

**CASE STUDY**

# **NO FIRMA PA NÔ DRITUS BOLAMA**

Potential and challenges  
of a pilot experience to promote  
Human Rights and Citizenship  
on Bolama Island

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## CASE STUDY

NO FIRMA PA NÔ DRITUS  
| BOLAMA

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Potential and challenges of a pilot experience to promote  
Human Rights and Citizenship on Bolama Island

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## CASE STUDY

NO FIRMA PA NÔ DRITUS  
| BOLAMA



Mural painted as part of the project:  
Human Rights

# Executive summary

The purpose of the case study Potential and challenges of a pilot experience to promote Human Rights and Citizenship on Bolama Island is to analyse the model of intervention in Human Rights and Citizenship, under the project No firma pa nô Dritus – Bolama (NFND). A project funded by the European Union Delegation in Guinea-Bissau (EUD) and implemented by Fundação Fé e Cooperação (FEC) in partnership with Academia Ubuntu Guiné-Bissau (AUGB).

This study results from an exercise of analysis and systematisation of the NFND methodology of intervention. Based on empirical evidence, resulting from document analysis, observation of intervention contexts, interviews (exploratory and semi-directed) and djumbais/focus group (with the main agents, target audiences and beneficiaries), the study particularly focuses on the conceptualisation and implementation practices of the NFND model of intervention.

Data collection and the resulting review made it possible to identify the potential and aspects to be reinforced, taking into account the sustainability and possibilities of impact and replication of the NFND model. In this regard, the study concludes with specific recommendations for maintaining the conceptual structure and for reinforcing the institutional absorption of good practices, as well as the dynamics of community intervention.

# Abbreviations and Acronyms

**AUGB**

Academia Ubuntu Guiné-Bissau

**ACRWC**

African Charter on the Rights and Welfare of the Child

**AGRICE**

Associação Guineense de Reabilitação e Integração dos Cegos (Guinean Association for Rehabilitation and Integration of the Blind)

**AMIC**

Associação dos Amigos da Criança (Children's Friends Association)

**CAJ**

Centro de Acesso à Justiça (Centre for Access to Justice)

**CBO**

Community-Based Organisations

**CCCJ**

Conselho Consultivo de Crianças e Jovens (Children and Youth Advisory Board)

**CDC**

United Nations Convention on the Rights of the Child

**CEDAW**

Convention on the Elimination of All Forms of Discrimination against Women

**CNAPT**

Comité Nacional para Abandono das Práticas Tradicionais Nefastas (National Committee for the Abandonment of Harmful Traditional Practices)

**CODEDIC-GB**

Coligação das Organizações da Defesa dos Direitos da Criança da Guiné-Bissau (Guinea-Bissau Coalition of Organisations for the Defence of Children's Rights)

**CRGB**

Constitution of the Republic of Guinea-Bissau

**CSO**

Civil Society Organisations

**EUD**

European Union Delegation

**ESE**

Escola Superior de Educação (Higher School of Education)

**FEC**

Fundação Fé e Cooperação (Faith and Cooperation Foundation)

**FGM**

Female Genital Mutilation

**FNAPD**

Federação Nacional das Associações de Pessoas com Deficiência (National Federation of Associations of People with Disabilities)

**GBCO**

Guinea-Bissau Country Office

**GO**

General Objective

**HDI**

Human Development Indicators

**ILO**

International Labour Organisation

**IMC**

Instituto de Mulher e Criança (Institute of Women and Children)

**INDE**

Instituto Nacional para o Desenvolvimento da Educação (National Institute for the Development of Education)

**LGDH**

Liga Guineense dos Direitos Humanos (Guinean Human Rights League)

**MEN**

Ministério da Educação Nacional (Ministry of National Education)

**MESIC**

Ministério do Ensino Superior e Investigação Científica (Ministry of Higher Education and Scientific Research)

**MICS**

Multiple Indicator Cluster Surveys

**NFND**

No firma pa nô Dritus – Bolama Project

**NGO**

Non-Governmental Organisation

**PNI**

Parlamento Nacional Infantil (National Child Parliament)

**REJE**

Rede de Jovens Educadores (Young Educators Network)

**SDG**

Sustainable Development Goals

**SO**

Specific Objective

**TARGET**

Target Ruediger Nehberg

**UEAC**

Unidade de Ensino Amílcar Cabral (Amílcar Cabral Educational Unit)

**UN**

United Nations

**UNDP**

United Nations Development Programme

**UNFPA**

United Nations Population Fund

**UNICEF**

United Nations Children's Fund

**WBG**

World Bank Group

**WFP**

World Food Programme

**WGI**

Worldwide Governance Indicators

**WHO**

World Health Organisation

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NFND and education agents: model for capacity building and disseminating information

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NFND and community agents: model for capacity building and disseminating information

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**IMAGE 1**

Mural painted as part of the project: Human Right

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Mural painted as part of the project: Women

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Djumbai with NFND teachers-trainees

**IMAGE 4**

Djumbai with Upper Elementary students of Maria Montessori School in Bolama

**IMAGE 5**

Ulysses Simpson Grant Unified Elementary School in Bolama

**IMAGE 6**

Preparation Meetings at Bolama Schools

**IMAGE 7**

Mural painted as part of the project: Food

# Introduction

This case study aims to analyse the model of intervention in Human Rights and Citizenship, within the scope of the No firma pa nô Dritus – Bolama (NFND) project, funded by the European Union Delegation in Guinea-Bissau (EUD) and implemented by FEC – Fundação Fé e Cooperação, in partnership with Academia Ubuntu Guinea-Bissau (AUGB).

The study is based on the pilot experience of the NFND action on Bolama Island, with the following objectives: **analyse and systematise/conceptualise the model of intervention of NFND; observe the impact of the intervention; assess possibilities of replication.** In this regard, the study stems from review processes (data collection, information systematisation and writing) resulting from a progressive monitoring of the NFND action, between June 2022 and April 2023.

In terms of characterisation<sup>1</sup>, the NFND project has the following objectives: **contribute to the integration of Human Rights and Citizenship topics in the school curriculum and in educational, family and community practices** (OG)<sup>2</sup> and **create, from the Education Sector on Bolama Island, a pilot area for disseminating Human Rights and Citizenship knowledge and practices, involving the School, the Family and the Community** (OE)<sup>3</sup>.

NFND was designed following the diagnosis, conducted by EUD, on the Bolama-Bijagós region, which identified the following critical aspects: i) need for investment in the formal education sector; ii) involvement and participation of young people in the social and economic life of the region and the need for them to take on leadership roles.

The design of NFND, as a pilot project, took into account the previous experience of FEC (in the education and Human Rights sector)<sup>4</sup> and AUGB (in the field of youth leadership), as well as the cultural specificities and the fact that the Bolama Island is a peripheral zone compared to the mainland<sup>5</sup>. Thus, the NFND proposal is focused on fundamental community elements – school and tabanka<sup>6</sup> –, and

its model of intervention is based on building the capacity of school agents (teachers and students) and community agents, with particular focus on young people, in order to enhance their involvement in the promotion of attitudes and practices concerning Human Rights and Citizenship. NFND positions its intervention in the dissemination of information and knowledge on Human Rights and Citizenship. In this respect, it aims to promote continuous and sustainable changes, mediated by a methodology that favours a holistic and multiple-thematic approach, considering the pedagogical, community, political and ethical dimensions.

NFND is aligned with the Multiannual Action Programme of the Civil Society Organisations thematic programme for the 2018-2020 period, taking as reference the EU Roadmap for Civil Society in Guinea-Bissau (2016-2020). In this regard, the project aims to contribute to two priorities identified in the roadmap, namely: i) support CSOs in defining and implementing their corporate purpose and ii) strengthen the dialogue framework and capacities of the partner agents of CSOs. Thus, it is a project included in the European Instrument for Democracy and Human Rights, which aims to strengthen civil society in the promotion of Human Rights, as well as the democratic process.

From a macro perspective, it should be noted that NFND is part of a broad investment from the EUD in the Bijagós archipelago, with the aim of supporting civil society organisations and promoting Human Rights in the Bolama-Bijagós region, Guinea-Bissau. EUD's investment in the Bolama-Bijagós Region stems from grant contracts<sup>7</sup> awarded following the submission and selection of proposals included in two lots: 1) *Support to Civil Society Organisations (CSO)* and 2) *Promotion of Human Rights (IEDDH)*. The first lot funded actions oriented towards the improvement of the living conditions of the populations of the Islands of Bolama, Galinhas and Soga, through an integral and sustainable development model<sup>8</sup><sup>9</sup> and the improvement of the social and eco-

<sup>1</sup>Data from the documentation of the Project application. <sup>2</sup>General objective. <sup>3</sup>Specific objective. <sup>4</sup>In this area, the following projects should be highlighted: Bambaram di Mininu Project; Kumpu Terra de Mininesa Project; Characterisation of Preschool Education in Guinea-Bissau and Social Protection of Children in Guinea-Bissau – Mapping of Civil Society Organisations <sup>5</sup>Disadvantaged territory in social and economic terms, far from political decision-making centres. <sup>6</sup>Village (in Creole). In the EU diagnosis, the tabanka is identified as a “fundamental administrative unit”. <sup>7</sup>Published with the reference EUROPEAID/164822/DD/ACT, on 5 June 2019, with a global budget of EUR 4,600,000. <sup>8</sup>Implemented by NGO AIDA - Ayuda, Intercambio y Desarrollo <sup>9</sup>Amount of grant: EUR 2,000,000.



*conomic conditions of the populations of the Islands of Bolama, Galinhas and Caravela, through support for income generation, self-employment and mobility*<sup>10</sup>

<sup>11</sup>. NFND is an action included in lot 2, whose grant<sup>12</sup> envisages the implementation of an intervention particularly focused on education for Human Rights and Citizenship. In this regard, NFND appears as an integrated component in a synergistic perspective with the other projects/investments funded by the EUD, in the Bijagós Archipelago. Thus, the project results from the intention of promoting action whose articulation seeks to contribute to the integral development of the Bolama-Bijagós Region..

Taking into account these elements, the target groups of NFND are: teachers and educational agents from preschool to secondary education (179); teachers from the Unidade de Ensino Amílcar Cabral - UEAC<sup>13</sup> (11); students of UEAC (225); professionals of AUGB (5); young leaders (66); parents/guardians of students (4,825); school-age children and young people (4,825). Sequentially, it is targeted at the following beneficiaries: 6,024 citizens of the Bolama Island; CSOs operating in the region; the Ministry of Higher Education and Scientific Research (MESIC)<sup>14</sup>; local/community radios listeners.

In the community context, it should be noted the intervention of AUGB, a national NGO run by Guinean staff, dedicated to training and social intervention in the areas of Leadership, Human Rights and Citizenship. Under the NFND, AUGB is responsible for training young leaders (66) and guiding them towards the design and development of capacity-building and awareness-raising activities with the communities on Bolama Island. In this regard, it seeks to promote social changes by encouraging youth leadership for this purpose.

As a result of the implementation of NFND, the following products are expected: 1) preparation and approval of the model of training for teachers for the course of Education for Citizenship and Human Rights; 2) capacity-building of 200 multiplier agents (trainers, teachers, trainee students in the area of education and CSO professionals) in formal and non-formal methodologies within the scope of Human Rights and Citizenship; 3) implementation of initiatives to inform, raise awareness and promote behavioural change within the scope of Human Rights and Citizenship in 13 schools; 4) training of 66 young leaders in Human Rights leadership and

implementation of community initiatives towards processes of change and promotion of Human Rights and Citizenship; 5) information to civil society in the Bolama Island about their rights and implementation of networking initiatives, in conjunction with local authorities.

<sup>10</sup> Implemented by NGO Agronomes et Veterinaires sans Frontieres <sup>11</sup> Amount of grant: EUR 2,000,000. <sup>12</sup> Amount of grant: EUR 600,000. <sup>13</sup> Teacher Training Unit, located in Bolama and part of the Higher School of Education (Escola Superior de Educação, ESE), one of the Directorates-General of the Ministry of Higher Education. <sup>14</sup> At the time the project was designed, it was the Ministry of National Education and Higher Education. After changes in the structure of the Government, the Ministries were separated, with the establishment of the new Ministry of Higher Education.

# Context



Mural painted as part of the project: Women

The ideal of democracy is based on principles and values that guarantee rights and freedoms, whose implementation enables access to basic social services and citizen participation in collective decision-making. Therefore, the processes of setting a framework of integral human development, regardless of the specificities of social contexts, fundamentally depend on the guarantee of Human Rights and the exercise of Citizenship.

In the context of Guinea-Bissau, Human Rights and Citizenship constitute fundamental subject matters of social intervention, insofar as the consolidation of a Democratic Constitutional State necessarily depends on the effective institutionalisation of policies and practices that promote human development. In this context, it is unavoidable to discuss and implement concrete measures aimed at fully guaranteeing the rights of citizens and equity in access to basic social services.

For context purposes, it is relevant to start from analysing the formal configuration of Human Rights and Citizenship in Guinea-Bissau. In this context, the Constitution of the Republic of Guinea-Bissau (CRGB) enshrines Fundamental Rights, Freedoms, Guarantees and Duties, determining that “all citizens are equal before the law, enjoy the same rights and are subject to the same duties, without distinction of race, sex, social, intellectual or cultural level, religious belief or philosophical conviction”<sup>15</sup> and that “constitutional and legal provisions relating to fundamental rights must be interpreted in accordance with the Universal Declaration of Human Rights”<sup>16</sup>. Along the same lines, the CRGB also determines that “the moral and physical integrity of citizens is inviolable”<sup>17</sup>.

