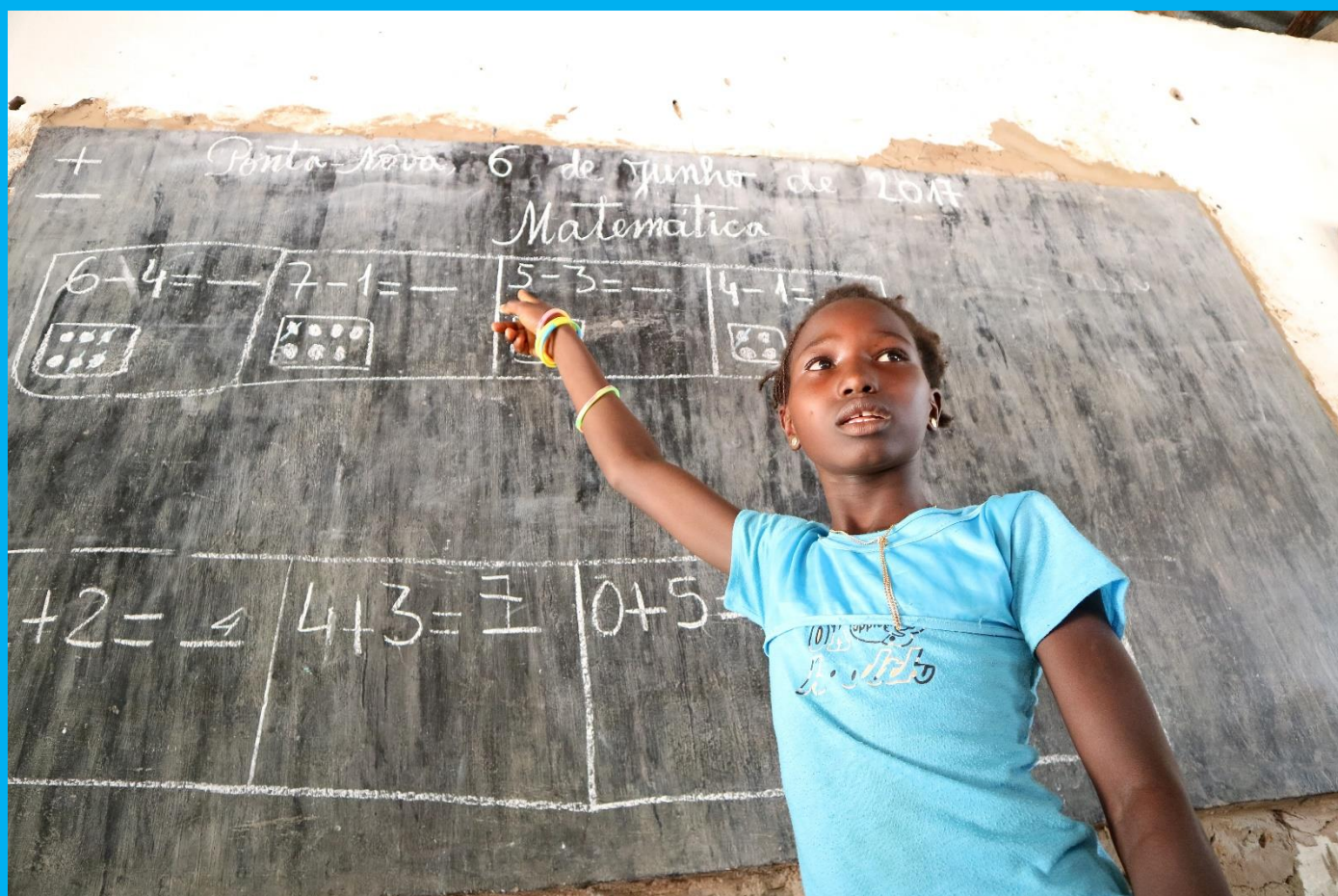


# Education

## Sectoral and OR+ (Thematic) Report

January - December 2018



A girl from the UNICEF- supported Ponta Nova primary School, Oio region, studying in class. ©UNICEF/Guinea-Bissau/2017/Pirozzi

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## ABBREVIATIONS AND ACRONYMS

CA	Coordinating Agency
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
ESP	Education Sector Plan
EU	European Union
FCG	Fundação 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
NQS	National Quality Standards
PCA	Programme Cooperation Agreement
RESEN	Education System Status Report (Portuguese 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
WB	World Bank

## EXECUTIVE SUMMARY

Guinea-Bissau education system continues to be a challenge in terms of the inadequate quality of services at all levels of education. Over the years, the system has remained slow in adapting to the demands of the growing population and the target of universal primary education set by Education for All for 2020 remains elusive. Only a fourth of the primary schools have provisions for six years (grades 1 to 6) the full complement of primary level of schooling.

This potentially results in children leaving school system with limited literacy and numeracy skills. Girls are particularly more adversely affected as they are less likely to be allowed to walk long distances required to reach the nearest schools offering classes up to the sixth grade.

Teachers strikes continued to plague the system in 2018. In the new school academic year 2018-2019 Teachers strike resulted in loss of 56 days out of a potential 60 teaching days in the first trimester itself. The budgetary provisions by State continue to show a decline, moving from 13% in 2015 to a mere 8.2% (World Bank Public Expenditure Review, 2018) much below the international benchmark of 20%.

The Education Equity and Quality component of UNICEF's 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. A Mid-Term Review (MTR) of the Country Programme was conducted in 2018 and offered an opportunity for the Country Office to organize discussions with Ministry of Education (MoE), education partners and members of the Local Education Group (LEG). Discussions highlighted again the fragile context of the country, lack of reliable data in the sector and the weak Education Management Information System (EMIS), among other issues including quality of education, girls' education and out-of-school children.

An emerging area of focus identified was adolescents' programming with focus on girls for their education, participation and development. The review also showed that the country is still far from meeting the CPD target of 90% on both completion and attendance rates and a reduction in the target to 80% was proposed and agreed.

The West and Central Africa Regional Office (WCARO) of UNICEF has identified Key Results for Children (KRC). These KRCs were identified following consultations and analysis of the issues in the countries in this region. These KRCs are in alignment with the new Strategic Plan of UNICEF (2018-2021). Guinea-Bissau has identified, KRC#3 on out-of-school children as the priority for the Education Programme. This requires the country to intensify its efforts in reducing the proportion of out-of-school children while at the same time creating enabling conditions for those in school to complete basic education.

