclusive and equitable quality education (SDG4) and to achieve gender equality (SDG 5).

UNICEF remains committed to ensure equitable access to quality education for all children, most particularly those most disadvantaged and with special focus on girls' education. UNICEF Guinea-Bissau has focused its efforts in addressing the key challenges through the Child Friendly Schools Plus (CFS+) approach which includes early childhood care and education and communities are key aspect of the strategy. And as the Managing Entity/Grant Agent for GPE, UNICEF continued to play a key role in the implementation of the current sector plan as well as coordination of education donors/partners.

2.1 Progress against Outcome

The Education, Equity and Quality programme component was designed based on the following results:

Results
Outcome : Increased rate of completion of a full cycle of quality primary education among children of primary school age
Output 1: A regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemente
Output 2 : A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented

Outcome: Increased rate of completion of a full cycle of quality primary education among children of primary school age

2016 was the first year of the new country programme cycle. Despite the many challenges faced such as teachers' strikes and political crisis, UNICEF continued to play its role as the Managing Entity/Grant-Agent for the Global Partnership for Education (GPE) funds as well as the Coordinating Agency for the Local Education Group (LEG) and contributed to three major achievements: the finalization of the Education Sector Plan; the curriculum reform and the development of National Quality Standards. Through this, UNICEF is supporting the Ministry of Education (MoE) to increase the number of children benefitting from Early Childhood Care and Education (ECCE) and to improve the completion rate in primary schools.

As the Coordinating Agency/Grant Agent, the **first major achievement** was the finalization of the new ten-year Education Sector Plan (ESP, 2016-2025) and the three year Implementation Plan (2017-2019). The priority areas for the ESP are: ensuring universal basic education by expanding coverage and access and by bringing back to school children who are out of school children (OOSC); quality of learning; capacity building for inclusive economic development and strengthened sector governance and financial management. The Sector Plan is based on the evidence provided by the situation analysis of education (RESEN, 2015) which found a sharp decrease in the access to schools after grade 4 and low transition rates to fifth grade (64%). A combination of demand (poverty, parental perception about readiness to school, early marriage) and supply factors (lack of schools, qualified teachers) result in children entering school late and dropping out without completing the primary cycle.

The **second major achievement** was the curriculum reforms for grades 1 to 4 led by the National Institute for Education Development (INDE) in partnership with Fundação Calouste Gulbenkian (FCG) and University of Minho with funding from GPE. The primary purpose of these reforms is to make the curriculum learner-centered, increasing the proportion of time to be spent on language and Mathematics and citizenship education.

The **third significant achievement** has been the National Quality Standards (NQS) for Primary School based on Child Friendly School (CFS) Principles. These standards cover seven different dimensions including quality education and management. These standards, upon finalization in 2017 and implementation, are expected to result in improved retention, quality and learning in schools.

With the extension of current GPE grant until March 2017, UNICEF will continue to be Grant Agent. UNICEF will continue therefore to facilitate the preparation for the next round of GPE application.

Challenges to improving access and quality

As mentioned in an earlier section, improving access to education remains a major challenge with 44.2% of children aged 6-11 years still out of school. This is coupled with the later entry to schools and early drop-outs. The situation is further compounded by continuous strikes by teachers. These strikes are mainly due to salary arrears of contracted and newly-recruited teachers and related the issue of teachers' career status. Since the beginning of the new school year (2016-2017) in September, children have lost 46 elective days of schooling which represents 26% of the total current academic year (total of 173 days). In addition, during the school year 2015-2016, children had already missed 104 school days (65% of the total school year) due to strikes.

UNICEF advocated for the government to add 21 days of schooling in July at the end of the academic year of 2015-2016, to serve as 'catch up' schooling period. The government chose to rather make an early start of the new academic year early in mid- September 2016 to compensate for the lost days. However the teachers went on strike again a few days after the start of the school year, defeating the purpose. This contributes to a lack of confidence that schools are able to operate normally. Under these circumstances, UNICEF was unable to proceed with the distribution of 1.17 million textbooks planned with the GPE in October as planned.