In terms of Human Rights, the provisions enshrined in the CRGB impose on the Guinean State the obligation to preserve the human condition, ac-

<sup>15</sup> CRGB, Article 24. <sup>16</sup> CRGB, Article 29. <sup>17</sup> CRGB, Article 37. <sup>18</sup> CRGB, Article 11. <sup>19</sup> CRGB, Articles 12; 13; 14; 15; 16; 17. <sup>20</sup> CRGB, Article 1. <sup>21</sup> CRGB, Article 2. <sup>22</sup> CRGB, Article 2. <sup>23</sup> CRGB, Article 19. <sup>24</sup> E.g.: Specialised Commission of the National People's Assembly for Women's and Children's Affairs; Office for the Protection against Abuse and Domestic Violence (Ministry of the Interior); Institute of Women and Children (IMC); National Child Parliament (PNI); Family and Minors Court (Minors Guardianship); Centre for Access to Justice (CAJ); National Committee for the Prevention and Fight against Human Trafficking; National Committee for the Abandonment of Harmful Practices (CNAPTIN); Brigade for the Protection of Women and Minors (Criminal Police).

cording to the legal principle that “the goal of the economic and social organisation of the Republic of Guinea-Bissau shall be to continually promote the people’s welfare and to eliminate all forms of submission of human beings to harmful interests which profit individuals, groups, or classes”<sup>18</sup>. *This principle translates into determinations that aim to guarantee freedoms and rights, as well as the duty to create conditions for the integral development of citizens (health, education, culture, heritage, safety and justice)*<sup>19</sup>.

*With regard to participation and the exercise of Citizenship, the CRGB determines that “Guinea-Bissau is a sovereign, democratic, secular and unitary Republic”<sup>20</sup>, “the national sovereignty of the Republic of Guinea-Bissau lies in the people”<sup>21</sup> and that “the people shall exercise political power directly and through democratically elected bodies of power”<sup>22</sup>. In the same vein, it also determines that “it shall be the fundamental duty of the State to safeguard the victories of the people in all ways, and, in particular, the constitutionally instituted democratic order. The defence of the Nation must be organised on the basis of the active participation and conscious adherence of the populations”<sup>23</sup>.*

The CRGB effectively establishes a fundamental legal framework that enshrines – in the light of democratic values, justice and freedom – the formal conditions for the full guarantee of Human Rights and the exercise of Citizenship. This aspect is largely evidenced in the creation of dedicated state institutions<sup>24</sup>, specific laws<sup>25</sup> and public policies<sup>26</sup>. At the same time, the existence of CSOs<sup>27</sup>, International Organisations<sup>28</sup> and Delegations/Agencies of Development Cooperation<sup>29</sup>, which aim to complement the role of the State in terms of the promotion and defence of Human Rights, is also evident.

Within the scope of the formal configuration of Human Rights and Citizenship, it is also important to note that the Guinean State has regularly ratified and adopted a set of international guidelines and

instruments, in order to align its policies and strategies with the global processes of promotion of Human Development<sup>30</sup>.

The analysis of the formal structure that governs Human Rights and opportunities for citizen participation in the Guinean social context is quite relevant, insofar as, on the one hand, it allows developing a panoramic view of the socio-legal framework and, on the other hand, understanding the breadth and specificities of the country’s collective commitments in this domain. Following this starting point, we should then analyse the practical effects and the concrete/situational reality of Human Rights and citizen participation in Guinea-Bissau.

The analysis of the objective reality makes us look at the effective conditions for absorbing the collective commitments assumed in the formal domain. At this point, social indicators are crucial elements for discussion, as they allow us to immerse in institutional dynamics and the impacts that result from them.

The social conditions of existence of the Guineans result, to a large extent, from structural/structuring processes arising from the typologies of application of formal provisions (laws and policies). For this purpose, it is important to analyse the country’s stage of development and then concrete data on the implementation of Rights and opportunities for citizen participation.

According to the Human Development Report<sup>31</sup>, a Guinea-Bissau is part of the group of countries with Low Human Development, having a Human Development Index of 0.483<sup>32</sup>. This figure ranks Guinea-Bissau in the 177<sup>th</sup> position, out of 191 countries and territories. Regarding the Fragile States Index data, Guinea-Bissau appears as a fragile State<sup>33</sup>. Within the scope of this index (on a scale from 0 to 120) Guinea-Bissau scores 91.3. Among other relevant factors for assigning this score, the observation of “fragmented elites, lack of State legitimacy and deficient public

<sup>25</sup> E.g.: Law to combat female genital mutilation (Law No. 14/2011); Law on Domestic Violence (Law No. 6/2014); Penal Code, Civil Code, General Labour Law – which defines the minimum working age; code of conduct for the protection of children and sexual exploitation in tourism and travel; Licensing and inspection regime for reception centres; Law on temporary Foster Families; Law for the Prevention and Fight against Human Trafficking (Law 12/2011); Law for the prevention, treatment and control of HIV/AIDS. <sup>26</sup> E.g.: National Policy for Equality and Gender Equity (2017); Excellence Scholarship Programme for insertion and reinsertion of girls victim of violence; National Plan to prevent and combat human trafficking. <sup>27</sup> E.g.: Network to Fight Against Gender-Based Violence and Violence against Children (RENLUV); Guinean Human Rights League (LGDH); Guinea-Bissau Coalition of Organisations for the Defence of Children’s Rights (CODEDIC-GB); National Federation of Associations of People with Disabilities (FNAPD); National Association of Aldeias de Crianças SOS Guinea-Bissau; Tinguena; SOS Crianças Talibé; Islamic Youth; Association of Children’s Friends (AMIC); Guinean Association of Rehabilitation and Integration of the Blind (AGRICE); Casa Bambaram; Casa Emanuel; Network of Young Educators (REJE); Children and Youth Advisory Council (CCCJ). <sup>28</sup> E.g.: Fundação Fé e Cooperação (FEC); Plan Internacional; Target. <sup>29</sup> E.g.: European Union Delegation (EUD); Instituto Camões – Portuguese Cooperation; United Nations agencies (UNDP; UNICEF, WHO, UNPFA...). <sup>30</sup> E.g.: Universal Declaration of Human Rights; United Nations Convention on the Rights of the Child (CDC; 1989); African Charter on the Rights and Welfare of Children (ACRWC; 2008); Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW; 1981); Protocol to the Charter of Human and Peoples’ Rights Relating to Women’s Rights in Africa; ILO Convention No. 138, on the Minimum Age for Admission to Employment; ILO Convention No. 182 on the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour; International Convention on the Rights of Persons with Disabilities; Protocol to the African Charter on Human and Peoples’ Rights on the Establishment of an African Court on Human and Peoples’ Rights (2004); Optional Protocol to the Convention on the Rights of the Child on the Sale of Children, Child Prostitution and Child Pornography, of 6/3/2004; 2000 Millennium Declaration; 2030 Agenda and Sustainable Development Goals (SDG). <sup>32</sup> UNDP (2021/22), Human Development Report. <sup>33</sup> The HDI ranges from a scale from 0 to 1. The closer to 1, the greater the human development. The scale classifies countries into five groups: very high, high, medium, low and very low HDI. <sup>33</sup> The Fund for Peace, (2022), Fragile State Index.

services” stands out<sup>34</sup>. *Along the same lines, the World Bank, among other aspects, highlights the fragility of the Guinean State due to its eligibility “for non-repayable aid granted by the International Development Association (IDA) and a low governance score”<sup>35</sup>.*

In terms of governance, the World Governance Indicators (WGI) rank Guinea-Bissau in the 192<sup>nd</sup> place (among 209 countries)<sup>36</sup> and the Corruption Perception Index<sup>37</sup> places the country among the most corrupt in the world (score of 21 out of 100), ranked 162<sup>nd</sup> out of 180 countries.

The data presented show that the fragility of the Guinean State and the country’s underdevelopment result, to a large extent, from the dysfunctionality of the institutions. The analysis of the institutions’ functionality is relevant for understanding the effective capacity of the State to implement Human Rights and promote citizen participation opportunities. The combination of these elements – which indicate weaknesses in governance, human underdevelopment and widespread corruption – represents a high-risk scenario, in terms of systemic reproduction of the lack of concrete mechanisms (from public entities) to guarantee fundamental rights and freedoms. On the other hand, they lead us to question and analyse the opportunities – within the scope of social dynamics – for reversing this scenario of institutional dysfunctionality. For this purpose, it is necessary to take a specific look at Human Rights indicators in Guinea-Bissau.

According to the Guinean Human Rights League, in 2020/2021 there were reports of: “2879 total cases of Human Rights violations; 1140 cases of gender-based violence; 937 cases of illegal arrests and attacks on citizens; 519 cases of community conflicts and accusations of witchcraft; 283 cases of sexual abuse”<sup>38</sup> Of the cases reported, 69% of the victims are women and 31% are men (Sangreman, C, Turé, B; 2022).

These data may possibly appear not to be very ex-

pressive. However, considering the social specificities of Guinea-Bissau, they are quite representative. Mistrust about the functionality/effectiveness of authorities and/or institutions enhances the tendency to resolve conflicts through mediation mechanisms and dynamics existing in family and community environments. Following this propensity – that can be seen especially in rural areas and urban periphery – resorting to judicial authorities and/or CSOs dedicated to this purpose tends to occur in situations whose severity exceeds the mediating influence of families and communities. The incidents identified, registered and publicly exposed are those that, in a certain way, go beyond the conventional “filters” of conflict resolution. Thus, the data presented may be considered representative of incidents that will tend to have greater statistical expression.

Another relevant aspect is the period to which these data report. The years 2020 and 2021 were marked by contingencies arising from the COVID-19 outbreak, which forced the implementation of restrictive measures and the focus of authorities on containing the pandemic. For analysis purposes, it was a challenging period that put the performance of public institutions to the test. In this regard, the political-institutional fragility of the Guinean State was evidenced, insofar as the increase in repression and the frequency of use of the State’s instruments of violence did not have the due replication in the creation and implementation of measures to protect the social segments that are most vulnerable to human rights violations.

The situation of political instability combined with the pandemic tended to reinforce the climate of insecurity and increased incidents of Human Rights violations, especially against children, women, political agents, journalists and civil society activists. As for the latter, various situations of persecution, physical violence, kidnappings and arbitrary arrests were recorded<sup>39</sup>.

<sup>34</sup> See: UNICEF (2019), Situation analysis of children’s rights and well-being in Guinea-Bissau. <sup>35</sup> Idem. <sup>36</sup> See: <https://info.worldbank.org/governance/wgi/> [https://databank.worldbank.org/source/worldwide-governance-indicators#selectedDimension\\_DBList](https://databank.worldbank.org/source/worldwide-governance-indicators#selectedDimension_DBList) <sup>37</sup> See: <https://www.transparency.org/en/cpi/2021/index/gnb>

<sup>38</sup> SANGREMAN, C., TURÉ, B. (2022). Observando Direitos na Guiné-Bissau - Covid-19 e os Direitos Humanos: audição pública e pesquisa no SAB. Lisbon: ACEP, with LGDH and CEsA, p.94. <sup>39</sup> Human Rights violations identified by LGDH (Sangreman, C., Turé, B; 2022): “On 24 March 2020, journalist Serifo Tawel Camará, from Radio Capital FM, was attacked by a group of men in uniform, when he was leaving the premises of the radio station; on 22 May 2020, unknown attackers took a member of Parliament, Marciano Indi, to a residence. His colleagues from the party Aliança Povo Unido (APU) reported the incident on social media, contacted the Economic Community of West African States (ECOWAS) and the United Nations (UN) representatives in Bissau. He was arrested for several hours before being found at a police station in Bissau with a head wound and other bruises; on 26 July 2020, Radio Capital FM was attacked and destroyed during the night by a group of armed men, after several threats; in October 2020, members of the Police beat two members of the political party Movimento de Alternância Democrática (MADEM-G15), arrested them in the prison of the Ministry of the Interior, in Bissau, and released them shortly after; on 11 January 2021, journalist Baducaram Imbenque, from the Television of Guinea-Bissau, was suspended from his duties for not having interviewed the President of the Republic in a sports match played for national reconciliation; on 3 February 2021, journalist Sabino Santos, from Radio Capital FM, was charged and subject to statement of identity and residence following a complaint filed by the utility Eletricidade e Águas da Guiné-Bissau (EAGB), related to the attack to the radio station; on 16 February 2021, journalist Sumba Nansil, from the same radio station, was also charged and subject to statement of identity and residence; on 9 March 2021, the journalist António Aly Silva was kidnapped and beaten by a group of armed men; on 12 March 2021, journalist Adão Ramalho, from the aforementioned Radio Capital FM, was publicly beaten by a duly identified police officer; on 5 July 2021, in Bafatá, there were arbitrary arrests and 3 youth people from different local civil society organisations were beaten, when they intended to organise a peaceful demonstration to demand the right to electricity; on 31 July, the activist and lawyer, former president of the Guinean Human Rights League, Luís Vaz Martins, minutes after leaving the National Debate, on Radio Capital FM” saw “a group of people in a vehicle with foreign registration crash three times against his car, in an attempt to cause a fatal accident, on the road that connects the Military District to Antula, in Bissau”; on 22 October 2021, two leaders of the nurses’ trade union were arrested for having called a strike in the health sector”.



These facts about Guinea-Bissau were even highlighted in the Annual Report of the Department of State of the United States of America (2020), where the following were listed: “significant Human Rights issues in arrest and detention conditions; serious problems with the independence of the judiciary; corruption (...) and impunity in abuse of power by the security forces, especially in arbitrary arrests, attacks on media bodies and professionals, as well as repression of demonstrations”<sup>40</sup>. The same report also highlights the “lack of investigation into crimes of violence against women and children, human trafficking, child labour (...)”<sup>41</sup>.