UNICEF's Education outcome is aligned with the Education Sector Plan (2017-2025) of the government and aims to contribute to the increased rate of completion of a full cycle of quality primary education. UNICEF Education Programme will continue to deliver on the two outputs with a focus on preventing drop-outs of children in school and at the same time identifying strategies for out-of-school children to access education. The first will be the establishment of a regulatory framework that increases access to quality early learning and establishes standards of quality interventions in pre-schools and primary schools based on the Child Friendly Schools framework. The second output is to support the Ministry of Education to increase access to education opportunities for out-of-school children through evidence generation and strategy development.

## Progress and Results

The year 2018 was the third year of the current 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. Programme implementation in the first quarter of 2018 due to dismissal of the existing government and cabinet of ministers. The new government was in place finally in April 2018.



As the Coordinating Agency, UNICEF continued to lead the sector coordination and collaborate with partners to support MoE in the implementation of the Education Sector Plan (2017-2025) (ESP). A major bottleneck over the years has been the inordinate delays in teacher recruitment. Sustained advocacy by UNICEF and partners European Union (EU), World Bank (WB) resulted in upgrading the Human Resource unit in MoE to a full-fledged Directorate. This is expected to bring in reforms and efficiency in the human resource management.

UNICEF's advocacy has resulted in the agreement in the LEG to conduct its first ever Joint Sector Review (JSR) in 2019. This JSR once completed will facilitate the revision of the three-year Operational Plan (2017-2019) developed for the implementation of the ESP. UNICEF continued its collaboration with Ministry of Education (MoE) on the Child Friendly School plus (CFS+) programme. In all, CFS+ resulted in benefitting 16,168 (48% girls) primary school children and 1,948 children of 3-5 years for pre-school education.

Technical assistance was provided to MoE for finalization and approval of the Early Learning and Development Standards for children in the 0-6 years age-group.

A significant achievement in 2018, was the completion of the UNICEF supported study on Out-of-school children and its presentation to the LEG by the MoE. This study and the recommendations are now being used to develop strategies to address the issue of Out-of-school children. A pilot on promoting peacebuilding with adolescents leading the process was initiated in 30 communities in two regions of the country in collaboration with UNDP.

## UNICEF and Global Partnership for Education (GPE)

In 2018, the MoE was supported in the dissemination of ESP to all key stakeholders, including at the decentralized level. As of 10 December, dissemination workshops were completed in 6 out of 11 regions reaching 884 persons (out of 1983 planned nationally). These includes: 224 community representatives, 114 education officials, 42-line ministry officials and 504 school directors. Community radios were used to communicate keys aspects of ESP for wider reach.

Another significant development was the finalization and publication of the School Statistics Report for the academic year 2014/2015 with funding of the Global Partnership for Education (GPE). The MoE has not published school annual statistics for more than a decade. The publication of this statistical report will mark an important milestone.

## 1. STRATEGIC CONTEXT OF 2018

### 1.1 Sector Analysis

Struggling from a tumultuous political past, Guinea-Bissau is among the poorest countries in the world, ranking 178 out of 188 countries on the United Nations Human Development Index (UNDP, 2016). Widespread poverty underscores the vulnerability of the entire population: 69.3 per cent of the population of Guinea-Bissau live below the national income poverty line; 80.4 per cent of the population live in multi-dimensional poverty (deprivations of education, health and living standards in the same household); and 58.4 per cent of the population live in severe multi-dimensional poverty. Between 2010 and 2015, the



country achieved an average annual Human Development Index (HDI) growth rate of 0.67 per cent, against an average rate of 1.04 per cent for sub-Saharan Africa.

The country has suffered from armed conflict (1998-1999) and chronic political instability that culminated in a *coup d'état*, on 12 April 2012. Following this coup d'état in 2012, the country held peaceful Presidential and Legislative elections in 2014, with a record turnout. These elections resulted in replacing a post-coup transition government by democratically elected institutions (new President of Republic, National Parliament and Government). It restored constitutional order in the country, brought new hope for long term stability and the perspective of economic growth and human development. The new Government developed a long-term vision (Terra Ranka 2016-2025) for the development of the country.

Nevertheless, political uncertainty continues to constrain the country for social and economic development and the country context remained very fragile, with widespread poverty affecting children. This political gridlock continued in 2018, despite efforts by the international community to reach an agreement between parties in conflict. The first months of the year were constrained due to the absence of a full government (the appointed Prime Minister could not form a new cabinet) followed by another change in government in April 2018 resulting in a period of uncertainty.

The unstable political and institutional environment is constraining the development of the country, resulting in low human development. The protracted crisis over the years has had a negative impact on the education sector. Efforts to improve the education sector in Guinea Bissau are faced with tremendous challenges and limitations. Forty per cent of the country's population is illiterate; road networks are limited and often perilous; electricity is sporadic or non-existent; and inconsistent phone networks hinders communication. Guinea-Bissau did not achieve the goals set out for Education in the Millennium Development Goals and is not on track to meet the Education for All goal (2020).

Guinea-Bissau education system continues to suffer from low supply and quality of services provided at all levels of education. Over the years, the system has remained slow in adapting to the demands of the growing population and the target of universal primary education set by Education for All for 2020 remains elusive. Only a fourth of the primary schools have provisions for six years (grades 1 to 6) the full complement of primary level of schooling. This potentially results in children leaving the school system with limited literacy and numeracy skills. Girls are particularly more adversely affected as they are less likely to be allowed to walk long distances required to reach the nearest schools offering classes up to the sixth grade.

Teachers strikes continued to plague the system in 2018. Following the pact with Teacher Unions in 2017, the academic year of 2017/2018 closed in July 2018 without any teacher strikes. However, the new academic year of 2018/2019 began with a new teacher strike, from September until end December, hence lasting for the full the first trimester of the school year.

A total of 56 school days (out of a potential 60 days in the first trimester) have been lost due to strikes in the current academic year. The main demands of the Teacher Unions were the implementation of the Teacher Career Development Policy and payment of outstanding salary arrears. Private schools and community schools continued to work during the strikes.

The Education Sector continued to face many challenges in terms of access to education for all children in the country and its quality. The most reliable data available is from the MICS 5 and the only administrative data available is the school yearbook 2014/2015 recently validated.