These constant disruptions are among the main reasons explaining why a high number of children drop-out of school as well as poor quality of education. The last National School Learning Assessment (2014) shows very low learning achievements in Portuguese and Mathematics. Only one out of two children have basic competencies in literacy and numeracy.

A major constraint is the availability of resources for the sector. The overall state budget share of education in 2016 was at 13%. While the formal state budget for 2016 was not approved, the de facto budget, based on 2015 Budget, shows that the Government mainly covered selected recurrent expenditures. Public investments, which were planned to be covered at 90% by external partners, have been very limited. This trends reflects significant delays in the investments needed for the

sound implementation of the ESP, which requires to increase investments by almost 50% yearly in average from 2017 onwards.

Overall the progress rating has been rated as constrained due to the challenges in resources for the sector which make the attainment of the enrolment and completion rates quite challenging.

UNICEF and other development partners contributed to improve access to education, particularly in rural and disadvantaged areas, through school construction.

UNICEF will therefore continue to advocate for the Government's and partners' investment in the sector in order to tally with the ESP financial plan, which would enable significant and sustainable changes in fulfilling children rights to quality education.

2.2 Progress against Outputs

Output 1

A regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemented

UNICEF continued to work in close collaboration with Ministry of Education (MoE) and non-governmental partners in order to increase opportunities for children to access and quality primary education using the CFS approach which also includes early childhood care and education. CFS offers the opportunity for an inter-sectoral approach in collaboration with WASH, Health, Nutrition and Child Protection. These integrated interventions are currently implemented in a progressive manner and will be reaching 46 schools in 5 regions across the country (Oio, Bafatá, Gabú, Quinara and Tombali). CFS interventions are part of the Rolling Working Plan that, UNICEF has signed with the Ministry of Education for 2016 and 2017. In 2016, efforts were primarily focused in Oio region.

UNICEF Guinea-Bissau's investment in Early Childhood Development is based on recent studies that have shown that early childhood education leads to higher levels of primary school enrolment and educational performance, and that children's readiness for school helps them make a smooth transition from home and pre-school to primary school. This support is of particular importance in Guinea-Bissau, where the proportion of five and six year old children in the first grade of primary school who attended a year of pre-school is 29 per cent (SITAN 2014).

Progress and Results:

UNICEF's interventions in basic education during 2016, have been focused on both upstream level and improving capacity for service delivery:

Upstream level

UNICEF led advocacy in collaboration with education donors/partners has resulted in MoE agreeing to the:

- a) Development of National Quality Standards for Primary School based on CFS principles. A draft of NQS has been developed following a series of consultations/workshops and is currently under review. The dimensions of the quality standards include effective teaching, learning environment and management. Work is currently on to finalize and prepare an action plan for the roll-out of the same in the country for primary schools. Similarly a guide for minimum operating standards for pre-school has been drafted in collaboration with MoE and partners. It recommends minimum practices, materials and contents that should be expected in pre-school services in the country. This document will be finalized in 2017.

- b) Early Learning Development Standards with the aim to elaborate a proposal for regulation of kindergartens and revise the pre-school curriculum as well as define the standards for early learning and development.

Capacity Development and improving service delivery:

Increasing access and learning opportunities: 24 classrooms were built/rehabilitated which resulted in reaching out to 3,396 children (45%) girls in 11 schools in Oio region and ensured classrooms to teach up to grade 6.

Schools materials were distributed to all 46 Child Friendly Schools and 18 kindergartens, ensuring that all 10,021 children attending these schools have the necessary school supplies for learning. Due to the prolonged teacher strike period the materials were distributed in November 2016. Five different kits were designed specifically for pre-school children, 1st year students, 2nd to 6th grade students, teachers and play-grounds.

Community Participation and awareness raising: Promotion of community participation and the ensuring of proper management of the school facilities, with the creation and support of 11 school management committees in CFS in Oio until the end of the school year in 2016. These school management committees' roles include ensuring all children are enrolled and attending school.

Improving learning and quality of education:

Literacy and numeracy materials were developed for pre-school and early grades in collaboration with MoE. These are in line with the ongoing curriculum reforms and the draft curriculum document developed. A set of 12 posters have been developed to teach alphabets and numbers, using illustrations and associated words targeting students in the age-group of 5 to 7 years aiming at promoting early contact with letters and numbers. Along with the posters a set of 11 pedagogical wooden toys have also been developed locally for promoting literacy and numeracy. Efforts are currently on to print these materials and provide them in the kindergartens and early grades in 2017.