This picture of widespread underdevelopment and the marginalisation of the social role of the State made Guinean women and children particularly vulnerable. Exposure to various phenomena of violence, the absence of structural protection mechanisms and the lack of access to basic social services are aspects that stand out regarding the vulnerability of these social groups.

As mentioned above, according to LGDH data, 69% of victims of Human Rights violations are women. In terms of relational dynamics, the Guinean society is markedly patriarchal and gerontocratic. According to the UNICEF report, “men hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property. The adverse socioeconomic conditions affect women more than men because of gender power relations, underlying and structural causes. Women’s gender-specific triple roles in the labour market, household labour, and reproductive labour are more time-consuming and a structural cause of gender inequality. Due to the gender bias in access to resources, poverty impacts women more than men. Young women and girls in Guinea-Bissau are more vulnerable, with fewer adolescent girls accessing education compared to boys and literacy rates that are declining. Female genital mutilation (FGM) and child marriage remain widespread practices, in urban and rural settings”<sup>42</sup>.

Domestic violence is one of the paradigmatic examples of social vulnerability. According to MICS6 data<sup>43</sup>, one third of women in urban centres and 38% of women in rural areas agree with violence as a way of disciplining behaviour deemed inappropriate. In addition to other aspects of male domination, the high illiteracy rate of Guinean wo-

men contributes to this fact. Namely, 64.7% of women between 15-49 years old and 54.4% of women between 15-24 years old<sup>44</sup>.

In this context, the report by FEC, funded by the EUD, on the situation of Guinean women<sup>45</sup> states, following the application of a questionnaire survey<sup>46</sup>, that 37.7% of respondents claim to have suffered physical violence from their partners and 26.9% from a non-partner. Along the same lines, 21.8% reported having suffered sexual violence from their partners and 5.3% from a non-partner. Regarding incidents with partners, when asked if they reported to the competent authorities and/or sought help, “in the vast majority, 67.7%, the victim did not tell anyone about their partner’s behaviour and 12.9% asked for help to relatives, 4.4% to friends, 3.1% to neighbours, 0.7% to the head of the *tabanca* and only 0.5% spoke to a doctor/health professional”<sup>47</sup>. With regard to physical violence from non-partners, “the vast majority of victims did not tell anyone about the behaviour of their aggressor<sup>48</sup>, aggressor 1 (62.4%); aggressor 2 (50.0%) and aggressor 3 (70.0%)”<sup>49</sup>. Regarding sexual violence by non-partners, the majority “(...) did not tell anyone about the behaviour of their aggressor, aggressor 1 (51.1%); in 19% of the cases, they reported/sought help from relatives and 14.9% from friends”<sup>50</sup>.

In summary, within the scope of this survey, considering violence by the respective partners, cases of “psychological violence (43.9%) and physical violence (37.7%)”<sup>51</sup> are more common. With regard to cases perpetrated by non-partners, “of the 1022 women interviewed, most reported having been victims of physical violence (...), 275 (26.9%), and 54 reported having been victims of sexual violence (...)”<sup>52</sup>.

These data allow, in fact, to estimate and highlight the extreme vulnerability of Guinean women to situations of violence and, consequently, to a diverse set of violations of their fundamental rights.

With regard to children, the list of Human Rights violations is immense. The vulnerability of Guinean children is particularly evident in the areas of access to education, health, food security, practices considered harmful and social protection.

According to available data<sup>53</sup>, 43% of children aged 6 years old and almost a third, between 6 and 11 years old, are out of school<sup>54</sup>. In view of these figures, only 27% of students complete primary education, and 17% complete lower secondary education.

<sup>40</sup> SANGREMAN, C., TURÉ, B. (2022). Observando Direitos na Guiné-Bissau - Covid-19 e os Direitos Humanos: audição pública e pesquisa no SAB. Lisbon: ACEP, with LGDH and CESA, p.94. <sup>41</sup> Idem, p.94. <sup>42</sup> UNICEF (2019), Situation Analysis of Children’s Rights and Well-Being in Guinea-Bissau. <sup>43</sup> Multiple Indicator Cluster Survey Report, 2018 (MICS 6), Guinea-Bissau. <sup>44</sup> Idem. <sup>45</sup> FEC (2021), Relatório da Situação da Mulher, Bissau. <sup>46</sup> The questionnaire survey considered a representative sample consisting of 1022 women. <sup>47</sup> FEC (2021), Relatório da Situação da Mulher, Bissau. <sup>48</sup> The study included situations in which there were several aggressors. <sup>49</sup> Idem. <sup>50</sup> Idem. <sup>51</sup> Idem. <sup>52</sup> Idem. <sup>53</sup> Multiple Indicator Cluster Survey Report, 2018 (MICS 6), Guinea-Bissau. <sup>54</sup> Idem.

Regarding health, despite the improvements observed in vaccination coverage and the gradual reduction in child mortality, the National Health System continues to be globally ineffective and inefficient. In this regard, according to UNICEF: *“the country’s health system faces persistent challenges in providing services, related to a severe shortage of health workers, low public spending, poor infrastructure and weak governance. The density of doctors, nurses and midwives is 9.8 per 10,000 population, well below the WHO Critical Threshold of 23 per 10,000 population. Available health workers are concentrated in urban areas, mainly the capital city Bissau, leaving the remote regions without a minimum health team. There are eight diseases that account for over 70% of deaths and Disability-Adjusted Life Years (DALYs): malaria, HIV, neonatal disorders, lower respiratory infections, diarrheal diseases, nutritional deficiencies, injuries, and cardiovascular disease (Bandim Health Project, 2018)”*<sup>55</sup>.

In terms of food security, according to the World Food Programme (WFP) Food Security Monitoring Survey, at least 83% of children aged 6 to 23 months old were not provided minimum food diversity (WFP, 2017). According to the UNICEF report on the situation of children, *“in 2019, the national prevalence of acute malnutrition (wasting) was 7.3%, reaching 9% and 10% in the regions of Bafatá and Gabú, respectively, while the prevalence of stunting among children under 5 years old was 29.9% (National Nutrition Survey, 2019). Malnutrition is believed to be the single greatest cause of child mortality in developing countries, as it weakens a child’s ability to recover from an illness that would not kill a better-fed children (WBG, 2018)”*<sup>56</sup>.

Among the practices considered harmful, situations of physical violence, child labour, child marriage, female genital mutilation (FGM), infanticide, sexual exploitation and abuse stand out. With regard to violence, MICS6 data<sup>57</sup> indicate that at least three quarters of children are “disciplined” through some form of physical violence. With regard to child labour, it is estimated that at least 23% of children between 5 and 11 years old are involved, on a weekly basis, in economic activities and 35.2% of children between 5-17 years old are involved in work considered to be dangerous<sup>58</sup>.

Regarding child marriage, according to the MICS6<sup>59</sup>, there are regions where the prevalence is higher (women married before the age of 18). Namely, Gabú (52% in 2019); Bafatá (39% in 2019); Quinara (26% in 2019) and Tombali (35% in 2019).

With regard to FGM, it is estimated that 52.1% of women aged 15-49 years old have suffered some form of FGM (MICS6) and that “16.6% of girls aged 0 to 4 years old have already undergone FGM”<sup>60</sup>.

Infanticide, sexual exploitation and abuse are among the range of phenomena still obscured and in need of further (qualitative and quantitative) studies. However, they should be mentioned because they are public knowledge, despite not having a consistent statistical treatment yet. The infanticide of Iranian children<sup>61</sup>, the exploitation and violence against talibé children<sup>62</sup> and the sexual abuse of minors in schools and family environments<sup>63</sup> are real phenomena of Human Rights violations, in relation to which the social protection of the State is ineffective and practically non-existent.

According to UNICEF, *“there was little social protection policy practice as envisaged in the Social Protection Framework Law (...). These crucial operational arms struggle to assume the competences assigned to them due to limited financial and human resources. In turn, as they are not recognised for the role they should play, they are not allocated from the state budget anything more than the minimum resources required for routine functioning. In the absence of sufficient strategic, management and execution capacity, the void is filled by NGOs and UN agencies, often with support from international donors”*<sup>64</sup>.

<sup>55</sup> UNICEF (2019), Situation Analysis of Children’s Rights and Well-Being in Guinea-Bissau. <sup>56</sup> Idem. <sup>57</sup> Idem. <sup>58</sup> Idem. <sup>59</sup> Multiple Indicator Cluster Survey Report, 2018 (MICS 6), Guinea-Bissau. <sup>60</sup> Idem. <sup>61</sup> See: FEC, (2015), Estudo de caso crianças irã: uma violação dos Direitos da Criança na Guiné-Bissau, Bissau. <sup>62</sup> See: SILVA, Claudismar, (2017), Estudo sobre a situação das práticas nefastas e violência doméstica nas regiões de Bafatá, Oio, Cacheu e Bissau, Bissau, LGDH. <sup>63</sup> See: CÔ, João Ribeiro Butiam, (Coord.), (2006), Abuso e a Exploração Sexual de Menores na Guiné-Bissau, Bissau, INEP. <sup>64</sup> UNICEF (2019), Situation Analysis of Children’s Rights and Well-Being in Guinea-Bissau. <sup>65</sup> Multiple Indicator Cluster Survey Report, 2018 (MICS 6), Guinea-Bissau.

With regard to protection, it is important to mention the issue of under-registration of births. This fact has a negative and structural impact on the design and implementation of policies/programmes for the defence of the Rights of the Child. In this regard, according to the MICS6<sup>65</sup>, it can be seen that only 46% of children under 5 years old are registered. According to the case study by FEC on birth registration: *“political instability in Guinea-Bissau continues to be one of the main causes of the fragility of the State’s administrative organisation, affecting all public administration, in particular the country’s economic and financial management. The Guinean government has still not managed to reverse the budgetary difficulties, relying on the support of international partners for improvements in the administrative organisation and management of the State, namely in the case of civil registry”*<sup>66</sup>.

**It is concluded  
that the reality of  
Human Rights in  
Guinea-Bissau is profoundly marked  
by contradictions  
between the formal dimension  
and the practical dimension.**

The State’s constitutional obligation to guarantee and promote Human Rights is not translated into the social conditions of existence of Guineans. The frequency and diversity of Human Rights violations constitute structural dynamics, which are reproduced due to the political non-prioritisation of the practical implementation of the commitments assumed, both in terms of the national legal framework, and in terms of the international guidelines subscribed by the State. In this particular domain, priority is given to the drafting of policies and the creation of vocational institutions without, however, guaranteeing their operational capacity, in technical, financial and logistical terms.

In view of the above, it is imperative to question the mechanisms to be implemented to reverse this scenario that promotes and reproduces Human Rights violations. Awareness raising processes on this matter, carried out mainly by CSOs, NGOs and international cooperation agencies, have shown tangible outcomes, insofar as, on the one hand, they have placed these issues on the public agenda for discussion and intervention and, on the other hand, through studies and situation reports, have allowed the monitoring, demystification and dissemination of knowledge about attitudes and practices that configure the objective reality of Human Rights in the country. However, despite the advances reached, the results remain residual in terms of behavioural change (attitudes and practices), as well as in terms of structuring and operational implementation of public policies.

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<sup>66</sup> FEC (2021), Estudo de Caso. Os desafios da implementação local de uma política pública de universalização do registo civil: o caso da implementação do sistema de registo civil na região de Gabú, Guiné-Bissau.

# Methodology



Djumbai with NFND teachers-trainees

This study, as mentioned above, aims to: analyse and systematise / conceptualise the intervention model of NFND, observe the potential impact and assess the possibilities of replication. In this regard, the nature of the study imposes the need for a critical look at the NFND model, considering the following dimensions:

- a)** Conceptual logic of the model;
- b)** Dynamics and processes within the context of implementation;
- c)** Evidence of the potential for promoting change and for replication;
- d)** Potential for reinforcement and development of the model itself.

For this purpose, based on an essentially qualitative methodological orientation an approach was developed that enhanced the articulation of the outcomes arising from the documental review, observation of the implementation and exploration of meanings and representations.

With regard to the first dimension, documental reviews were carried out in order to understand the theoretical structure of the NFND model and its adequacy to the Guinean social context. To this end, the following were collected and reviewed: context of the NFND project and respective documentation; country's social indicators; evidence on the situation of Human Rights and Citizenship; national agenda for Human Rights; legal framework relating to Human Rights and Citizenship; guidelines for the promotion of Human Rights within the framework of international cooperation programmes; public structures for the promotion of Human Rights; CSO structures dedicated to the promotion of Human Rights; existing best practices of intervention.

The empirical basis for the following dimensions was reached by mapping the main activities of the NFND, exploratory interviews, semi-directed interviews and djumbais/focus group with the stakeholders. In this context, for the exploratory interviews, five (5) elements of the teams involved<sup>67</sup> in the

<sup>67</sup> FEC (4) and AUGB (1). <sup>68</sup> DG ESE. <sup>69</sup> UEAC.



design, management and implementation of the project were considered. Their opinions made it possible to understand the conceptual logic of intervention and the expectations of change inherent in the implementation model. Regarding the semi-directed interviews, four (4) agents considered relevant in the project implementation were included. In this respect, members of the MESIC (2) who work in the meso<sup>68</sup> and micro<sup>69</sup> dimensions of the educational system were interviewed, and their perspectives allowed to understand the strengths and weaknesses – inscribed in the processes of institutional absorption of the NFND – with regard to teacher training and the development of the contents foreseen in the basic and secondary schools of Bolama. At the same time, the AUGB representative in Bolama was interviewed, in order to understand the logic of selection and training of young leaders, as well as the processes of design and implementation of activities with the communities.

