

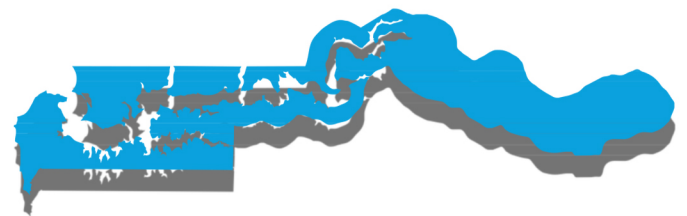


United Nations
Educational, Scientific and
Cultural Organization



COUNTRY STRATEGY

2018 - 2020



GAMBIA

Decembre 2017

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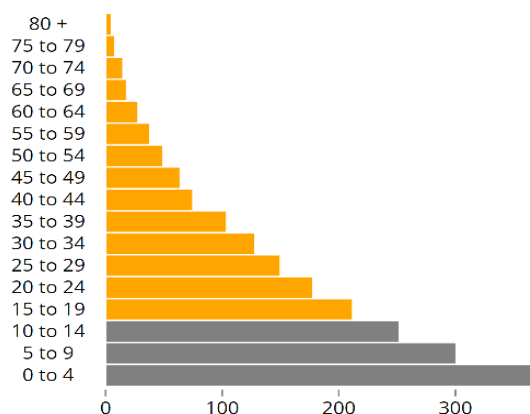
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General Information¹ - The Gambia

Socio-économical indicators

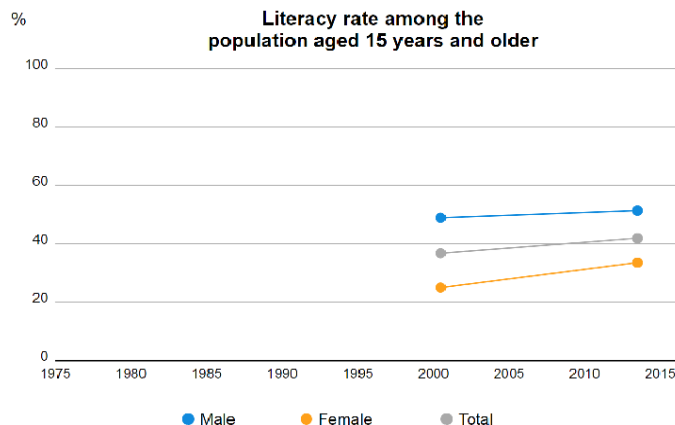
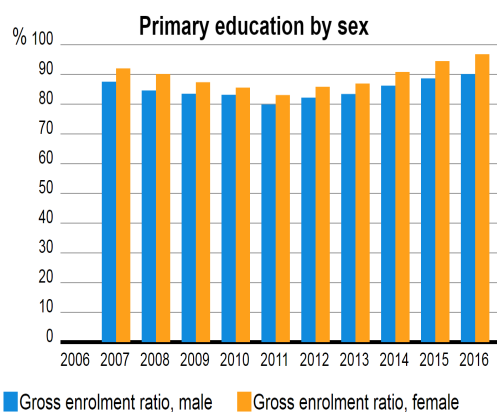
Total population (in thousands), 2016	2,039
Annual population growth (%), 2016	3
Population 15-24 years (in thousands), 2016	406
Population aged 14 years and younger (in thousands), 2016	928
Rural population (% of total population), 2016	40
Total fertility rate (births per woman), 2015	5.5
Infant mortality rate (per 1,000 live births), 2016	42
Life expectancy at birth (years), 2015	61
Prevalence of HIV (% of population aged 15-49 years)	1.7
GDP per capita - PPP\$, 2016	1,636
Annual GDP growth (%), 2016	2.2
Total debt service (% of GNI), 2016	4
GDP in billions - PPP\$, 2016	3

Total population by age group, 2015 (in thousands)