Improved access to inclusive and safe water and sanitation facilities: Construction and rehabilitation work of inclusive latrines in the 11 schools in Oio region resulted in creating safe water points and well as inclusive and appropriate sanitation facilities by the end of 2016. A total of 4 latrines are being built, 7 latrines rehabilitated, 6 new water points are being built and 4 photovoltaic systems installed.

Inter-sectoral interventions to support education: A key intervention to support families and children for better readiness to pre-school and primary school was done through key partnerships with government and Ministries of Education and Health. A total of 34 ECD kits were procured and distributed, benefitting around 600 children in community and public kindergartens nationwide. In addition Integration of Early Childhood Development (ECD) and nutrition was fostered by distributing ECD kits and early stimulation posters in 15 Nutrition Treatment Centers nationwide for early stimulation of children under treatment. Around 2070 children with SAM will benefit from early stimulation using ECD kits. Staff of these centers will be trained on using these kits by Ministry of Education (MoE) in 2017.

The integration of the School based deworming was initiated the 46 CFS in the regions of Oio, Bafata, Gabu, Quinara e Tombali targeting children from 1st to 6th grade. As a first step, a manual of the WHO was adapted into Portuguese and was distributed to all the teachers and school directors during the CFS kits distribution. A training session was conducted by the MOH/ UNICEF to all the regional education inspectors + nutrition regional focal points and explanation session with the parents and caregivers were promoted. Deworming at schools will take place in the first quarter 2017.

Baseline on Child Friendly Schools: In 2016, UNICEF finalized the assessment of each of the 46 schools where the CFS initiatives are being implemented in a progressive manner. The assessment has resulted in determining the current situation of these schools and their specific needs. The

information collected is related to enrollment rates, gender and inclusion, teachers, school infrastructures (classrooms, WASH infrastructures, etc.), nutrition and health, protection and community and child participation. This information is currently being analyzed to determine the key areas of support.

Progress and results in GPE

In 2016, UNICEF continued to play the role of Managing Entity/Grant-Agent and Coordinating Agency of Local Education Group (LEG). An extension of the current GPE grant which was due to expire in March 2016 was requested and obtained until March 2017. This was done to enable UNICEF to complete the remaining activities related to construction of classrooms, Teacher Training Centres, curriculum reforms and strengthening of Education Management of Information System.

Apart from the finalization of the three year implementation plan for the ten-year sector plan the other key areas of progress and results were as follows:

Classroom construction: In 2016, by end December 75 classrooms were constructed and handed over to MoE which benefitted 5,200 children.

Teacher Training Centres: The construction on three TTCs in rural areas was initiated in the second half of 2016 and expected to be completed by end March 2017. Each of these TTCs will result in training of 90-100 teachers annually through pre and in-service programmes which will contribute to the improving quality of education.

Curriculum reforms: GPE support has helped facilitate an ongoing revision of the Basic Education curriculum for grade 1-4. 5 missions from Foundation of Calouste Gulbenkin and Universidade do Minho have been undertaken to support INDE (2 coordination missions and 3 technical missions). The curriculum framework has been finalized and the guides and manuals are being developed and will be finalized by June 2017. The next steps will include the testing of the 1-4th grade, planning for development of curriculum for 5 and 6th grade including pedagogical materials.

Textbooks printing: Textbooks were printed in 2016, which are expected to benefit over 375,198 primary school children in the country. However the distribution had to be postponed to first quarter of 2017 due to teachers strike in the country.

EMIS: Data collection for school year 2013/14 and 2014/15 collection and quality assurance ongoing. The foreseen data for releasing the results was Mid-march 2017. Under the GPE project, GEPASE (MoE statistics and planning department) has continued to receive technical support from the UNESCO Institute of Statistics (UIS). Until the end of 2016 the results were not available despite the efforts and investments in training the regional and central teams. The foreseen date to receive the results is mid march 2017. This is one area which has been extremely challenging in terms of timely completion of the work and release of the data in public domain despite repeated requests from UNICEF and partners.