Following the individual (exploratory and semi-directed) interviews, djumbais/focus groups were held with groups of stakeholders (target audiences and beneficiaries), namely: school principals (10); UEAC teachers (7); community members (10); elementary school students (9); young leaders (11); UEAC trainees (18). The djumbais/focus groups allowed to understand the levels of appropriation of the contents of training sessions; processes and dynamics of implementation of activities and the representations related to potential sustainability and impact.

Then, the data collected in the interviews were combined with the evidence arising from documentary review on the general situation of Human Rights and Citizenship in Guinea-Bissau and from the monitoring of the project's activities.

For the sustainability review, priority was given to the assessment of potential – eminently institutional, family and community – in terms of continuity

of benefits/results after the end of the project. With regard to the analysis of the potential impact, the following aspects were considered: relationship between expected impacts (social, political and cultural) / observed impacts (objective social changes) and the multiplier potential of the project.

**In conclusion,  
it should be noted  
that the methodological adaptation  
to the subject matter resulted  
from moving away from a merely  
evaluative approach to the project.**

**Consequently,  
the articulation of the data  
observed was developed  
in order to encourage critical  
perspectives on the transformative  
and functional potential of the NFND  
model, in the Guinean sociological  
context, in general,  
and on Bolama Island,  
in particular.**

# Analysis of the NFND model



Djumbai with Upper Elementary students of  
Maria Montessori School in Bolama

Data from interviews<sup>70</sup> and djumbais/focus groups<sup>71</sup> allowed to observe a considerable set of representations and meanings assigned to NFND. Along the same lines, documental reviews<sup>72</sup> enabled knowledge of the technical dimensions of the project and, at the same time, the development of a critical perspective on the social constraints resulting from the implementation processes. Thus, the articulation of the collected data enabled triangulated readings on the elements under review, which will be presented in this chapter.

In general terms, although national laws and policies are oriented towards guaranteeing Human Rights and the full exercise of Citizenship, the public institutions dedicated to this purpose tend to be globally ineffective and inefficient<sup>73</sup>. These facts result from the combination of the following elements: institutional fragility of the State in terms

of governance; widespread human underdevelopment; endemic corruption; frequency of harmful practices and violence against women and children; normalisation of impunity regarding different types of violence; structural limitations on freedom of expression, demonstration and press.

The combination of these elements is boosted by processes of systemic reproduction, which structure a social context marked by the relativisation of national laws and policies, as well as by the continuous drainage of technical and operational capacity of public institutions. Thus, fundamental contradictions are evident between the processes of formalisation of the responsibilities of the State/citizens and the concrete practices of defence and promotion of Human Rights and Citizenship.

This scenario of dysfunctionality increases the widespread distrust of public institutions, progres-

<sup>70</sup> Annexes 13 and 14 <sup>71</sup> Annex 15 <sup>72</sup> Project documentation; country situation reports; legal framework; policies; programmes, etc. <sup>73</sup> See: SILVA, Cleunismar, PIRES, Hélder A.L. (2022), Controlo Social das Políticas Públicas na Guiné-Bissau: Dinâmicas de Participação das Organizações da Sociedade Civil, Bissau, EU, IMVF. <sup>74</sup> EM-BALO, António (Coord.), COSTA, Dautarin, MANÉ, Cadija, PEREIRA, Nériida, SAMPAIO, Micheline (2019), Tipificação de modelos de liderança juvenil na Guiné-Bissau: Estudo de Base D'Algumas Comunidades das Regiões das Cacheu & Gabú, Bissau, OGD, UNDP, UNP, UNICEF. <sup>75</sup> Idem

sively promoting the reinforcement of alternative (non-formal) mechanisms for conflict resolution and community organisation<sup>74</sup>. Accordingly, traditional power structures emerge as institutional alternatives, whose ancestral (pre-colonial) anchorage and cultural and historical roots assign attributes of legitimacy and functionality in the processes of community organisation and regulation<sup>75</sup>.

These facts make it possible to observe that the marginalisation of the social role of the State and of its constitutional obligations consequently enhances mechanisms and dynamics of mediation existing in family and community environments, generating concrete effects on the social conditions of existence of Guineans and in the attitudes and practices towards Human Rights and Citizenship.

The complexity of these issues grants relevance and pertinence to the design and implementation of the NFND project, whose model assumes intervention in two key areas: educational system and communities. The NFND model is based on the training of educational and community agents and the implementation of school and community activities, with the aim of promoting attitudes and practices considered positive for Human Rights and Citizenship.

In this regard, considering the available knowledge, two fundamental lines of analysis can be considered, for understanding the potential and limitations of the NFND intervention model.

The first line of analysis focuses on public entities as centres for absorbing processes of change. Public instruments of social intervention, despite their lack of functionality, have, in fact, a broader and, consequently, more structuring potential for transformation. Accordingly, the injection of an intervention culture based on results and on the technical training of agents and public entities, oriented towards their respective institutional missions, may establish systemic and sustainable dynamics of action.

The second line observes the endogenous processes of promoting change (attitudes and practices) regarding Human Rights and Citizenship. In this area, it will be important to analyse the potential for change of community forces: traditional lea-

ders; youth leaders; Community-Based Organisations (CBOs). Hypothetically, the training of these forces, in terms of design and implementation of concrete actions – and contextualised with local cultures – could increase the levels of absorption and, at the same time, enhance concerted processes of change.

### 3.1. CONCEPTUAL LOGIC



**Ulysses Simpson Grant Unified Elementary  
School in Bolama**

Considering the Guinean social context, the NFND bases its intervention model on the fundamental bases of socialisation. Namely: school, family and community.

The bases of socialisation are core spaces of social interaction, where behavioural dynamics that are transversal to the members of those spaces are influenced and structured. Following this logic, they are fundamental spaces for the collective sharing of information and knowledge, which establish reference frameworks for a wide range of shared actions, feelings and perceptions. Consequently, they are contexts of institutionalisation of attitudes and practices that structure community realities.

In this regard, it is important to mention that the concept of institutionalisation refers to the idea of programming behaviours for a set of socially constructed situations. In other words, the institutionalisation of the fundamental bases of socialisation

centralises the production and reproduction of meanings, establishing a set of action and representation repertoires for lived and/or imagined realities.

Articulating these theoretical assumptions with the conceptual dimension and strategic orientation of NFND, it is understood that this is a project that advocates the promotion of social changes through the institutionalisation of a reference framework for valuing Human Rights and citizen participation. This ambition, inscribed in the logic of the project, is precisely one of the essential aspects for analysing the NFND model.

The analysis of the potential of a project model, among other aspects, must consider the theoretical basis that sustains the logic of the project and, necessarily, the levels of absorption of the subject matter of intervention. For this purpose, it can be seen that the NFND model is subdivided into two intervention areas, which intersect and complement each other. The first incorporates the educational system, families and communities, in an articulated logic of intervention. The second establishes, in the same logic, the focus on youth leaders and community intervention.

Thus, it appears that the configuration of NFND is in line with the project's objectives<sup>76</sup>. On the one hand, it focus the intervention on the transmission/acquisition of knowledge and relevant information about Human Rights and Citizenship and, on the other hand, it sustains the expectation that such processes will be appropriated, incorporated and put into practice, in order to generate processes of social change. Thus, the exercise of deconstruction of the intervention model allows observing two essential components in the promotion of Human Rights and Citizenship: a) training and awareness practices (generalisation of knowledge and dissemination of information); b) promoting changes in attitudes and practices.

In objective terms, the NFND intervention model is based on an ideal of social change, translated into the promotion of attitudes and practices aligned with the defence and guarantee of Human Rights and the exercise of Citizenship. Within the scope of this ideal, the project is implemented through

cascade training logics and processes, considering, respectively, the eminently educational and community domains.

In terms of education, specific training in Human Rights and Citizenship is envisaged for educational agents, and the current curricula on these matters resulted from the orientation and articulation with the National Institute for the Development of Education (Instituto Nacional para o Desenvolvimento da Educação, INDE). Thus, the programmatic proposals that were already being tested by INDE were used.

Following this logic, the Educational System is conceived as a fundamental institutional space for the appropriation, incorporation and structural/structuring dissemination of values, principles and contents related to Human Rights and Citizenship. This conception is based on the perspective that knowledge "is never lost", and access to it and its application inevitably enhance processes of social transformation. Along these lines, widespread access to knowledge (including children, young people, parents, guardians and communities) encourages the incorporation of values, principles and practices that promote Human Rights and the exercise of Citizenship (**fig. 1**).

The NFND logic of training educational agents is based on the sequential and systemic replication of contents related to Human Rights and Citizenship. In this context, it considers the positioning of agents in the educational system and the training chain in the areas of initial teacher training (trainers, trainee teachers and trained teachers); training of teachers and school principals; students (preschool, elementary and secondary schools) and educational communities. It is, in fact, a training model that is replicated from top to bottom (cascade), taking into account the widespread of knowledge among teacher trainers, teachers in training/trained teachers, teachers and school principals, students and other elements of educational communities.

More specifically, the educational approach includes the training of trainers/teachers at the Bolama teacher training school (UEAC), so that the contents of Human Rights and Citizenship are integrated

<sup>76</sup> Contribute to the integration of Human Rights and Citizenship topics in the school curriculum and in educational, family and community practices (GO) and Create, from the Education Sector on Bolama Island, a pilot area for disseminating Human Rights and Citizenship knowledge and practices, involving the School, the Family and the Community (SO).



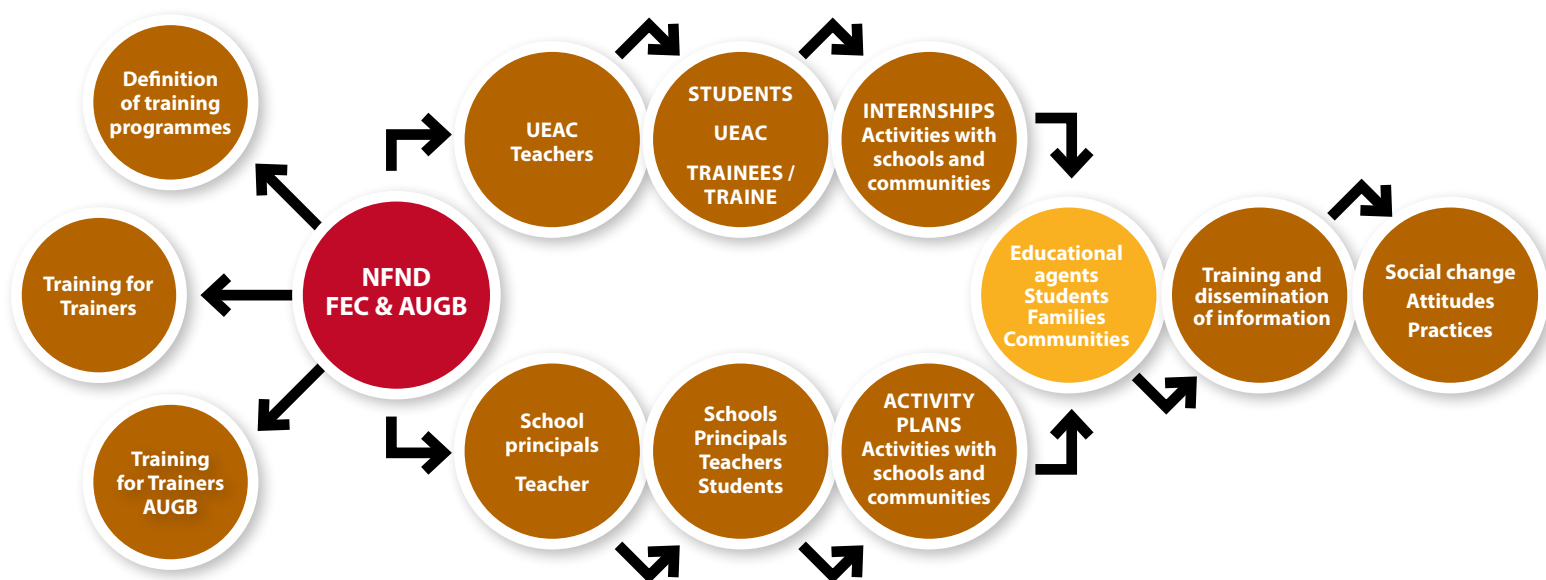


Fig.1: NFND and educational agents: model for capacity building and disseminating information

and taught, transversally, in the initial training of UEAC students. Then, classroom training is complemented with an internship plan (from the 2<sup>nd</sup> year of the course) in which UEAC students apply in practice the acquired knowledge, through specific activities with pre-school, elementary and secondary school students, and elements of the educational communities of the Bolama Island.

The internships are coordinated, monitored and assessed by the respective UEAC trainers/teachers. At the same time, teachers and school principals (pre-school, elementary and secondary) are also trained so that they can integrate Human Rights and Citizenship contents into their Annual Activity Plans and ensure that they are implemented with students, parents/guardians and other elements of communities. For this purpose, within the scope of implementation, NFND ensured the technical-pedagogical follow-up to principals and teachers, as well as the distribution of pedagogical materials (e.g. books, wheel of rights and gourd of food), with a view to enriching activities and learning.

Also noteworthy is the inclusion of communities in the activities carried out in schools and the fact that all trainers are nationals and agents integrated into the educational system. The integration

into NFND of trainers/teachers from UEAC, students from UEAC, teachers and principals represents a dynamic of sustainability, insofar as they are, in fact, agents whose professional practice will guarantee the continuity of the transmission and exercise of knowledge related to Human Rights and Citizenship in educational units on Bolama Island.

It is concluded that this logic of training is accompanied by the qualitative reinforcement of contents to be integrated into the courses of Citizenship (teacher training) and transversal contents in pre-school, elementary and secondary education<sup>77</sup>. Thus, the training of NFND aims at strengthening skills at the level of pedagogical practice (formal and non-formal education tools) and, at the same time, updating and qualitatively reinforcing the contents to be addressed (fig.1).