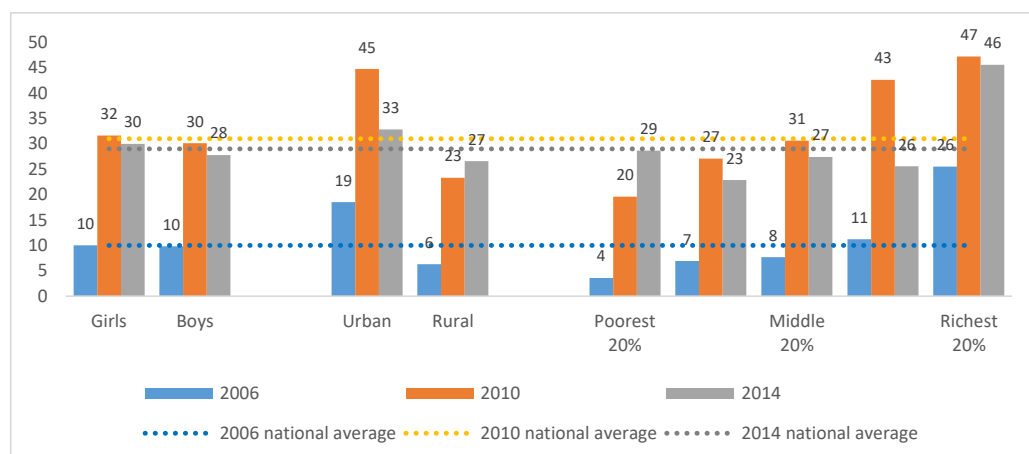
Latest Multiple-Indicator Cluster Survey (MICS) data<sup>1</sup> (2014) revealed that on average since 2010, pre-school attendance slightly decreased in each wealth quintile except for the poorest. The poorest quintile had a sharp increase, particularly in rural areas, which led to the following conclusions:

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<sup>1</sup> MICS 6 is currently being finalized in 2019

- a) Pro-poor interventions by development partners in the previous four years have worked;
- b) Guinea Bissau communities are resilient and when the Government is absent, communities are active in service delivery.

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

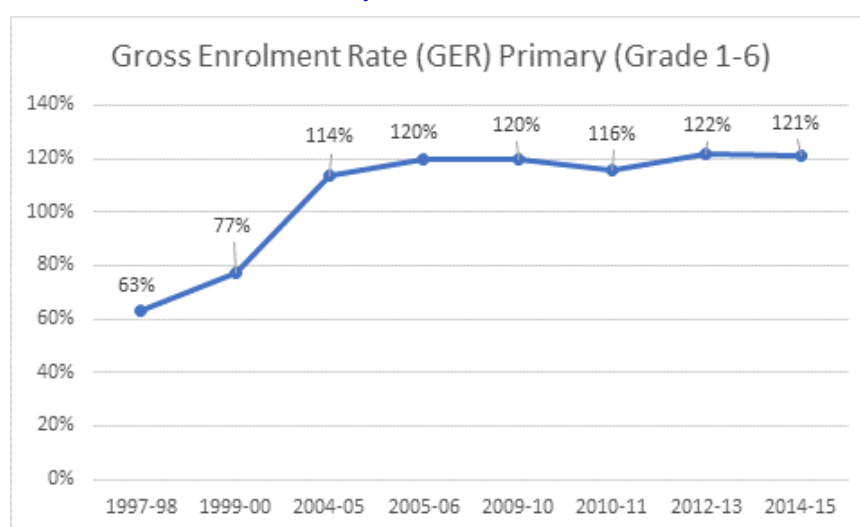


Source: INE/MICS (2006, 2010 and 2014)

The gross enrollment rate in pre-primary education in the academic year 2012/13 was only 14% (RESEN). According to the latest MICS data (2014), the percentage of children in the 1st grade of primary education who attended pre-school education in the previous school year is 28.8%. On the other hand, only 13.1% of children aged 36-59 months were enrolled in a pre-school education program. Urban-rural and regional differentials are significant: 28.9% in urban areas, compared to only 3.7% in rural areas. This indicates a reduced access of children to pre-school education.

Over the long term, Guinea Bissau has increased Gross Enrolment Rates (GER) in primary education (Grade 1-6). There was a miniscule drop in the latest data, at the rate of 121 for 2014-2015 from 122 in 2012-2013. In general, the data shows that enrolments are stagnant and there continues to be a large proportion of overage<sup>2</sup> children in primary schools.

Chart 2: Gross Enrolment Rates, Primary School 1997-2015



Source: EMIS, MoE 2015

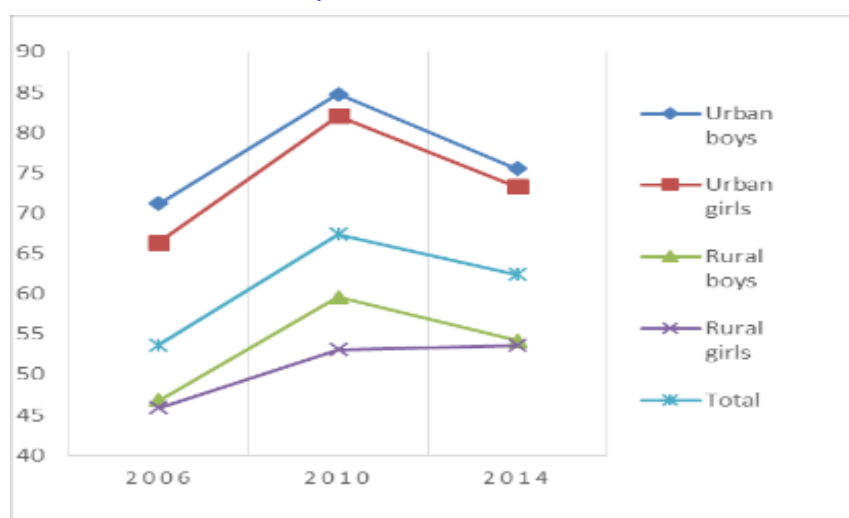
Data for Net Enrolment Rate (NER) is not consistently collected at present. However, surveys such as MICS data can calculate the Net Attendance Rate (NAR) estimates.<sup>3</sup> With GPE support, the

<sup>2</sup> GER indicates over- and under-age children. In Guinea-Bissau's case, data indicates that children start school much older than the correct age to start (six years old).

<sup>3</sup> NAR is obtained through household surveys such as MICS. The next MICS is scheduled for 2018; updated data is not yet available.

NER<sup>4</sup> for 2013/2014 showed that nearly 30 per cent of primary-school age children (NER for boys 66.7 and for girls 65.1) are not in school.

Chart 3: Net Attendance Rate (NAR), Primary School 2006-2014



Source: INE/MICS (2006, 2010 and 2014).

The 2014 MICS NAR data showed a decrease of four points from the previous NAR (2010), indicating a worsening situation of the education system overall. This negative trend of attendance in primary education has multifaceted root causes: the country's recent political instability; teachers' strikes that have occurred almost every year; and the slow development of the education system in terms of learning opportunities (limited to no new classrooms to accommodate the growing number of pupils) and quality of education (less qualified teachers are unable to retain children in school). The decrease is sharper for the urban population; girls in rural areas were less affected by the decrease. This is an interesting finding. As attendance by rural girls is often significantly lower than those of other categories, their attendance may have reached a plateau, in general not affected by external factors.