In 2017, for GPE, the focus is mainly on completing the remaining activities and external appraisal of the Sector Plan and facilitate MoE's application for the next round of GPE funds.

Output 2

A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented

In 2016, efforts were initiated to address bottlenecks that are responsible for the large number of out-of-school children (OOSC). Important work at upstream level was undertaken through the development of the ten-year Education Sector Plan (ESP) which focuses specifically on this issue. While the work on OOSC is still at initial stages, the strategic framework will take into account the key role of early childhood development and pre-school education as well as the issue of inclusive education.

Progress and results

Overall the work in this area has been constrained due to pre-occupation with issues such as teacher strikes, finalization of the three year operational plan for the ten-year education sector plan and accelerating the implementation and completion of activities funded by GPE.

Out of School Children Study: Capacity development in the area of out-of-school children was reinforced through the participation of two MoE officials in the regional workshop on OOSC. They made a recommendation for conducting a national study on OOSC which UNICEF is committed to conduct in order to identify the best strategies for OOSC.

Early Learning Centres/Pre-school: One of the key strategies identified has been to increase the access of children to early learning centers. This should result in more children entering primary schools at the right age and completing a full primary school cycle. Eight new communities, comprising 400 eligible children, were identified in 2016 to benefit from a comprehensive plan for ECD and school readiness. This plan however could not be implemented due to the fact that UNICEF could not continue its partnership with the partner NGO and efforts are ongoing to identify a new partner.

Nine out of the 18 ECD centers, which already receive support from UNICEF, benefited from the supply of child friendly furniture which was especially designed to better fit the needs of young children. A total of 450 children, aged 4-6 years, can now enjoy this furniture.

Awareness raising in Communities: As a strategy to ensure that children start school at right age, awareness raising about the importance of early childhood education and parental involvement was done by training 33 community workers/facilitators. These facilitators were trained to carry out a mapping of the situation of 1,017 children (regarding nutrition, protection, care, health and education) in the 18 communities reaching a total of 167 households with 481 girls and 536 boys. These facilitators carried out several sensitization activities on parental education reaching out to 553 parents and caregivers. A play was also written and performed in 25 communities in order to facilitate the dissemination of key messages and encourage parents to enrol their children in pre-school. Approximately 6,240 people in the 5 regions were reached out through the play.

6/6 Campaign: To increase the number of children, particularly girls, entering school at the right age and completing the full primary education cycle (six years), UNICEF supported working sessions with all nine regional directors, to brainstorm ideas for a national campaign. Unfortunately the 'Campanha 6/6' (campaign 6/6, meaning entering at 6 and staying in school for 6 years) could not be launched at the beginning of the new school year due to teachers' strikes. The campaign will now be undertaken in 2017.

Inclusive Education: Schooling opportunities for children with disabilities are virtually non-existent in Guinea-Bissau. The Government of Guinea-Bissau does not have a policy on inclusive education nor the equipment needed to respond to the special needs of children with disabilities, so most children with disabilities do not attend school. Therefore, UNICEF efforts to address this situation and resulted in:

- Training of trainers on inclusive education: A 4 day-workshop took place in January to train 10 regional education inspectors from Oio. These inspectors are now training the teachers in the CFS. A total of 88 school personnel were trained.
- Implementing awareness campaigns in 9 CFS communities in Oio, where children, parents and members of the community were sensitized on inclusive education and the rights of children with disabilities. A total of 3,232 people attended these activities and resulted in identifying 19 children to be enrolled in schools
- Inclusive education and early detection of disabilities was promoted, resulting in the inclusion of 19 children living with disabilities who were enrolled in school and the construction of inclusive WASH facilities in 11 schools in collaboration with Handicap International. In addition, a training for teachers and awareness raising activities on children with disabilities were organized for communities and parents.

Religious education institutions: Recognizing the need to include the madrasas and Koranic schools in the national education system, UNICEF has started discussions with National Institute for Education Development (INDE) on Koranic education, aiming at identifying a curriculum that is recognized by the Government and answers the needs of religious communities.