At an eminently community level (fig.2), two approaches coexist: a) training of young community leaders to, through them, influence and transform attitudes and practices in communities; b) development of awareness-raising initiatives (e.g. spots and radio programmes, community cinema and mural painting), in order to inform communities about Human Rights and the exercise of Citizenship. In terms of raising awareness, training/

<sup>77</sup> It is important to mention that the curricular units, where contents related to Human Rights and Citizenship are taught, already existed before the project.

## CASE STUDY

NO FIRMA PA NÔ DRITUS  
| BOLAMA

information initiatives with some civil servants and local authorities (e.g. police) should also be highlighted, as well as meetings with community leaders.

We can conclude that intervention model of NFND is oriented towards the promotion of change, having as focuses of absorption and projection (diffusion/dissemination) the Educational System and the communities, and integrating three fundamental spaces of intervention, which represent, indeed, the most relevant bases of socialisation (school, family and community). In this regard, in theory, the design of the model is adapted to the Guinean

social reality, and this adjustment is observed, above all, in the articulation between formal education and family and community dynamics for the promotion of sequential processes of change.

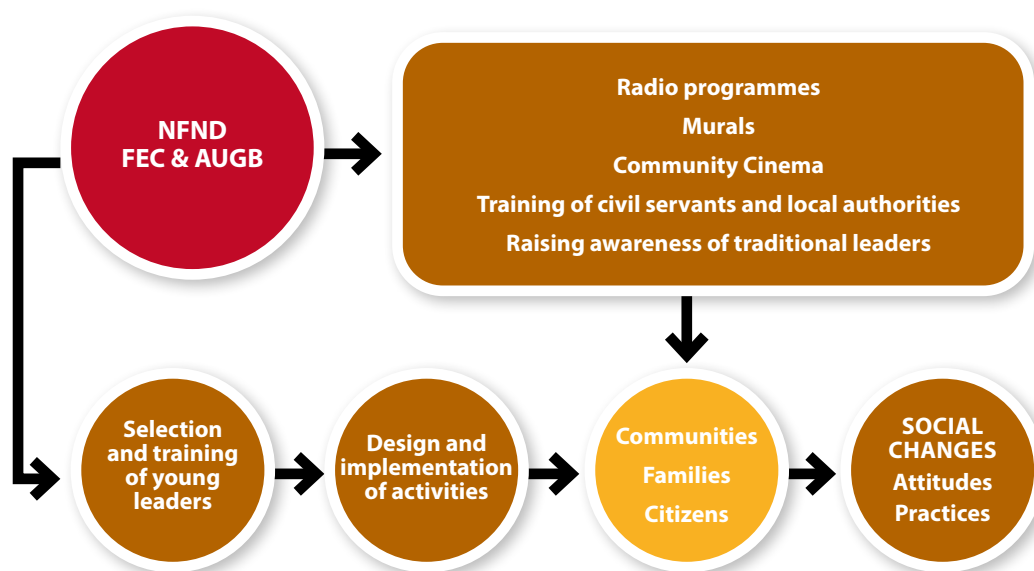


Fig.2: NFND and community agents: model for capacity building and disseminating information

### 3.2. PROJECTION OF SOCIAL CHANGE



Preparation Meetings at Bolama Schools

The expectation of change, combined with the perspective of institutionalising attitudes and practices that value Human Rights and Citizenship, are critical elements in the NFND intervention model.

The relevance, the dissemination of information and the widespread of knowledge about Human Rights and Citizenship were widely highlighted – in the interviews<sup>78</sup> and in the djumbais/focus groups<sup>79</sup> – as fundamental strengths of the project. Along the same lines, the testimonies collected transversally state that NFND already promotes behavioural changes, so social changes appear – in the context of representations in relation to the project – as expected possibilities.

The observation of the implementation processes, within the scope of the integration of Human Rights and Citizenship topics into the school curriculum and into the educational practices on Bolama Island, shows, on the one hand, the relative absorption of the by the Educational System<sup>80</sup> and, on the other hand, the institutional support that aligns NFND with the regional educational structure (Bolama Regional Directorate of Education). The articulation of these elements, in terms of the systemic training of educational agents, makes the implementation operational, especially reinforcing the project's sustainability potential.

This occurs because the focus of absorption is the Educational System. A vertical institutional structure, tending to be rigid and predictable, where social roles and logic of interaction between agents are strongly programmed. These facts tend to make the effects of the intervention visible, making them more observable, more verifiable and, consequently, more expectable.

However, on the other hand, despite being an institutional space with an evident potential in terms of facilitating processes of incorporation, harmonisation and multidimensional replication of contents and practices – integrating, along the same lines, mechanisms for assessing and measuring the extension of such processes – the increase in this potential necessarily depends on the dynamics of leadership, management and administration of the Educational System. Basically, the systemic effects will tend to be more consistent if, at the level of the Educational System, the risks arising from institutional dysfunctionality and instability, as well as the risks of political discontinuity, are mitigated.

At the community level, considering the logics and dynamics arising from the NFND intervention model, it can be observed, in theoretical and practical terms, that the promotion of changes in family and community attitudes and practices is not so evident, insofar as there are risks of resistance and non-absorption. Following this observation, the data allow to analyse that the line of causality between the training of educational agents and changes in educational practices is more obvious than the line of causality between the widespread of knowledge and changes in family and community attitudes and practices.

With regard to changes in family and community attitudes and practices,– despite the fact that, in the light of NFND's design, they are articulated and integrated into the training processes of educational agents – the focus of absorption tends to be less predictable. Considering these elements, arising from observations on the ground and documental reviews on the project's implementation, it can be concluded that the absorption of the NFND intervention model tends to be stronger in the agents of the educational system. At the level of families and communities, processes tend to be more complex and relative.

<sup>78</sup> Annexes 13 and 14. <sup>79</sup> Annex 15. <sup>80</sup> With regard to NFND, the integration of Human Rights and Citizenship topics into the school curriculum was officially validated by the Ministry of Education.

In a multiethnic and multicultural society, the absorption of content aimed at promoting behavioural changes tends to be greater the smaller the cleavages with the beliefs and traditions of the respective communities. From an ethnographic point of view, it is possible to observe that Guinean communities – particularly rural communities – are, in general terms, quite hospitable. This hospitality dynamic translates into a kind of permeability to initiatives that, on the one hand, appear as a novelty and, on the other hand, as opportunities for solving existential problems of communities. In this case, the appearance of NGOs, CSOs and International Cooperation Agencies tends to be seen as an opportunity to establish “privileged relationships”, with a view to raising concrete support for the resolution of concrete problems.

The favourable reception of projects and/or initiatives has, to a large extent, a rational and utilitarian basis, justifiable with the scarcity of resources and social facilities. In this regard, communities tend to be very open to proposals for involvement and participation in recommended activities. However, this reception generally represents only a first stage in the relationship with the communities. Openness to hosting projects does not necessarily mean influencing the logic of community regulation and organisation. Access to this level requires legitimacy that tends to result from relational proximity processes, namely, regular participation/presence in community dynamics and events (e.g. parties, funerals, rituals...) and involvement in solving collective problems.

The acquisition of knowledge and the appropriation of information on Human Rights and Citizenship boost, at a first moment, the recognition and maybe the valorisation of contents. However, for this acquisition process to translate into representational and/or behavioural changes, it will be necessary for the intervention to be continuous and progressive, in order to integrate and interpret the core of the sociocultural specificities of the different communities.

The community domain of the NFND intervention starts from the logic that the processes of change promoted by young people are more effective, continuous and sustainable. Following this logic,

the training of youth leaders will have transformational effects, in the medium and long term, on community attitudes and practices, in the context of defending Human Rights and fostering citizen participation (**fig. 2**).

Considering only the community dimension, it becomes evident that the model is anchored in the following assumptions: a) respect for communities and their endogenous dynamics; b) recognition of the transformative potential resulting from community dynamics; c) valuing dialogue with community leaders; d) projection of youth leaders.

In theoretical terms, these assumptions give flexibility to the implementation processes, insofar as they privilege, as facilitators and promoters, agents recognised as valid interlocutors and who, in principle, are well aware of the community idiosyncrasies.

However, from a perspective of critical thinking, it is important that some more obscure elements are discussed and articulated. Following the observations made and the systematisation of the testimonies collected from young leaders and members of the communities, some aspects were highlighted that deserve due questioning and reflection.

It should be noted that Bolama Island, despite being a peripheral area, far from decision-making centres, is also, in the Guinean context, an urban centre that coexists with rural dynamics, whose sociological specificities are marked by ethnical and cultural diversity. So, on Bolama Island coexist, through dynamics of interculturality, groups that are distinguished by religion<sup>81</sup>, by ethnical belonging<sup>82</sup> that, simultaneously, intersect and relate to each other, creating families and networks of multiethnic sociability, with various religious references.

This dynamic of multiculturalism and interculturality enhances the coexistence of different groups and, at the same time, the creation of groups with multiple belongings and references. Thus, a framework is established where distinctions and approximations between communities are highlighted, depending on the specificities of their systems of beliefs, organisation (distribution of social roles) and leadership (traditional distribution of power).

The recognition of these elements of community structure emerges as an essential aspect for the de-



sign and implementation of contextualised activities, which aim at promoting changes in attitudes and practices. The complexity of multicultural and intercultural contexts, which appear as spaces/objects of intervention, requires that the agents promoting change have certain (technical and social) skills, so that they integrate and articulate interpersonal, community and institutional dimensions in their intervention.

In the interpersonal domain, it is assumed that the agent is able to establish relationships of empathy, trust and recognition with the members of the communities. In this context, it is assumed that the agent must be, above all, socially skilled. Thus, at the community level, it is expected that the agent knows how to identify and understand the strengths, weaknesses and opportunities for community development. In this domain, the agent is required to have the skills to establish and mediate partnership relationships with other structures/institutions that can encourage the development of their subject matter of intervention.

Accordingly, it is important that the NFND model further increases the structuring potential of the role of young leaders, through the specific combination of technical and relational skills with the most comprehensive practices of community animation. The legitimisation and recognition of these elements necessarily imply that young leaders accompany their practice of intervention with the creation and implementation of mechanisms to mitigate cultural cleavages that support dynamics of collective resistance.

Another relevant aspect is the contradiction between the concept of young leader and the fact that most Guinean communities are eminently gerontocratic and patriarchal. In the Guinean context, the structuring of community logics develops according to the guarantee and consolidation of social cohesion. In this context, social processes of community configuration are designed based on the integration and effective participation of its members. Then, community decisions tend to result from participatory processes (previous procedures of consultation to relevant groups), and leadership systems are generally collegial, despite the differentiation of agents in terms of authority.

Traditional leaders advocate and mediate relations with the formal structures of public administration; define and apply rules of social living and conduct regulation; institute systems of beliefs; guide priorities in places under their jurisdiction. In this regard, traditional leaders implement community processes of self-management, which are generally quite instrumental and functional.

In this context, women and young people are assigned specific roles, delimited in terms of spheres of action and influence. Thus, it is not enough for young leaders to be recognised only as dynamic figures. They will necessarily have to have the skills to integrate into the core spheres of community decision-making, despite gerontocratic and patriarchal assumptions. In view of these elements, it is important that young leaders integrate, in their action, components of knowledge and legitimacy recognised by the actual power of community regulation.

### **3.3. PERSPECTIVES: IMPACT, SUSTAINABILITY AND REPLICATION**

The collected data show that the NFND model is supported by theoretical assumptions that, in general terms, envisage the sustainability and impact of the intervention. In a first layer of analysis, it can be seen that the training activities of the educational agents and youth leaders actually boosted processes of appropriation and dissemination of knowledge about Human Rights and Citizenship. This evidence translates into a certain level of impact and projection of sustainability, insofar as the acquisition of knowledge is, on its own, impactful in terms of the individual development of agents. Thus, it is considered that the appropriate knowledge is necessarily transmitted in tools that can enhance changes in individual attitudes and practices towards the surrounding environment. These changes may also influence the relational context in which the agents find themselves.

This observation highlights the logic of systemic replication of the effects of the intervention, inscribed in the model. However, the expectation of change

## CASE STUDY

NO FIRMA PA NÔ DRITUS  
| BOLAMA



Mural painted as part of the project: Food

that is part of the model and that, consequently, appears as a critical element for reflection, forces us to consider that the collective processes of change are, in essence, processes that result from the production and reproduction of new cultural and institutional frameworks.

Following this line of reflection, there is a need to deepen the analysis of the scope of the model, with regard to the (re)production of new cultural and institutional frameworks in the face of threats of political-institutional discontinuity and the community dynamics of resistance to change.

The concept of political-institutional discontinuity is associated with contexts of institutional fragility, in which the implementation of projects essentially depends on external intervention and funding. In these cases, the absorption of projects and structural changes tend to be residual, insofar as they are limited to the availability of external funding. In the context of Guinea-Bissau, the processes of political-institutional discontinuity are boosted by the tendency to delegate public responsibilities for social intervention to NGOs, CSOs and Cooperation Agencies. In this context, articulation with NGOs, CSOs and Cooperation

Agencies tends to become more effective if public entities absorb good intervention practices and autonomously ensure their replication and institutional perpetuation.

With regard to community dynamics of resistance to change, the processes are also complex and challenging. According to testimonies, community awareness activities<sup>83</sup> are globally recognised for their intrinsic value. Accordingly, initiatives to raise awareness and transmit knowledge effectively represent opportunities to put critical questions about community dynamics on the agenda.

However, the reception and recognition of awareness-raising initiatives may not translate into acceptance of the need for change, as they will have to be preceded by processes of overcoming any contradictions with the respective traditions and cultural dynamics of the communities.