The Poverty Assessment Study at Household Level (ILAP) carried out in 2010 and the MICS, 2014, remains the only sources of information about Out-of-school children (OOSC). The ILAP estimates nearly 44.4 per cent children out of school in 6-11 years' age-group and MICS estimates are at 37 per cent. However, these data are not comparable due to technical reasons. The Net Enrollment rates from MoE yearbook 2014/2015 show that 34 per cent of children aged 6-11 years are not enrolled. Only 30 per cent of children enter school at right age of 6 years. The high GER and the estimates on out-of-school children indicates that the country faces the challenge of ensuring entry into school at right age and completing a full cycle of primary education.

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 Mathematics are the results that show that teachers do not have a mastery of what they teach their students.

## 1.2 Sector Financing

The share of Government expenditures allocated to education has been decreasing in recent years. The share of Government expenditures allocated to education decreased to 12.6% for the 2015 fiscal year in comparison 13% in 2013. In 2018, the state budget was finally approved by the Parliament after two years of not having an approved public budget. However, it is alarming to note the decreased allocation for Education, down to a mere 8.2% (World Bank Public Expenditure

<sup>4</sup> Annual statistics for 2013/2014 EMIS, MoE

Review, 2018). This is much below the target of 20%, which is the country's commitment for the implementation of the Education Sector Plan (ESP). This lowered allocation will further challenge the capacity of the Ministry of Education to ensure quality and access to education for children in the country. Is also the international benchmark set by GPE. The country is far from achieving universal primary education. Attaining the targets of the Sustainable Development Goal (SDG 4) for education will be even more challenging if more resources for education are not forthcoming from both internal and external sources.

Overall the key issues/challenges in the sector are:

- Late enrollments into primary education, poor retention resulting in children out of school.
- Large proportion of overage children in the early primary grades (grades 1-3)
- Inadequate provision for pre-schools to support entry to primary school at right age.
- 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 go towards payments of salaries.

### 1.3 UNICEF Education Programme

The Education Equity and Quality component of UNICEF's 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. The 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 (2017-2025) 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 pre-schools and primary schools based on Child Friendly Schools framework. The second output is to support Ministry of Education to increase access to education opportunities for out-of-school children through evidence generation and strategy development.

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 using CFS;
- (iii) Evidence generation and opportunities for out of school children.

#### **UNICEF Mid-Term Review 2018 and Education programme**

The MTR of UNICEF programme in 2018 as well as the Gender review provided an opportunity for Education programme to take stock of the current strategies and priorities in consultation with government and education partners. There were no major changes proposed in the results structure except the reduction of the targets to be achieved at the outcome level on enrolment and completion rates. The review showed the need for the Education programme to continue its focus on learning through CFS, developing strategies to address the issues of out-of-school children and the need to have specific programme interventions for adolescents especially girls.



UNICEF programme will continue supporting interventions so 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 will continue its endeavors 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.

UNICEF continued to play a major role in the sector to support the overall coordination as Coordinating Agency for the Local Education Group (LEG). Key members of the LEG, apart from the MoE, are WFP, UNESCO, the Portuguese Cooperation, Plan International, other international NGOs such as ADPP, Fundação Fé e Cooperação (FEC), and Humanity and Inclusion (formerly known as Handicap International).

Following the MTR, Education programme will develop and implement interventions to promote adolescent development participation within the existing programme framework. These interventions will mainly focus on second chance learning for out-of-school adolescents especially girls in addition to life skills, empowerment and citizenship education.

### 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 children out of school, while those in school are affected by lack of conducive learning conditions such as qualified teachers; complete infrastructure, among others. Only a fourth of the schools offer a complete 6-year cycle of primary education. The continuous teachers' strikes compound the existing challenges.

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

**World Bank Project on Quality Education:** This project has been developed to support ESP 2017-2025 and is financed by World Bank and GPE and offers an excellent opportunity for collaborative work for quality education. The project document and interventions reflect the synergy with UNICEF support to MoE on Quality Standards for Primary Schools, strengthening capacity for school statistics, monitoring of schools and the 6-6 campaign.

**Establishment of Directorate of Human Resources:** The establishment of a Directorate of Human Resource by the MoE is expected to result in strengthening the management of teachers. Until now, the MoE had only Human Resource sub-unit which was part of the larger General Administration Directorate. This new Directorate of Human Resources brings the opportunity to advocate for reforms in the Teacher Management and Development and address the issue of the persistent strikes.

**Early Learning and Development Standards (ELDS):** The approval of the ELDS and the minimum criteria for functioning of preschools is another milestone which offers the opportunity to have harmonized approach to ECD services, especially the pre-school component. ELDS will form the basis of the curriculum revision for pre-schools in the country.

**Completion of the study on Out-of-School Children:** The completion of the study on out-of-school children marks another important milestone. The recommendations from this study will be

key to address the issues of retaining children in school and also identify specific actions for second chance learning opportunities.

**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 2018

In 2018, UNICEF continued its work in close collaboration with MoE and non-governmental partners to address the education challenges and progress towards the results as laid out in the CPD. The interventions 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. Moreover, As the Coordinating Agency (CA) 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 chain:

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 implemented
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**

In the third year of the Country Programme (CP), at the national level, UNICEF continued to play its role as the Coordinating Agency (CA) for the LEG and contributed to following major achievements:

- Successfully advocacy for organization of the first ever Joint Sector Review in 2019.
- Upgrade of the Human Resource unit in MoE to fully fledged Directorate.
- Finalization of Annual School Statistics Report for 2014/2015
- Completion of the study on Out-of-School Children
- Completion of the Mid-Term Review of the UNICEF Education Programme including a gender review.

### **Advocacy for Joint Sector Review(JSR)**

In its role as CA, UNICEF led advocacy resulted in MoE and Local Education Group (LEG) agreeing to a Joint Sector Review in 2019. This will be first ever such review in many years. Considering the

country does not have much experience with JSR, it was agreed to prioritize pre-school and primary school sub-sectors. This JSR is critical to ensure that the sector plan is monitored, and the three-year operational plan (2017-2019) based on the ESP is revised in a timely manner.

### **Upgradation of the Human Resources Unit in MoE**

A major bottleneck over the years has been the inordinate delays in teachers' recruitment, especially for those who are contracted to complement the workforce. The result is often that these contracted teachers join the schools during the last part of the school year. Sustained advocacy by UNICEF and partners resulted in upgrading the Human Resources unit to full-fledged Directorate by the MoE. The establishment of the Directorate will help in managing the teacher supply and contracting process more efficiently and in a timely manner. In addition, the MoE constituted a committee to review and implement the recommendations made in a study commissioned by European Union, aiming at revising the entire recruitment process. The HR Directorate will also facilitate the implementation of the Teacher Career Development Policy, which is expected to mitigate the possibility of teachers' strike.