Lessons learnt

- Providing MoE with technical assistance for selected activities such as curriculum reforms, data strengthening resulted in increased capacity to manage resources and complete ownership by Government.
- The linkage with community based and managed pre-school and early childhood programme as part of CFS approach is emerging as a useful strategy to ensure childrens start school at right age.
- The recurrent teacher strikes are necessitating to find alternative forms of service delivery to overcome the loss of school hours/days.

3. Results Assessment Framework

OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Primary completion rate	75.7% (72.4 % boys; 79.8% girls)	95% for both	Data for 2016 not yet available
Primary Net attendance rate	62.4% (62.4% boys; 62.3% girls)	90% for both	Data for 2016 not yet available
Output 1	A regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemented.		
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
ELDS framework developed, approved and fully implemented in all early learning and preschool centers	None	2017: developed 2018: approved 2020: implementation	Work initiated on the develeopment of ELDS
Number of early learning and preschool centers operating	326	346 (2018)	9 new communities identified but the centres could not be opened.
Percentage of CFS schools complying with at minimum two CFS areas	0	20% (2017) 40% (2018) 80% (2020)	Quality standards are being developed
ECD centres benefiting from UNICEF interventions	18 (2015)	26 (2016)	8 additional centres benefitted in 2016

b2a. Availability, in schools supported by UNICEF, of quality CFS/CFE standards that are consistent with Child Friendly Schools/education or similar models - score (1-4), see guidance	Score 1 (2015)	Score (2) 2016	Draft standards have been developed but not operationalized.
b3. Children provided with individual (one-per-child) education materials funded by UNICEF - see guidance	7134 children (2015)	9045	8,651 children enrolled in the schools supported by UNICEF directly were provided with the materials
Primary education textbooks purchased with funding managed by UNICEF and distributed	376184 (2015)	439,900 (2017)	Distribution was delayed due to Teachers strike at the beginning of the new academic year in September 2016. Currently the distribution is on and expected to benefit over 370,000 children as per the distribution plan
Output 2	A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.		
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
A study on the situation of OOSC available and disseminated	None	2017: Study available and disseminated	Work to be initiated
2. Number of new primary schools classrooms build and/or rehabilitated according to CFS standards	0	2017: 40 2020: 100	24 as of 2016
3. Percentage of madrassas schools officially recognized by the MoE	4,5% (2013) Baseline as of 2016 tbc	2020: 25%	Discussions initiated with MoE regarding Koranic schools
4. An accelerated learning program for adolescents developed and approved	None	2018: Programme developed	No progress

4. RESOURCES

Table 1: Planned and Funded Budget for the Component in 2016 (in US Dollars)

Table 1: Planned Budget for the Component in 2016 (in US Dollars)

Outputs	Funding type	Planned
Outcome Area	ORR	1,890,000

	RR	170,000
05-02 ECCE, Primary Education, Access & Quality	ORR	1,000,000
	RR	10,000
05-03 Out of School Children	ORR	1,090,000
	RR	50,000
Total Budget		2,950,000

Table 2: Country-level thematic contributions received in 2016

Donors	Contribution Amount	Programmable Amount
Consolidated Funds from NatComs (SC 140750)	0	0
Global – Education (SC 149905)	611,000	611,000
Total	611,000	611,000

4.1 FINANCIAL IMPLEMENTATION

Table 3: Expenditures by Programme Area

2016 Expenditures by Key-Results Areas (in US Dollars)

Fund Category	All Programme Accounts
Year	2016
Business Area	Guinea Bissau - 6850
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic
Row Labels	Expense
Other Resources - Emergency	105,804
05-03 Learning and child-friendly schools	105,804
Other Resources - Regular	572,054
05-01 Early learning	125,672
05-02 Equity # focus on girls# and inclusive education	10,069
05-03 Learning and child-friendly schools	151,371
05-05 Education # General	284,942
Grand Total	677,857

Table 4: Major Interventions Using Thematic Funds based on Specific Intervention Codes in 2016

Fund Category	All Programme Accounts
Year	2016
Business Area	Guinea Bissau - 6850
Prorated Outcome Area	05 Education
Donor Class Level2	Thematic
Row Labels	Expense