In theory, the NFND model advocates the systemic reproduction of processes of social change, based on the fundamental foundations of socialisation (school, family and community), and knowledge and information about Human Rights and Citizenship are its

contents. However, the success and sustainability of the implementation of the model depend on the ability to mitigate threats of political-institutional discontinuity and community resistance to change.

It is concluded that the NFND intervention model is exemplary from a conceptual point of view, insofar as it considers autonomous absorption and replication by educational, family and community structures. In this regard, despite the need for further development, NFND integrates assumptions of sustainability, whose transformational potential and structural impact are evident. Along the same lines, it is a replicable model, insofar as, in the Guinean context, issues of Human Rights and Citizenship figure as a fundamental and transversal domain of social intervention.

From a development perspective, practical implementation must necessarily consider the need to mitigate the threats presented, by: a) ensuring greater participation by public entities agents in the design, implementation, monitoring and assessment processes; b) increasing the ethnographic knowledge of the communities for the purpose of a greater adequacy / contextualisation of the intervention.

# Conclusions and recommendations

At this point, it is important to highlight that the reflections presented herein result from a review exercise that essentially focuses on two fundamental domains: the design and implementation practices of the NFND intervention model. Thus, although the approach presented is, in some respects, similar to an assessment exercise, the assumptions are fundamentally different. In this regard, the findings presented do not exactly result from the analysis of the results, but rather from a reflection on the strengths and weaknesses of the intervention model in the face of institutional and cultural specificities.

Following this analytical approach, it appears that the NFND model is exemplary in conceptual terms, insofar as it integrates principles of contextualisation of activities in relation to the subject matter of intervention. The intersection of educational, family and community structures is, in fact, a paradigmatic model in terms of intervention, implying a systemic and multidimensional perspective of the social work. These facts, within the scope of the implementation processes, appear as fundamental foundations for the promotion of processes that envisage the sustainability, impact and possibilities of replication of the project.

On the other hand, despite the conceptual robustness shown by the NFND model, the data observed also allows us to conclude that the development and deepening of the implementation processes necessarily imply the mitigation of concrete threats of political-institutional discontinuity and community resistance to change. Along these lines, for the purposes of reinforcing the practice of intervention of NFND, it is important to reinforce the participation of agents who integrate all dimensions of the Educational System, in order to mitigate (frequent) processes of political-institutional discontinuity.

In the exclusively community domain, it is important that the intervention is preceded by a deepening of knowledge about the specificities and

idiosyncrasies of the various communities that make up and configure local realities. The deepening of ethnographic knowledge is of critical importance, insofar as ethnic-cultural diversity – which structures community realities – results from specific historical and cultural dynamics, the knowledge of which will enable the reinforcement of processes that bring about consistent changes in attitudes and practices. In this domain, behavioural changes necessarily result from dynamics that imply greater integration of social change objectives in the respective spheres of decision-making and community leadership.

**Considering the analyses presented, we issue the following recommendations:**

## **1. MAINTENANCE OF THE CONCEPTUAL LOGIC OF NFND**

The conceptual logic of NFND is exemplary, insofar as it envisages the widespread appropriation of knowledge as a fundamental element for the promotion of Human Rights and citizen participation and, consequently, social change. The articulation of this principle with the intention of contextualising the activities effectively enhances the articulation and harmonised intersection between educational, family and community structures, in a logic that envisages the guarantee of systemic and structural effects. Accordingly, NFND is designed as a potentially sustainable intervention model, so its widespread implementation (in more regions of the country) could present impactful results on a broader scale.

## **2. REINFORCEMENT OF THE INTERVENTION WITHIN THE SCOPE OF THE EDUCATIONAL SYSTEM**

In this domain, it is important to strengthen the participation of the agents responsible for mana-

ging the Educational System (at macro, meso and micro levels), in the project's design, implementation, monitoring and assessment processes. Reinforcing the participation of educational agents in all stages inherent to the project cycle will result, on the one hand, in greater knowledge of the intervention model and, on the other hand, it will further enhance the institutional appropriation of the best practices included in the project. These elements are essential aspects for consolidating the sustainability, impact and possibilities of replicating the project in other educational communities in the country.

### 3. REINFORCEMENT OF COMMUNITY INTERVENTION

The reinforcement of community intervention, with a view to its replication, should consider the following measures:

- **Installation of local project offices.** The local offices are spaces of profound social relevance, because, in addition to allowing the physical identification of the project, they enable regular processes of sharing and articulation with the agents involved in the implementation, target audiences and beneficiaries. Along the same lines, they enhance the dynamics of monitoring and timely problem-solving processes;
- **Conduction of previous ethnographic studies.** In addition to local diagnoses on Human Rights and citizen participation, it will also be relevant to carry out ethnographic studies on the social contexts of intervention, in order to understand in depth the idiosyncrasies of the communities, to then trigger more informed and contextualised intervention processes;
- **Regular articulation with traditional leaders** (Régulos, Heads of tabanka<sup>84</sup> and elders), in order to negotiate the meanings, scope and commitments for social change. Therefore, a greater adaptation of activities to the sociocultural specificities of the communities will be observed, thus enhancing processes of appropriation and replication;
- **Creation and implementation of training offers specifically aimed at community leaders;**
- **Articulation with traditional leaders for the preparation and implementation of activities to promote Human Rights and Citizenship;**

- **Training of young leaders in the field of ethnographic dimensions of the contexts of intervention.** This training component will foster informed processes about the concrete realities of intervention, which will result in the reinforcement of the contextualisation of intervention practices, with a view to promoting structural changes (attitudes and practices) with the communities;

- **Reinforcement of the training of young leaders with specific contents of community animation (concepts, methodologies and techniques);**

- **Reinforcement of processes of supervision for young leaders, with approaches and instruments that allow,** on the one hand, to assess the scope and impact of their activities and, on the other hand, to trigger processes for improving interventions.

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<sup>85</sup> In Creole: village



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# Annexes

- 1.** Work plan
- 2.** Logical model for interviews and Djumbais/Focus Groups
- 3.** Exploratory interview guide
- 4.** Guide for interview with Directorate-General ESE/MEN
- 5.** Guide for interview with Sub-director of UEAC-Bolama
- 6.** Guide for interview with the person responsible for training young leaders (Ubuntu)
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- 13.** Summary of exploratory interviews
- 14.** Summary of interviews: Directorate-General ESE/MEN; Board of UEAC; Academia Ubuntu-Bolama; Community Radio;
- 15.** Summary of Djumbais/Focus Groups: School Principals – Bolama; UEAC teachers/trainers; UEAC teachers/trainees; Young Leaders; community members; Students of Schools in Bolama.

## ANNEX 1: WORK PLAN

| TASKS   | PRODUCTS                                  | PERIOD                     |
|---|---|----------------------------|
| Meeting with the technical team of the project<br>Compilation and review of relevant documentation (provided by FEC)<br>Validation of the work plan<br>Scheduling of the site visit | Work plan                                 | June to July 2022          |
| Completion and validation of the methodological and data collection tools<br>Conduction of semi-structured interviews<br>Conduction of Djumbais                                     | Guide for interviews<br>Guide for Djumbai | September to November 2022 |
| Data analysis and processing<br>Analysis of available content<br>Analysis of produced content   | Data analysis grid                        | December 2022 – Feb 2023   |
| Drafting the preliminary report<br>Receiving feedback on the preliminary report   | Preliminary Report                        | March 2023                 |
| Completion and delivery of the final report of the study  | Final Report and annexes                  | April 2023                 |

## ANNEX 2: LOGICAL MODEL FOR INTERVIEWS AND DJUMBAIS/FOCUS GROUPS

| <b>No firma pa nô Dritus Project</b><br><i>Interviews and focus groups/djumbais</i> |  |
|---|--|
| <b>Dates</b>  | From 26/01/23 to 31/01/23  |
| <b>Place</b>  | Bolama and Bissau  |
| Target audiences of interviews  | Directorate-General ESE<br>Sub-director UEAC<br>Manager of Academia Ubuntu –Bolama<br>Manager of Community Radio   |
| <i>Target audiences of focus groups/djumbais</i>                                    | Principals of schools – Bolama<br>UEAC Teachers/trainers<br>Teachers/trainees – schools<br>Community members<br>Young leaders (Ubuntu)<br>Students of schools in Bolama  |
| No. of participants per group (focus group/djumbais)                                | 10 to 15 elements per group  |
| Dimensions of analysis (interviews and focus group/djumbais)                        | <b>Institucional</b><br>Levels of appropriation of the project<br>Training of agents<br>Potential for sustainability (continuity)<br>Potential for impact<br><br><b>Interacional</b><br>Awareness of the project<br>Type of activities<br>Planning and outcomes<br>Potential for behavioural change<br><br><b>Conceptual</b><br>Diagnosis<br>Methodology of intervention<br>Articulation and synergies between agents and institutions<br>Projections<br>Prospects for development |
| Structure of sessions (focus group/djumbais)  | Animation of sessions: consultants<br>Arrangement of participants in a circle<br>Audio recording of the entire session<br>Photographic record of the session<br>Application of the corresponding guides, through dynamics of conversation, sharing and reflection<br>Collection of opinions, considering the dimensions of analysis  |

## ANNEX 3: GUIDE FOR EXPLORATORY INTERVIEWS

### GUIDE

#### Exploratory Interviews<sup>85</sup>

**Project:** *Nô firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

#### 1. What is your overall view of the NFND project?

- Design
- Choice of location and target audiences
- Relevance
- Methodology
- Model and processes of implementation

#### 2. In your opinion, what is the sustainability potential of the NFND project?

- Dynamics of absorption
- Concept of sustainability within the scope of the project
- Evidence observed
- Prospects for impact
- Possibilities for continuity (post-project scenario)

#### 3. In your opinion, what is the project's potential for replication in other contexts?

- Prospects for replication
- Need for replication
- Possibilities for absorption
- Future prospects
- Threats and potential for replication

#### 4. In your opinion, what is the project's potential for transformation?

- Macro perspective
- Change in contexts of institutional fragility
- Future prospects

#### 5. Other notes

- Relevant questions that were not asked

## ANNEX 4: GUIDE FOR INTERVIEW WITH DIRECTORATE-GENERAL ESE/MEN

### GUIDE

#### Semi-directed interviews

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

Director-General of ESE

1. What do you know about the NFPD project?
2. How do you analyse the participation of the Ministry and the Amílcar Cabral Educational Unit (Bolama) in the project?
3. In your opinion, what is the relevance of the Human Rights and Citizenship issues in teacher training curricula?
4. In your opinion, what are the results seen so far?
5. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?
6. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?
7. How does the Ministry foresee the continuity of the training in Human Rights and Citizenship after the end of the project?
8. Do you have any other question that was not asked here?

## ANNEX 5: GUIDE FOR INTERVIEW WITH SUB-DIRECTOR OF UEAC-BOLAMA

### GUIDE

#### Semi-directed interviews

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

Sub-director of Amílcar Cabral Educational Unit

1. What do you know about the NFPD project?
2. How do you analyse the participation of the Ministry and the Amílcar Cabral Educational Unit (Bolama) in the project?
3. In your opinion, what is the relevance of Human Rights and Citizenship issues in teacher training curricula?
4. In your opinion, what are the results seen so far?
5. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?
6. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?
7. How does the Educational Unit that you lead foresee the continuity of training in Human Rights and Citizenship after the end of the project?
8. Do you have any other question that was not asked here?

**ANNEX 6: GUIDE FOR INTERVIEW WITH THE PERSON RESPONSIBLE FOR THE TRAINING  
OF YOUNG LEADERS (ACADEMIA UBUNTU-GB)**

**GUIDE**

**Semi-directed interviews**

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

Responsible for the training of young leaders (Academia Ubuntu)

- 1. What do you know about the NFPD project?**
- 2. In your opinion, what is the relevance of the Human Rights and Citizenship issues in the training of young people in Bolama?**
- 3. Please describe the participation of Academia Ubuntu in the project.**
- 4. What are the results seen so far?**
- 5. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?**
- 6. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region)?**
- 7. How do you foresee the continuity of training/awareness raising of Human Rights and Citizenship after the end of the project (role of young leaders / multiplier effect)?**
- 8. Do you have any other question that was not asked here?**

## ANNEX 7: GUDE OF DJUMBAI/FOCUS GROUP WITH UEAC TEACHERS

### GUIDE

#### Focus group/Djumbai

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

UEAC teachers

1. What do you know about the NFPD project?
2. In your opinion, what is the relevance of the Human Rights and Citizenship issues in the training of UEAC students?
3. To what extent is the training of UEAC teachers relevant for the promotion of Human Rights and Citizenship (in Bolama and in the country)?
4. What do you think of the model of training implemented?
5. What are the most relevant (training) contents? Why?
6. What are the results seen so far (pedagogical practice of teachers; appropriation and practices of trainees; internships)?
7. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?
8. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?
9. How do you foresee the continuity of training for students in Human Rights and Citizenship after the end of the project (analysis of the sustainability potential)?
10. Do you have any other question that was not asked here?