### **Finalization of the Annual Statistics Report/yearbook**

A significant development was the finalization and publication of the School Statistics Report for the academic year 2014/2015 with funding of the Global Partnership for Education (GPE). The MoE has not published school annual statistics for more than a decade. The publication of this statistical report will mark an important milestone. More efforts need to be done to ensure that such report can be completed for the more recent school years.

### **Completion of the study on Out-of-school Children**

The completion of the UNICEF-supported study on Out-of-school children was a major highlight in 2018, as well as its presentation to the education partners. This study and the recommendations are now being used to develop strategies to address the issue of Out-of-School children.

### **Mid-Term Review and Gender Review**

The Mid-Term Review of the Country Programme and Gender Review offered an opportunity for the Country Office to organize sectoral discussions with Ministry of Education (MoE), education partners and members of the Local Education Group (LEG). Discussions highlighted again the fragile context of the country, the lack of reliable data in the sector and the weak Education Management Information System (EMIS). An emerging area of focus will be the integrated approach to adolescents' programming with focus on girls for their enhanced education, participation and development. The review also showed that the country is still far from meeting the CPD target of 90% on both completion and attendance rates and a reduction in the target was proposed and agreed.

### **Challenges to improving access and quality**

Improving access to quality education remains a major challenge and the country is not on track to meet the targets for completion and attendance rates as laid out in the CPD. The challenge is the combination of inadequate and low-quality education services coupled with low investments based on the information available on the state budgets.

Teacher strikes have added more challenges to the existing situation which have resulted in further loss of school days. In the academic year of 2017-2018, 46 school days were lost. The first three months in the new academic year of 2018-2019 were hampered due to teachers strike and no teaching took place. The main demands of the Teacher Unions were the implementation of the Teacher Career Development Policy and payment of outstanding salary arrears. Private schools and community schools continued to work during the strikes.

These constant disruptions to the school year have a negative impact on children's education and contribute to high proportion of children out-of-school and poor learning outcomes. Despite the formal state budget approval after a gap of two years, the lowering of allocation for Education to less

than 10% is a major cause of concern. The sound implementation of ESP requires the State to progressively allocate 20 per cent of the total budget to education. UNICEF advocacy will continue towards greater Government's and partners' investment in the sector to fulfill children's rights to quality education.

Overall the progress for this outcome has been rated as constrained due to the challenges in resources for the sector which make the attainment of the CPD target of 95 per cent for completion and 90 per cent for attendance rates distant. It is important to note that following the MTR, a key recommendation for the education programme was the reduction in these targets to 80% for both completion and attendance rates.

UNICEF will therefore continue to advocate for the Government's and partners' investment in the sector to support the ESP 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 to increase opportunities for children to access quality primary education using the CFS plus approach. This approach also includes early childhood care, especially the pre-school component along with primary education. CFS plus approach is based on studies which show that investment in Early Childhood Development 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 only a third of the children of five and six-year age in the first grade of primary school attend a year of pre-school (MICS 2014). 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 in 47 schools in 5 regions across the country (Oio, Bafatá, Gabú, Quinara and Tombali).

### Progress and Results:

UNICEF's interventions in basic education during 2018, have been focused on both upstream level and improving capacity for service delivery:

#### Upstream level

UNICEF continued to lead the advocacy and technical support in collaboration with education donors/partners and MoE which resulted:

- a) **Country-wide dissemination of the ESP 2017-2025:** UNICEF supported MoE in the dissemination of ESP to all key stakeholders, including at the decentralized level. By end of December dissemination workshops were completed in 6 out of 11 regions reaching 884 persons (out of 1983 planned nationally). These includes: 224 community representatives, 114 education officials, 42-line ministry officials and 504 school directors. Community radios were used to communicate keys aspects of ESP for wider reach.
- b) **Revision of the guidelines for reactivating the teacher academic support system:** Technical support was given to revitalize the school cluster system which facilitates teachers to learn from their peers and have continuous professional development. The guidelines for the cluster system were revised, and a dissemination workshop

conducted. Teachers from a designated school cluster meet monthly for lesson planning and trainings. These cluster meetings are critical in the absence of regular in-service teacher trainings.

- c) **Revision of the grade 5 curriculum:** In partnership with Calouste Gulbenkian Foundation, UNICEF support resulted in completion of the draft curricular materials for grade 5. The revision for grades 1-4 was completed in 2017. The country has not revised the school curriculum for nearly two decades. The new national curriculum framework developed for grades 1-6 takes into account climate change, citizenship education, life skills, adolescent health and gender.
- d) **Validation of the Early Learning Development Standards:** These standards were finalized and validated. These are now being used to develop the curriculum for the pre-schools in collaboration with the partners in the Technical working group for ECD. In collaboration with the WB, technical support is being provided to the development of national pre-school education policy.

### **Capacity Development and improving service delivery:**

- a) **Improving learning and quality of education:** A key challenge in the country is improving the teaching and learning in language and mathematics. The challenge stems from the fact that Portuguese, which is the medium of instruction in schools and official language of the country, is not spoken at home. UNICEF and MoE have been keen to identify an appropriate capacity building strategy and support training of primary school teachers on teaching and learning of Mathematics and Portuguese. In partnership with Plan International, MoE was supported to expand the Child Friendly School approach to 19 new schools taking the total to 66. This benefitted 16,168 (48% girls) primary school children. 122 early grades teachers enhanced their skills to teach numeracy and literacy using gender sensitive approaches and active child centered methodologies. UNICEF continued its partnership with Effective Interventions (EI) a non-governmental organization working in 24 schools. EI has developed a model to improve teaching and learning of Portuguese and Mathematics. In 2018, an estimated 800 children benefitted because of improved teacher skills
- b) **Revitalization of school cluster system:** This partnership with PLAN also resulted in providing technical support to MoE to revitalize the school cluster system which enables teachers to learn from their peers and have continuous professional development. Teachers from a designated school cluster meet monthly for lesson planning and trainings which in turn is expected to improve children's learning. Through these interventions 33 peer learning study group circles in the regions of Bafatá (10) and Gabú (23) were operationalized in the. These cluster meetings are critical in absence of regular in-service teacher trainings.
- c) **Revival of School Inspection:** UNICEF continued to support the revival of the School Inspection and monitoring system. In collaboration with the NGOs PLAN International and FEC, technical assistance was provided to develop a system of quarterly monitoring plans by school inspectors, including collection of statistical data about schools. As part of South-South cooperation, technical assistance was brought in from Cape Verde to support the School Inspection Directorate in establishing protocols for school inspection. A series of consultations were organised to develop the regulations and guidelines for the work of school inspectors.
- d) **Pre-school education network:** UNICEF established a partnership with National Network for pre-schools and kindergartens which serves as a platform that brings together civil society organizations and service providers of pre-schools. This partnership is being used for capacity-building for better advocacy by partners for early childhood care and education services



In 2018 the distribution of UNICEF procured student kits for 9700 children for the CFS schools was postponed to 2019 due to teachers strike.