05-01-01 National policies on early learning and school readiness	99,705
05-01-02 Development and use of standards and measurements for early learning and school readiness	3,574
05-01-03 Institutional pre-schools	8,432
05-01-05 Parenting education and school readiness	2,132
05-02-01 Out of School Children Initiative (OOSCI)	9,424
05-03-01 Education materials for learning and teaching including classroom technology	93,856
05-03-02 Child Friendly Schools # Education	124,931
05-03-05 Curriculum reform or development	9,497
05-05-01 Education -Systems	263,623
05-05-02 Teacher development and deployment	457
05-05-05 Education sector plans (incl. coordinating role)	26
05-05-06 Education Management Information System	1,477
Grand Total	617,136

Table 5: Planned Budget and Available Resources for 2016

Intermediate Result	Funding Type	Planned Budget	Funded Budget	Shortfall
ECCE, Primary Education, Access & Quality	RR	10,000	40,928.88	-30,928.88
	ORR	1,000,000	787,868.36	212,131.64
Out-Of-School Children	RR	50,000	0	50,000
	ORR	1,090,000	3,821.23	1,086,178.77
Sub-total Regular Resources	RR	60,000	40,928.88	19,071.12
Sub-total Other Resources - Regular	ORR	2,090,000	791,689.59	1,298,310.41
Total for 2016		2,150,000	832,618.47	1,317,381.53

5. FUTURE WORKPLAN

A major constraint is the availability of funds. There has been already an existing shortfall in funding which may compromise on achieving the overall results as set out in the country programme. On the government front, it is still in the process of applying for the next round of GPE funds from 2018 onwards. However with the funds available, UNICEF work plan in the two outputs for 2017 is outlined below.

Output 1	A regulatory framework that increases access to quality early learning and establishes standards of quality interventions in primary schools, according to the CFS framework, in place and interventions implemented
1.	To continue work at downstream level, to link ECD, early grades learning and CFS in a continuum of education at community level
2.	Finalise the development of NQS based on CFS standards and strengthening of School Management Committees and capacity of school directors
3.	Development of Early Learning Development Standards to contribute to quality ECD and pre-school education

4. Complete construction of GPE phase III schools and the construction of the 3 TTCs (GPE)	
5. Complete revision of primary school curriculum (GPE)	
6. Publish key studies: RESEN, ECD parental competencies and learning achievement assessment (GPE)	
7. Prepare the external evaluation and dissemination of the sector plan and application for the next round of GPE funds	
8. Provide support for the publication of the statistical yearbook 2014-2015	
Output 2	A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.
1. Initiate a study on the situation of out of school children in the country	
2. Design a communication campaign for starting school at the right age and complete the full cycle of primary	
3. Initiate discussions with MoE and religious institutions for equivalence of religious education with formal system	

6. Expression of Thanks

UNICEF Guinea Bissau deeply appreciates and thanks Natcom donor countries for their generous contribution in support of Education in the country. The funding was used to reach over 10,000 children through interventions in pre-school and primary education in year one of the new UNICEF Guinea Bissau country programme cycle. UNICEF also thanks colleagues from all the line ministries and departments for their cooperation and support at the central, regional and community level as well as the civil society partners and organizations. UNICEF values the participation of the local communities and support for the education of children in the country.

ANNEX 1 DONOR FEEDBACK FORM

Name of Report: WASH-Global Thematic Report

Reference number: SC/2015/1499030061 – (Spanish Committee for UNICEF)

Completed by: Name _____

Designation _____

Organization: _____

Date completed: _____

Email: _____

Please return to UNICEF (email): bvdsilva@UNICEF.org

SCORING: 5 indicates “highest level of satisfaction”
while 0 indicates “complete”

dissatisfaction”

1. To what extent did the narrative content of the report conform to your reporting expectations?

5	4	3	2	1	0

2. To what extent did the funds utilization part of the report conform to your reporting expectations?

5	4	3	2	1	0

3. To what extent does the report meet your expectations with regards to the analysis provided, including identification of difficulties and shortcomings and remedies to these

5	4	3	2	1	0

4. To what extent does the report meet your expectations with regards to reporting on results?

5	4	3	2	1	0

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

Please return this form to UNICEF Guinea Bissau (bvdsilva@UNICEF.org)

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