**ANNEX 8: GUIDE FOR DJUMBAI/FOCUS GROUP WITH ELEMENTARY  
AND SECONDARY EDUCATION TEACHERS**

**GUIDE**

**Focus group/Djumbai**

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

School teachers

- 1. What do you know about the NFPD project?**
- 2. In your opinion, what is the relevance of the Human Rights and Citizenship issues in the training of teachers and students?**
- 3. Please describe your training (within NFPD).**
- 4. To what extent are the activities carried out with students relevant for the promotion of Human Rights and Citizenship (in Bolama and in the country)?**
- 5. What activities have you already implemented with students? Please describe.**
- 6. What are the most relevant contents (of activities)? Why?**
- 7. Did the activities involve parents and guardians? How?**
- 8. What do you think of the training model implemented (principals, teachers, students and community)?**
- 9. What are the results seen so far (pedagogical practice of teachers; appropriation and practices of students, parents and community)?**
- 10. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?**
- 11. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?**
- 12. How do you foresee the continuity of training of students in Human Rights and Citizenship after the end of the project (analysis of sustainability potential)?**
- 13. Do you have any other question that was not asked here?**

**ANNEX 9: GUIDE FOR DJUMBAI/FOCUS GROUP WITH SCHOOL  
PRINCIPALS (ELEMENTARY AND SECONDARY EDUCATION)**

**GUIDE**

**Focus group/Djumbai**

**Project:** *Nô firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

School principals

- 1. What do you know about the NFPD project?**
- 2. In your opinion, what is the relevance of the Human Rights and Citizenship issues in the training of students?**
- 3. To what extent are the activities carried out with students relevant for the promotion of Human Rights and Citizenship (in Bolama and in the country)?**
- 4. What activities have you already implemented with students? Please describe.**
- 5. What are the most relevant contents (of activities)? Why?**
- 6. Did the activities involve parents and guardians? How?**
- 7. What do you think of the training model implemented (principals, teachers, students and community)?**
- 8. What are the results seen so far (pedagogical practice of teachers; appropriation and practices of students, parents and community)?**
- 9. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?**
- 10. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?**
- 11. How do you foresee the continuity of training of students in Human Rights and Citizenship after the end of the project (analysis of sustainability potential)?**
- 12. Do you have any other question that was not asked here?**

## ANNEX 10: GUIDE FOR DJUMBAI/FOCUS GROUP WITH YOUNG LEADERS

### GUIDE

#### Entrevistas semi-dirigidas

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

Young Leaders (Ubuntu)

1. What do you know about the NFPD project?
2. In your opinion, what is the relevance of the Human Rights and Citizenship issues in the training of young people and communities?
3. To what extent are the activities carried out relevant for the promotion of Human Rights and Citizenship (in Bolama and in the country)
4. What activities have you already implemented? Please describe.
5. What are the most relevant contents (of activities)? Why?
6. What do you think of the training model for young leaders?
7. What are the results seen so far (social change)?
8. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?
9. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region and in the country)?
10. How do you foresee the continuity of awareness raising actions after the end of the project (analysis of sustainability potential)
11. Do you have any other question that was not asked here?

## **ANNEX 11: GUIDE FOR DJUMBAI/FOCUS GROUP WITH COMMUNITY MEMBERS**

### **GUIDE**

#### **Focus group/Djumbai**

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

Community members

- 1. What do you know about the NFPD project?**
- 2. In your opinion, what is the relevance of the Human Rights and Citizenship issues for the communities?**
- 3. To what extent are the activities carried out relevant for the promotion of Human Rights and Citizenship (in Bolama)**
- 4. In which activities have you already participated? Please describe.**
- 5. What were the most relevant contents (of activities)? Why?**
- 6. What do you think of the activities?**
- 7. What are the results seen so far (social change)?**
- 8. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?**
- 9. In your opinion, what change do you expect the project to promote, in terms of Human Rights and Citizenship (in the Bolama region)?**
- 10. How do you foresee the continuity of awareness raising actions after the end of the end of the project (analysis of the sustainability potential)?**
- 11. Do you have any other question that was not asked here?**

**ANNEX 12: GUIDE FOR DJUMBAI/FOCUS GROUP WITH STUDENTS  
(ELEMENTARY AND SECONDARY EDUCATION)**

**GUIDE**

**Focus group/Djumbai**

**Project:** *Nó firma pa nô dritus – Bolama*

**FEC - Fundação Fé e Cooperação / Academia UBUNTU**

School students

- 1. What do you know about the NFPD project?**
- 2. In your opinion, what is the importance of awareness of Human Rights and Citizenship?**
- 3. To what extent are the activities carried out relevant for the promotion of Human Rights and Citizenship (in Bolama)**
- 4. In which activities have you already participated? Please describe.**
- 5. What were the most important topics (of the activities)? Why?**
- 6. What do you think of the activities you participated in?**
- 7. What has changed in your behaviour (ask for examples)?**
- 8. In your opinion, what could be improved in the implementation of the project (with a view to impact and social transformation)?**
- 9. In your opinion, what change could the activities promote, in terms of Human Rights and Citizenship, in Bolama?**
- 10. Do you have any other question that was not asked here?**

ANNEX 13: SUMMARY OF EXPLORATORY INTERVIEWS

EXPLORATORY INTERVIEWS  
NFND

1. SUMMARY OF COLLECTED DATA

| Interviewee | QUESTIONS  |   |  |   |             |
|-------------|--|---|--|---|-------------|
|             | Global overview of the project   | Potential for sustainability  | Potential for replication  | Potential for transformation  | Other notes |
| E1          | <p>The project has a lot of potential and relevance;</p> <p>There is a great lack of knowledge about Human Rights, hence the importance of the project;</p> <p>Violation of Human Rights is visible in Bolama (e.g. violence against children);</p> <p>The intervention model focused on education and awareness is the most appropriate;</p> <p>Education is the driver of transformation;</p> <p>The project is justified because, in fact, it is nothing new. It is a continuation of what has already been done (foreseen) in schools and in the educational system.</p> | <p>The project has potential for sustainability because it stems from something that was already foreseen in the education system. The project reinforced what was already being done;</p> <p>It is difficult to measure impacts on social processes of this nature.</p> <p>There are already signs of change (e.g. the type of activities teachers develop with students);</p> <p>Impacts will only be seen beyond the project term.</p> | <p>Replication is fully possible. However, it is necessary to safeguard the specificities of the contexts;</p> <p>The proposed methodology works in terms of implementation and results.</p> | <p>Education is the driver of transformation;</p> <p>The intervention model focused on education and awareness is the most appropriate.</p> |             |



| Interviewee | QUESTIONS  |  |   |   |             |
|-------------|--|--|---|---|-------------|
|             | Global overview of the project   | Potential for sustainability   | Potential for replication   | Potential for transformation  | Other notes |
| E2          | <p>Bolama is an isolated, distant, peripheral territory. A space without equipment, lack of infrastructure, with low quality of life;</p> <p>The choice of Bolama is not “innocent” (social vulnerability);</p> <p>Presence of other projects with different social objectives;</p> <p>NFND brings a certain harmonisation (complementarity with other projects) in the field of citizenship;;</p> <p>Added value: Investment in teacher training and interconnection with communities through schools; training of young leaders (encouraging new leaders, future generations, new visions, a more activist spirit in favour of social transformation);</p> <p>Schools as centres of awareness (social transformation);</p> <p>Expectation regarding the case study, in the sense of bringing new (concrete) data to improve the project (implementation);</p> <p>Possible synergies and articulation with other organisations/projects: Pró-Bolama, ACRA, AMIC, AMI...</p> | <p>The fact that it is based on the training of (current and future) teachers, school principals, DRE and ENAC management contributes in a relevant way to sustainability;</p> <p>In addition, raising awareness of communities and teaching students (inclusion in pedagogical practices) also contributes to sustainability;</p> <p>The planning of activities and the inclusion of the topics addressed in the annual plans of the schools are evidence (of change);</p> <p>Communication between the school (through extracurricular activities) and the communities can trigger commitment to change;</p> <p>Working with a curriculum worked on and validated with INDE contributes to sustainability;</p> <p>The work with DRE, ENAC, primary schools and high school also contributes to sustainability;</p> <p>The (short-term) perspective of working with local authorities could reinforce sustainability (absorption of opportunity);</p> <p>School interruptions can be a threat;</p> <p>(Empowered) youth leaders represent a strong potential for change, despite the (sociological) eminently gerontocratic and patriarchal context;</p> <p>It is important to work on articulation between established leaders and young people in favour of change (encourage).</p> | <p>It depends a lot on maintaining teacher training and ensuring that pedagogical practices include these topics;</p> <p>“Sowing” changes in children;</p> <p>The general population still needs to “open its eyes” to these issues (Citizenship and Human Rights);</p> <p>It is important to replicate in other regions.</p> | <p>If education (institution) remains fragile, there are issues that will not be formalised at Ministry level;</p> <p>It will depend on the will of the people (those responsible);</p> <p>It is expected that the project will influence a commitment, initiative to continue the results (gains);</p> <p>Despite articulation with the competent authorities, there are always weaknesses. For example, internships do not include pedagogical practice. The interns only observe the head teachers (a limitation in terms of the application of Citizenship and Human Rights topics);</p> <p>The fact that the project has a broad target audience is a potential for branching changes;</p> <p>This requires a lot of transformation, knowledge, change of mindset. It is not like drilling a (water) hole;</p> <p>It is important that there is continuity (assumed by those in charge).</p> |             |

## 1. SUMMARY OF COLLECTED DATA (CONT.)

| Interviewee | QUESTIONS   |  |  |  |   |
|-------------|---|--|--|--|---|
|             | Global overview of the project  | Potential for sustainability   | Potential for replication  | Potential for transformation   | Other notes   |
| E3          | <p>A challenging project taking into account the reality of the country;</p> <p>The activities were designed for the project's objectives to become a reality;</p> <p>Bolama as a peripheral area and the target of several EU-funded projects;</p> <p>NFND integrates and articulates with the various initiatives funded by the EU;</p> <p>It is important to consider that changing mentality (project objective) is a long-term result;</p> <p>The project's model is well thought out because it is based on education, teacher training, trainee students, parents and guardians and reaches the students;</p> <p>This awareness dynamic will end up extending to everyone, directly or indirectly;</p> <p>Positive aspects highlighted: training of teachers, training of trainee students and raising awareness in communities.</p> | <p>There was guaranteed absorption of the project's contents (beneficiaries/target audience);</p> <p>All schools had at least three activities on Citizenship and Human Rights topics, also involving parents and guardians;</p> <p>There is evidence, in working sessions with communities, that there is greater awareness of Citizenship and Human Rights;</p> <p>There is an expectation of positive social changes;</p> <p>Sustainability (continuity) is clearly possible in the field of education (teacher training, activities with students);</p> <p>The continuity of activities by communities is unknown, in a post-project scenario;</p> <p>Potentialities in articulating with other local organisations/projects or those operating in the region (from a continuity perspective).</p> | <p>The project can and should be replicated. People in Guinea are not aware of Citizenship and Human Rights;</p> <p>In contexts like Quinara, Cacheu and Ingoré, replication may have better results;</p> <p>Replication on the mainland could potentially bring better results;</p> <p>If traditional authorities (opinion leaders) are involved, replication processes will tend to be better.</p> | <p>It will be important to include traditional leaders in training/awareness raising (as a target audience).</p> | <p>There is a certain apathy in Bolama society.</p> |

| Interviewee | QUESTIONS   |  |  |  |  |
|-------------|---|--|--|--|--|
|             | Global overview of the project  | Potential for sustainability   | Potential for replication  | Potential for transformation   | Other notes  |
| E4          | <p>It is not evident that it is a pilot project or even replicable;</p> <p>Projects can always be adjusted;</p> <p>One cannot deny the specificities of contexts;</p> <p>Models are tested and adapted;</p> <p>There was a lack of intervention in Bolama in the field of education;</p> <p>Complementarity with other interventions in Bolama (synergies);</p> <p>What was set up is a structure that could bring knowledge to everyone (teacher training; young people, communities);</p> <p>Bolama's social structure allows for the "absorption" of the intervention (administration, young people, schools...);</p> <p>The project envisages reinforcing what was already foreseen in the curricula and should have been done.</p> | <p>The impacts of the projects are the defined goals;</p> <p>Mentality changes do not occur in months (this does not happen);</p> <p>What the project creates are conditions for change;</p> <p>People decide whether to change or not;</p> <p>The structure set up envisages continuity (e.g. training of teachers and local young people);</p> <p>An extension that could be perpetuated over time was envisaged (post-project scenario);</p> <p>Investing in young people looks to the future;</p> <p>Young people as "guardians of change";</p> <p>The partnership with Academia Ubuntu also looks to the future, as it is a Guinean organisation that will be the future;</p> <p>"What we do is create conditions so that we are not needed (...);"</p> <p>However, there is a part that depends on the competent authorities (management, absorption...);</p> <p>Sustainability is guaranteed through knowledge. Knowledge stays. Knowledge passes;</p> <p>Sustainability is guaranteed by investing in people (an essential sustainability factor);</p> <p>Absorption of knowledge is (positively) measured;</p> <p>The perception is that knowledge has been used a lot.</p> | <p>The idea is replicable;</p> <p>Regions in Guinea are not all the same. Some locations "move" autonomously and others do not;</p> <p>There are regions more prone to change.</p> | <p>Investing in teachers and young people, by ensuring knowledge, is a transformative process.</p> | <p>Bolama's society only moves forward if someone "pushes";</p> <p>It is easier to work in contexts with better development indicators (potential for absorption).</p> |

1. SUMMARY OF COLLECTED DATA (CONT.)

| Interviewee | QUESTIONS   |  |   |  |   |
|-------------|---|--|---|--|---|
|             | Global overview of the project  | Potential for sustainability   | Potential for replication   | Potential for transformation   | Other notes   |
| E5          | <p>The relationship between communities, families and schools is an interconnection and a potential for promoting citizenship and more active leadership (especially youth leadership);</p> <p>A more horizontal relationship with the communities (proximity relationship) was always envisaged;</p> <p>Young people (potential leaders) were appointed by the communities;</p> <p>Essentially gerontocratic leadership structures;</p> <p>An alternation of leaders was envisaged (promotion of youth leaders).</p> | <p>The period foreseen by the project did not provide conditions to guarantee sustainability (training young leaders/ communities);</p> <p>More time would be needed to ensure impact and ownership.</p> | <p>The idea of replication has always been present in implementation;</p> <p>There are contexts of greater proactivity and dynamism;</p> <p>In the east of the country there is greater proactivity (ability to absorb);</p> <p>Replication is possible (and recommended) with the necessary adaptations to contexts.</p> | <p>A project with enormous potential in terms of transforming communities;;</p> <p>The synchronisation of existing forces in communities enhances transformation (model envisaged in the project);</p> <p>The transformation process is essentially individual, although integrated into community dynamics.</p> | <p>There was a lot of inertia in communities (little proactivity and lack of commitment).</p> |