## Output 2

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

Efforts continued in 2018 to accelerate the work on the issue of out-of-school children. With UNICEF support, the study on Out-of-school children (OOSC) was completed and key findings disseminated by the MoE with the Local Education Group (LEG). A qualitative study on children enrolled in faith-based institutions such as madrasas and koranic schools is ongoing and findings will reinforce advocacy for out-of-school children.

### **Progress and results**

In 2018, unlike the previous years, progress was made in this output.

- a) Out of School Children Study:** UNICEF led the work on evidence generation regarding the question of Out-of-school children in the country. A significant achievement was the completion of the study on Out-of-school children (OOSC) and the dissemination of the findings by the MoE at the national level with the Local Education Group (LEG). The study is based on the methodology developed by UNICEF and UNESCO Institute of Statistics.

Key findings from secondary data analysis include: 38% of the children in 6-11 the age-group are not in school; 73% of the children in 12-14 years age are still in the primary level (grade 1-6); grade 1 accounts for 25% of the total school enrolments from grades 1- 12; proportion of rural children out of school is nearly double than that of urban and less than 40% children entering grade 1 complete six years of primary schooling. Gender disparities in schooling become more pronounced from the age 11 onwards. The study showed that information about children with disabilities in school is almost non-existent.

Based on the study, the interventions identified for coming years are: promoting right-age enrolment in schools, ensuring the completion of six years of primary education; having in strategies to promote entry of OOSC into age-appropriate class; offering accelerated learning programmes for the over-age children; designing specific interventions for adolescent girls; improving data collection on children with disabilities and strengthening the Education Management Information System (EMIS) to have timely data.

- b) Faith based learning centres/schools:** A partnership has been established with a national NGO to conduct a study on a select sample of 20 Koranic and Madrassa schools in the Gabu region. The study is underway, and the results will be available in 2019. This study complements the study on out-of-school children conducted in 2018 with the aim for a better understanding of the curriculum in these schools. The ultimate aim is to establish curriculum equivalency with the national education system.
- c) Access to Early Learning Centres/Preschool:** A key strategy to address the issue of OOSC is pre-school interventions. UNICEF supported 69 pre-schools of which 30 were established in 2018 in partnership with PLAN International and MoE and communities. UNICEF support benefitted 1,948 children of 3-5 years of age of which 66% (1304) children had no previous access to pre-school services. 72 pre-school facilitators were trained to enhance their knowledge on early grade literacy and numeracy skills, on inclusive play based and age appropriate methodologies and use of locally made learning materials.
- d) Empowerment of adolescents for peacebuilding:** UNICEF, in collaboration with UNDP and MoE and Ministry of Youth and financial support of the UN Peacebuilding Fund, initiated a programme for adolescents and youth in 30 communities in two regions (Cacheu and Gabu). 180 adolescents (50% girls) were trained on developing radio programmes to be aired through community radios. A team of 52 facilitators has been developed to orient the

adolescents and building their capacities on peacebuilding, empowerment, communication and leadership skills. In addition, an accelerated learning programme, which has a curriculum equivalency with the primary school, is under development with MoE and will be offered to out- of- school adolescents

### **Awareness raising in Communities:**

- a) **6/6 Campaign:** The second round of the 6/6 campaign was launched nation-wide by MoE with UNICEF support using a revised set of communication materials. Initiated in 2017, this campaign aims to continuously sensitize communities, parents and school personnel on the right age of enrolment, 6 years as per the Education Law, and on the importance of completing 6 years of primary education. The song of the campaign recorded by the UNICEF National Goodwill Ambassador was very successful and contribute to reinforce parents understanding. However, and despite the good results of the campaign, the enrollment of children at the right age remains a challenge.
- b) **Communication Strategy for Early Childhood Development and positive parenting:** With UNICEF support, a national communication strategy on Early Childhood Development and positive parenting. This strategy is based on the findings from the 2014 study on parental behavior towards young children. It aims to reach out to parents and caregivers with key information and promote practices for early stimulation and engaging with children. Two workshops were conducted to define a Pathway of Change and define a comprehensive communication strategy, action plan and monitoring and evaluation framework. The strategy has been endorsed by the ministry of education and partners and will be available to support and frame the planning processes of next year's partner/stakeholders' actions

### **Lessons learnt**

- A key lesson continues to be provision of technical support and assistance to MoE in select areas such as curriculum reforms, data strengthening which are based on joint consultations and agreement. This resulted in increased capacity to manage resources and complete ownership by the Ministry.
- The need to systematically improve the monitoring of education services by community is emerging as an important area. Despite the strengthening of school inspectorate system in 2017 and 2018, interventions are required to obtain real time information from communities and school management committees.
- Community based and managed pre-school and early childhood programme as part of CFS approach continued to be a useful strategy to ensure children start school at right age.

## **3. Results Assessment Framework**

### **2017 Results**

OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Primary completion rate	75.7% (72.4 % boys; 79.8% girls) MICS 5	95% for both	No new data available yet. MICS 6 is ongoing. Results will be available in 2019.
Primary Net attendance rate	62.4% (62.4% boys; 62.3% girls) MICS 5	90% for both	No new data available yet. MICS 6 is ongoing. Results will be available in 2019.