**ANNEX 14: SUMMARY OF INTERVIEWS: DIRECTORATE-GENERAL ESE/MEN; BOARD OF UEAC;  
ACADEMIA UBUNTU-BOLAMA; COMMUNITY RADIO**

**PROJETO NO FIRMA PA NÔ DRITUS**

**ANALYSIS GRID**

**1. SUMMARY OF COLLECTED DATA**

| Interviewee        | QUESTIONS: DIMENSIONS OF ANALYSIS  |   |   |  |             |
|--------------------|--|---|---|--|-------------|
|                    | Global overview of the project   | Potential for sustainability  | Potential for replication   | Potential for transformation   | Other notes |
| DGESE              | <p>Ministry/DGE did not monitor the project, not least because we are still waiting for the first reports</p> <p>INDE may have a closer relationship as they worked on the contents of the manuals with the project promoters.</p> <p>Management was not involved in project design or in suggesting synergies that could better benefit the project.</p>  | <p>Our relationship with the project is formal. From time to time, visits were made to the field: delivery of diplomas, for instance. However, from what I've read of the project, I think it has the potential to be sustainable. There are things in the project that the Ministry, through the DRE, can take over.</p> | <p>I hope not only that the project is successful, but that it continues and is replicated in other regions where the Ministry has teacher training centres: Buba (Quinará), Cacheu and Bafatá.</p> | <p>I believe, despite my lack of knowledge about the project, in its transformative potential. Therefore, I would like to see the experience multiplied in other areas of the country.</p> |             |
| Management of UEAC | <p>For our type of society, it is extremely important that any project has its office in the location where it is intervening. The office demonstrates proximity to the community, the project becomes known and recognised in the community...</p> <p>In order for the community to adhere to the project, it is essential that the project is visible in the community. It should involve people from the community, have an office where the community can go... sometimes, young people or older people may not even agree with some activity, or may want information, who are they going to talk to? Only the project facilitator is not enough.</p> | <p>The sustainability of the curriculum in terms of Human Rights and Citizenship is guaranteed, as content has already been produced and the teachers are committed to complying – regardless of the continuity of the project. Now, regarding the project, it is already more difficult to predict...</p>                | <p>UEAC has HR trained and technically prepared to design a similar project and submit it to external funding.</p>  |  |             |

## CASE STUDY

NO FIRMA PA NÔ DRITUS  
| BOLAMA

### 1. SUMMARY OF COLLECTED DATA (CONT.)

| Interviewee              | QUESTIONS: DIMENSIONS OF ANALYSIS   |   |  |   |             |
|--------------------------|---|---|--|---|-------------|
|                          | Global overview of the project  | Potential for sustainability  | Potential for replication  | Potential for transformation  | Other notes |
| Academia Ubuntu – Bolama | 66 young people from Academia UBUNTU were trained – there were even youth residences for training in leadership, community management, citizenship, human rights.   | From what I know about the project, what I know about the Academia UBUNTU, what I know about Bolama, I believe that many actions of the project will continue even after the project. | Young people have no idea about the model of partnership entered into between Academia UBUNTU and FEC, they only know that the partnership exists and that it is allowing young people to be active in the community.<br><br>As things are going well, young people would like to have better and more conditions for their initiatives and actions. In the future, they would like to reach more villages and invest more time in each community where they are working | Young people expect that their actions will have some impact on the community. Community changes are expected.<br><br>Young people are implementing activities that aim to promote changes in the community using tools acquired in the training sessions. These initiatives are being monitored by the project team.   |             |
| Community Radio          | I do not have much knowledge about the project beyond the topics it addresses: human rights, health rights, environmental preservation, etc.<br><br>There is a partnership between the radio and FEC to promote the project and some activities – especially awareness-raising actions... broadcasting of advertising spots for the project, broadcasting of radio debates. | I do not see any form of sustainability for the project's actions because I think the community is not yet ready to move forward on its own replacing the project in the field.       |  | The greatest impact will be on children who are already changing their behaviour in relation to, for example, garbage disposal. On the other hand, it is also believed that the project's actions will have a great impact on teachers, as they are agents of change.<br><br>It is believed that the project not only has the potential to promote behaviour change, but that behaviour change can already be seen – especially in terms of waste treatment. For example, in some schools in the city it is difficult to see children throwing rubbish on the floor. Now they are using proper places for garbage disposal. |             |



**ANNEX 15: SUMMARY OF DJUMBAIS/FOCUS GROUPS: SCHOOL PRINCIPALS – BOLAMA; UEAC  
TEACHERS/TRAINERS; UEAC TEACHERS/TRAINEES; YOUNG LEADERS; COMMUNITY MEMBERS;  
SCHOOL STUDENTS – BOLAMA**

**NO FIRMA PA NÔ DRITUS PROJECT**

**ANALYSIS GRID**

**1. SUMMARY OF COLLECTED DATA**

| <b>Djumbai<br/>/Focus<br/>Group</b>                                       | <b>QUESTIONS: DIMENSIONS OF ANALYSIS</b>  |   |   |   |
|---|---|---|---|---|
|   | <b>Global overview<br/>of the project</b>   | <b>Potential for<br/>sustainability</b>   | <b>Potential for<br/>replication</b>  | <b>Potential for<br/>transformation</b>   |
| <b>School<br/>principals</b><br><br><b>Bolama</b><br><br>10 participantes | <p>The project has a very strong educational content. For many of us, it is one of the strongest contents they have ever received. The teaching materials, manuals and the like are also of very good quality. Although some materials, such as the CDs, turned out to be completely inappropriate for our reality;</p> <p>The resumption of drafting and implementation of annual activity plans at schools is one of the strengths of this project. This activity was already being carried out, and the project boosted its implementation and gave it with rigour.</p>  | <p>I do not believe the project has great prospects for sustainability. However, I believe that some actions will continue: joint preparation of activity plans; conducting study visits on topics related to the project;</p> <p>The sustainability of the project should be guaranteed by the state of Guinea-Bissau! But, since it has not been... it is hard!</p> | <p>I believe that the project will have an impact, today kids have more and better knowledge about human rights and their rights;</p> <p>Environmental education is having a lot of impact on children as they are increasingly asking for debates about it in classrooms and it is suspected that children will take these matters home.</p> | <p>Another strength of this project is that it helped bring us even closer to the community. In addition to meetings with parents, the project now promotes activities and parents go to school more often and we also go more often to the community.</p>  |
| <b>UEAC<br/>Teachers /<br/>Trainers</b><br><br>7 participantes            | <p>Teachers' skills have been very well reinforced in terms of mastering the concepts of human rights and citizenship and the strategies they can use to better teach students;</p> <p>The project is also very powerful because its implementation is not limited to the training centre, it is also designed to be implemented by trainee teachers in the community. In addition to us, many principals and students at the centre have already received training and we are now in the phase of identifying and choosing areas of human rights on which to promote activities;</p> <p>I believe in how the project was conceived: the idea of working in layers can facilitate its execution. The principals and teachers who received training will train other teachers; these train interns who will train students; there are also young people in the community who will also raise awareness and implement activities in their communities...;</p> | <p>If we are well organised, actions can be guaranteed even after the project is over. Because teachers are well trained; students are motivated, in principle, it may not be difficult. But for that purpose, there must be a project office here, otherwise, it will be very difficult to carry out actions that aim at the continuity of post-project actions.</p> | <p>The FEC project is going to end, ours has barely started!</p> <p>The only drawback has to do with the absence of a project office on the ground – when you are faced with some difficulties on the ground, it takes a long time until we communicate with Bissau and solve the problems.</p>   | <p>Although it is still too early, we believe that the students are already showing some change in terms of attitudes and practices in relation, for example, to environmental preservation. Students are very committed and are even organising small competitions / activities that encourage them to deal better with waste.</p> |

## 1. SUMMARY OF COLLECTED DATA (CONT.)

| Djumbai<br>/Focus<br>Group                                     | QUESTIONS: DIMENSIONS OF ANALYSIS  |   |  |  |
|--|--|---|--|--|
|  | Global overview<br>of the project  | Potential for<br>sustainability   | Potential for<br>replication   | Potential for<br>transformation  |
| <b>UEAC<br/>Teachers /<br/>Trainees</b><br><br>7 participantes | <p>One of the great gains we had from the project is to have more knowledge about the rights and duties of citizens.</p> <p>I feel that I am better prepared to teach issues related to human rights and citizenship, undoubtedly.</p> <p>To be honest, we know little about the project itself, its activities and objectives. What we know most is about the training we received and our pedagogical practice as future teachers;</p>   | <p>In order to think about the sustainability of the project, we would need to know more about the project. I have doubts whether many activities can be developed if there is no project. In this country, when things depend on the State, everything is more difficult.</p>                | <p>Despite not having much knowledge about the project, and based only on what we know, I think that the project can be reproduced in other training centres and in other communities such as Buba and Bafatá.</p>   | <p>Last year everything started very late, both internship and training in human rights and citizenship. This year, most of us have not started doing activities in the community yet;</p>   |
| <b>Young<br/>Leaders</b><br><br>18 participantes               | <p>The project, through the training we receive, strongly strengthens our capabilities in relation to human rights and citizenship issues. For example, it pushed us a lot to be more active on common issues in the city of Bolama. The training encourages a lot of activism, associativism, the fight for rights, but also the fulfilment of duties;</p> <p>We know about some activities, those in which we are involved. Honestly, we are not aware of other activities of the project;</p> <p>For us, it is essential to create an office for the project/initiatives/a place for the promotion and defence of human rights... it is important to have a space to meet, to prepare activities, to receive young people;</p> <p>It is important to have a project office; it is important to have enough manuals for us and for the young people we are working with in the communities; it is important to have the means to push the tabancas to more interventions and training in the tabancas.</p> | <p>We believe that we can and will continue to intervene in the community either in partnership with the project or without partnership. We already have what is essential: training and manuals. Now, everything is in our hands and we will continue with or without financial support.</p> | <p>Each one of us here has the challenge of creating their own activities with their own community – for example: raising awareness about waste treatment, preventing early marriage, the right to gender equality, children's rights.</p> <p>Such a project also needs to be thought of in terms of resources... we are trained under difficult conditions: without water, most of the time; little food during sessions; and a lot of expectations regarding the funding of our activities – UBUNTU youth – which in fact were not funded;</p> | <p>The partnership between UBUNTU and the project allowed us to receive training and gave us the ability to intervene in the community. Today, we are a kind of mediators in the community because many people come to us when they are in difficulty, we even mediate the relationship between students and teachers, young people and the police, etc.</p> <p>In the future, we have to find resources for continuous awareness campaigns about: sexual violence, gender-based violence, fanado di mind-jeres, conflict between communities...</p> |

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| <b>Community<br/>Members</b><br><br>10 participantes | <p>From the point of view of those who are targeted by the activities, sometimes it is difficult for us to understand where activities come from and what they are for. We trust the young people who implement it, not because of the specific understanding of the need to receive these activities in the community;</p> <p>Raising awareness to reduce problems of violence within the family is one of the activities that the community has appreciated. It is important to raise awareness, above all, of the elderly to solve their problems in ways other than the use of violence;</p> <p>The project seems well designed: training principals to train teachers, training young people to later raise awareness in the community. However, there are certain aspects of the community in Bolama that should be considered: perhaps it could be easier for "great men" to raise awareness of "great men" and young people to young people. It could have other results because talking about domestic violence, for example, in a community full of "great men" maybe it should also be a great man talking about it.</p> <p>Another thing has to do with the project office... we do not know the people who are in charge of the project, when we want to know something about the project we have to ask the facilitator for him/her to ask someone in Bissau, it is complicated!</p> | <p>We noticed that young people implement their activities with great difficulty, without great resources, imagine without projects?! I think it is difficult to continue with awareness raising actions in the community without means, very difficult.</p> <p>If the State were strong, this question would not even arise because it is indeed a function of the State to protect its citizens.</p> | <p>I don't know... but I don't see the State Committee in that. Shouldn't they be involved in this too? Any women's associations to help defend women's rights?</p> <p>For me, instead of talking about and working on human rights in general terms, shouldn't we work on concrete rights? For example: sexual harassment, a major problem in schools and in the community; environment protection; domestic violence, women continue to suffer from boyfriends and husbands....</p> | <p>Well, from what we can see, it looks like it is going well. Now we are always seeing kids doing cleaning campaigns, campaign on how to deal with garbage, discussions about human rights... and the radio talks a lot about it and we like it. I think it is working.</p> |

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|  | Global overview<br>of the project   | Potential for<br>sustainability | Potential for<br>replication | Potential for<br>transformation |
| <p><b>School<br/>students (5th<br/>to 9th grade<br/>of elementary<br/>school)</b></p> <p>9 participantes</p> | <p>Environmental conservation<br/>activities; ways of treating waste;<br/>children's rights; school clean-<br/>ing; gender equality in access<br/>to school; not to discriminate<br/>against the disabled;</p> <p>Some change in motivational<br/>terms... after the training process,<br/>some children are more motiva-<br/>ted to study;</p> <p>They learned a lot about hygie-<br/>ne and waste management at<br/>school;</p> <p>Need to replant trees,</p> |                                 |                              |                                 |