<b>Output 1</b>	<b>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.</b>		
<b>OUTPUT INDICATORS</b>	<b>BASELINE (% OR #)</b>	<b>TARGET (% OR #)</b>	<b>PROGRESS (% OR #)</b>
ELDS framework developed, approved and fully implemented in all early learning and preschool centers	None	2017: developed 2018: approved 2020: implementation	Document developed, technically validated and in the final revision phase for submission submitted to MoE
Percentage of CFS schools complying with at minimum two CFS areas	0	20% (2017) 40% (2018) 80% (2020)	18.1% (2017). Not monitored in 2018 No new data available; And decision taken to use the standard indicator
ECD centres benefiting from UNICEF interventions	18 (2015)	26 (2016)	69
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	Score 2: National Quality Standards validated and partially incorporated and implemented in schools
b3. Children provided with individual (one-per-child) education materials funded by UNICEF - see guidance	7134 children (2015)	9045	Supplies for 9700 children were procured for school year 2018/2019, but not distributed in 2018 due to teacher strikes. They will be distributed in 2019.
Primary education textbooks purchased with funding managed by UNICEF and distributed	376184 (2015)	439,900 (2017)	The indicator was only until 2017 (coinciding with GPE support for textbook procurement).
<b>Output 2</b>	<b>A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.</b>		
<b>OUTPUT INDICATORS</b>	<b>BASELINE (% OR #)</b>	<b>TARGET (% OR #)</b>	<b>PROGRESS (% OR #)</b>
A study on the situation of OOSC available and disseminated	None	2017: Study available and disseminated	Study conducted in 2018, results presented and validated. Final report in English and Portuguese are available.
2. Number of new primary schools classrooms build and/or rehabilitated according to CFS standards	0	2017: 40 2020: 100	24 as of 2016. No new classroom construction/rehabilitation in 2018
3. Percentage of madrassas schools officially recognized by the MoE	4,5% (2013) Baseline as of 2016 tbc	2020: 25%	4,50% (2013). No change in status. Study on koranic and Madrassa schools is ongoing. A consultation with National Forum for integration of

			Madrassas to regular system was initiated.
4. An accelerated learning program for adolescents developed and approved	None	2018: Programme developed	Work began. The hiring of technical assistance to support the finalization of the program is ongoing.

#### 4. RESOURCES (to be revised)

**Table 1: 2018 Planned budget by Thematic Sector (in US Dollars)**

Outputs	Funding Type <sup>5</sup>	Planned <sup>6</sup>
Outcome Area	ORR <sup>7</sup>	2,790,000
	RR	160,000
Output 1 - ECCE, Primary Education, Access & Quality	ORR	1,390,000
	RR	10,000
Output 2 - ECCE, Primary Education, Access & Quality	ORR	1,000,000
	RR	40,000
<b>Total Budget</b>		<b>2,950,000</b>

**Table 2: Country-level Thematic contributions to thematic pool received in 2017**

Donors	Grant Number	Contribution Amount	Programmable Amount
<b>Luxembourg Committee for UNICEF</b>	SC1499050505	49,535	49,535
<b>Total</b>		<b>49,535</b>	<b>49,535</b>

Note: Please note that on running the cube there was no contribution indicated for 2018. However, in the list attached in the guidance (word document) Guinea Bissau is shown to have received funds. This table is therefore same as that of the last year.

#### 4.1 FINANCIAL IMPLEMENTATION

**Table 3: 2018 Expenditures by Key-Results Areas**

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	213	686,591	223,373	910,177
22-02 Learning outcomes	404	1,441,858	67,598	1,509,859
<b>TOTAL</b>	<b>616</b>	<b>2,128,449</b>	<b>290,971</b>	<b>2,420,036</b>

Note: this report was pulled in December 2018 and the totals in this table may not match reports pulled later.

<sup>5</sup> RR: Regular Resources, ORR: Other Resources - Regular (add ORE: Other Resources - Emergency, if applicable)

<sup>6</sup> Planned budget for ORR (and ORE, if applicable) does not include estimated recovery cost

<sup>7</sup> ORR (and ORE, if applicable) funded amount exclude cost recovery (only programmable amounts).

**Table 4: Thematic expenses by Results Areas**

Fund Category	All Programme Accounts
Year	2018
Business Area	Guinea Bissau - 6850
Prorated Goal Area	22 Learn
Donor Class Level2	Thematic
<b>Row Labels</b>	<b>Expense</b>
<b>Other Resources - Regular</b>	<b>1,242,458</b>
22-01 Equitable access to quality education	534,812
22-02 Learning outcomes	707,647
<b>Grand Total</b>	<b>1,242,458</b>

Note: this report was pulled in December 2018 and the totals in this table may not match reports pulled later.

**Table 5: Expenses by Specific Intervention Codes**

Fund Category	All Programme Accounts
Year	2018
Business Area	Guinea Bissau - 6850
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)
<b>Row Labels</b>	<b>Expense</b>
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	31,171
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of education (including in temporary learning spaces)	3,293
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	7,765
22-01-09 Peacebuilding education	23,767
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	7,455
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	19,887
22-01-99 Technical assistance - Equitable access to quality education	619,579
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	164,650
22-02-02 Provision or procurement of primary education learning materials	200,086
22-02-08 Provision of primary education teacher training	276,941
22-02-12 Provision of training of school communities e.g. parent teacher associations, school management committees	5,151
22-02-13 Provision of training of other education staff excluding teachers (e.g. inspectors, district, ministry staff, etc.)	33,941
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	7,564
22-02-15 System strengthening - early learning / pre-primary standards and governance	99,665



22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	215,532
22-02-20 System strengthening - teacher development, management, and support	183,715
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	131,719
22-02-99 Technical assistance - Learning outcomes	35,970
26-01-02 Programme reviews (Annual, UNDAF, MTR, etc.)	2,985
26-02-02 MICS - General	55,918
26-02-06 Analysis of data	3,696
26-02-08 Programme monitoring	5,070
26-02-09 Field monitoring	19,543
26-03-01 Advocacy and partnership-building for social behaviour change	503
26-03-02 Capacity and skills development for social behaviour change	2,845
26-03-04 Community engagement, participation and accountability	883
26-03-06 Research, monitoring and evaluation and knowledge management for C4D	398
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	459
26-03-99 Technical assistance - Cross - sectoral communication for development	9,314
26-06-01 Parliamentary engagement for policy advocacy	2,634
26-06-02 Innovation activities	591
26-06-04 Leading advocate	53
26-06-06 Supporter engagement	3,513
26-06-11 Independent national child rights institution / ombudsperson	199
26-07-01 Operations support to programme delivery	110,159
27-01-06 HQ and RO technical support to multiple Goal Areas	-
27-01-15 CO programme coordination	550
28-03-02 Leading voice at HQ	508
28-07-03 Country office leadership and direction	4,100
28-07-04 Management and Operations support at CO	128,263
Grand Total	2,420,036

Note: this report was pulled in December 2017 and the totals in this table may not match reports pulled in later in 2018

**Table 6: Planned Budget and Available Resources for 2019**

Intermediate result	Funding Type	Planned Budget	Funded Budget	Shortfall
Output 1 - ECCE, Primary Education, Access & Quality	RR	10,000	61,435	-51,435
	ORR	1,390,000	515,132	874,868
Output 2 - ECCE, Primary Education, Access & Quality	RR	40,000	6,749	33,251
	ORR	1,300,000	674,215	625,785
Sub-total Regular Resources	RR	50,000	68,184	-18,184
Sub-total Other Resources Regular	ORR	2,690,000	1,189,347	1,500,653
<b>Total for 2019</b>		<b>2,740,000</b>	<b>1,257,531</b>	<b>1,482,469</b>

Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration

Other Resources shortfall represents ORR funding required for the achievements of results in 2019.

## 5. FUTURE WORKPLAN

Availability of funds continues to be a major challenge. 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, the combined funds from GPE and World Bank totaling up to US\$ 15 million are almost secured for the next five years. However, will not be adequate for the country. Some critical areas such as improving learning in early grades, alternative and accelerated strategies and learning opportunities for out-of-school children and capacity building of school directors, inspectors all need greater investment.

A key aspect of the future work plan is the focus on the Key Results for Children # 3 on Out-of-school Children. The programme interventions will focus on keeping children in schools using the CFS+ approach. For those out of school second chance learning opportunities will be provided.

UNICEF work plan in the two outputs for 2019 is outlined below.

<b>Output 1</b>	<b>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</b>
1. At upstream level continue to support the rolling out of the national quality standards and advocacy through the Local Education Group for quality standards becoming the based for planning in education.	
2. Facilitate sector coordination including the joint sector review of the progress against sector plan and strengthen monitoring systems at all levels including community-based monitoring.	
3. Finalise the development and roll-out tools based on the NQS strengthening of School Management Committees and capacity of school directors for decentralized planning	
4. To continue work to link ECD, early grades learning and CFS in a continuum of education at community level	
5. Validation of Early Learning Development Standards to contribute to quality ECD and pre-school education	
6. Complete revision of the primary school curriculum for the remaining grades 5 and 6 and finalization of the key curriculum materials for teachers and students	
7. Capacity building of teachers on teaching and learning of language and mathematics in early grades including reading promotion and assessing learning	
8. Provide support for the publication of the statistical yearbook 2015-2016 and 2016-2017	
<b>Output 2</b>	<b>A strategic framework for out-of-school children, based on equity and inclusion, developed, adopted and key interventions implemented.</b>
1. Design a national strategy document based on the recommendations from the study on the situation of out of school children in the country	
2. Continue implementation of the communication campaign for starting school at the right age and complete the full cycle of primary	
3. Rapid assessment of madrassas and koranic schools to establish curriculum equivalence with public school system	
4. Peacebuilding and accelerated learning opportunities for adolescents	
5. Accelerated learning strategies for out-of-school children	
6. Adolescent development and participation interventions with specific focus on girls	

## 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 11,000 (47% girls) children through interventions in pre-school and primary education in 2018. 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.

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## Guinea-Bissau – Human Interest Story



Guinea-Bissau

Human Interest Story



# Ana Maria Gomes is a school inspector with a challenging mission

by Ana Miranda

## Ana Maria Gomes work will have more support, thanks to efforts to revitalize school inspection. and partners to revitalize school supervision

Its 2.00 p.m and Ana Maria Gomes, arrives to Jorge Ampa Cumelerbo School for her regular visit as a school inspector of the Ministry of Education (MoE). She is received by the school director who introduces her to the fourth- grade teacher with whom Ana Maria will work and support with a pedagogical supervision session. “We school inspectors have a tremendous responsibility to ensure quality education” says Ana Maria. In the past few years, Ministry of Education was facing challenges to improve monitoring of schools and provide academic supervision.

*“I am very happy to know that help is on the way”.*

This was primarily due to lack of adequate number of personnel and secondly due to the lack of resources for capacity building.

Ana Maria Gomes reflects on these challenges. She started as a teacher in 1989 and then following a training in 2007 she assumed the role of school inspector in Bissau city in 2008. “Initially, there were 17 inspectors assigned to cover Bissau’s 191 primary schools, now there are only four of

us. Among these 17, some retired, or changed their jobs due to salary constraints leaving only 4 school inspectors for such large number of schools”. Ana Maria was overloaded, as she was in charge of 10 public schools and 50 private schools. She shared her dissatisfaction that trying to monitor such a large number of schools was compromising the quality of her work. “How can I give an efficient support and follow up to these number of schools?” she asks.

However, things started changing and the Ministry of Education decided to go ahead and recruit 177 school inspectors in 2017. Following this recruitment, MoE in collaboration with UNICEF and partners such as PLAN International, Humanity and Inclusion and FEC designed a training plan for all the school inspectors the newly recruited and those already in the system. The training lasted three months and provided orientation to the school inspectors on contents such as inspection practice and techniques, school administration and management, ethics of inspection, national quality standards, and specific contents regarding different specialization areas: the current curriculum in school, tools for

academic supervision (such as check lists, classroom observation schedule) and classroom teaching learning methodology. Ana Maria was one of those who participated in this training programme. “I am very happy to know that help is on the way, the new inspectors will facilitate my work and contribute to improve quality education all over the country”, she says gratefully.

The investment on school monitoring is a key element in Guinea-Bissau to improve quality education. School Inspectors play a critical role and are responsible for ensuring that the Ministry’s policies and guidelines are implemented across all the public schools. School Inspectors provide important pedagogical and technical support to teachers, who are in many cases unprepared to fulfill their duties. In Guinea-Bissau three out of ten teachers do not have the requisite qualifications.

### Tackling gaps in school’s monitoring system

“We cover many areas aspects of school functioning, I supervise classes, organize training sessions for teachers, and give a



valuable contribution to directors and school staff with administration and management procedures, and school statistics”, explains Ana Maria.

Following this recruitment and training, for Ana Maria and many others like her, the workload will decrease. And it will enable them to provide greater support qualitatively to the schools under their monitoring schedule.

Ms. Arcangela Graça, the Director of School Inspection says “Inspection is the monitoring branch of the MoE. We are the link between the Ministry and schools for quality education. We needed to revitalize the Directorate and build capacities and train people in accordance with the changes in the education system”.

### Helping the school system as a mission

Today, the fourth- grade teacher being supervised by Ana Maria Gomes started with a reading exercise. Ana Maria sits quietly in the last row taking notes on the teaching and learning process.

Ana Maria Gomes checks the teaching plan of the teacher to identify the issues for feedback. After the class was over, Ana Maria discusses with the teachers the strengths of the teaching process and the areas for further development. All this is done in a collaborative manner and with a view to support the teacher. “We are not here to control or to censor teachers and directors, the first duty of the inspector is to help”, she says.







## ANNEX 2 DONOR FEEDBACK FORM

**Name of Report:** Education-Global Thematic Report

**Reference number:** SC/2014/1499050505 Luxembourg Committee for UNICEF

**Completed by:** Name \_\_\_\_\_

Designation \_\_\_\_\_

Organization: \_\_\_\_\_

Date completed: \_\_\_\_\_

Email: \_\_\_\_\_

**Please return to UNICEF (email): upolepeddi@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

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1

0

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

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