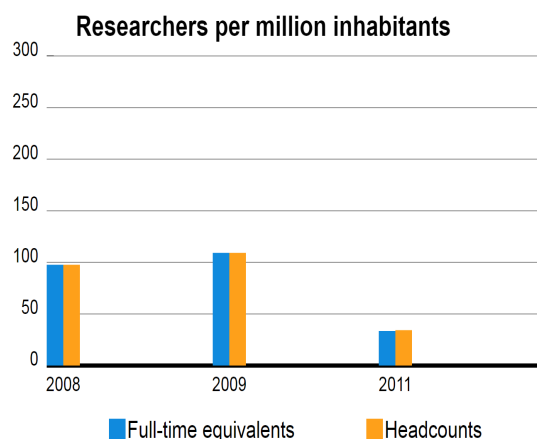


Population aged 14 years and younger represents 46% of the total

EDUCATION



SCIENCE



Part I - Strategic vision: UNESCO's intervention rationale

1. Situation analysis

1.1. National vision

The vision of the Gambia is to become a middle-income country by the year 2030. The country aspires to build a more inclusive economy, in which the fruits of shared growth are more equitable, and which meets the needs of the present without compromising the ability of future generations to fulfill their own aspirations.

The Gambia has formulated a new National Development Plan (NDP) covering the period 2018 – 2021, which aims to achieve sustainable inclusive growth and prosperity. The Government has finalized the NDP, in the light of the new Government's priorities, and drawing upon the previous draft of the Programme for Accelerated Growth and Employment (PAGE) II, developed under the previous regime to accelerate the attainment of The Gambia's Vision 2020. The new NDP incorporates the major thrusts of existing national policies and sectoral plans, mainstreaming the Sustainable Development Goals (SDGs), the African Union Agenda 2063 and the Istanbul Plan of Action, to ensure the achievement of sustainable inclusive growth and prosperity to the extent possible.² The NDP seeks to deliver good governance practices and accountability, social cohesion and national reconciliation, a revitalized and transformed economy for the well-being of its citizens. To reach these objectives, eight strategic priorities have been identified. The Gambia has ranked the SDGs according to their perceived importance using two rating levels: (*medium importance* for SDGs 7, 11, 12 and 16 and *high importance* for the remaining SDGs).

1.2. National situation

Political environment: The Gambia is one of Africa's smallest countries and, unlike many of its West Africa neighbours, enjoyed long spells of stability since its independence barely interrupted with few hitches. Presidential elections on December 2016, resulted in a prolonged political impasse when President Jammeh, was defeated by Adama Barrow. Jammeh had led the country for 22 years after taking power in a military coup in 1994. The country currently faces severe political and economic challenges that may affect its stability. The new government claims it has inherited a virtually bankrupt economy that needs of immediate rescue. Despite the coups in its political history and the threat to political stability leading to the recent government change, The Gambia maintained a reputation of relative stability and peace, in an increasingly instable sub-region marked with recurrent conflicts and insecurity.

Demography: The Gambian youthful population with 58% of the population is less than 24 or within this age bracket. This trend is likely to continue due to a high fertility rate (nearly 5.67 children per woman in 2015) and a declining mortality rate. This has implications on the social and economic environment. The population age structure and the demographic growth rate are not supportive of economic growth and lead to a situation of dependence. The large young population generates an important youthful workforce. While employments help to increase considerably economic empowerment, many of young people lack the skills or access to the necessary skills-upgrading opportunities to enter the labour market. This has resulted to alternative means of subsistence including irregular migrations, and indecent jobs.

Economy: In spite of the relatively high average economic growth in recent years, poverty prevails. The Gambian economy relies primarily on agriculture, tourism and inflows of remittances. According to the 2010 Integrated Household Survey (IHS), agriculture occupies a predominant place, accounting for around 26% of the GDP from 2004 to 2014, and is a source of employment for 44% of the working population. The industrial sector (about 15% of GDP over the same period) consists mostly of construction and agro-processing activities and manufacturing value added as a proportion of GDP is 5.22%. Services account for 60% of GDP, with trade and transport, and communications as main components. Tourism is The Gambia's primary foreign-exchange income source (\$85 million pa) and accounts for 12-16% of GDP, primarily based on seaside tourism, but also enjoys rich cultural elements, both on heritage and living arts. This cultural legacy will continue to have a strong influence on the country's economic development. As of late March 2017, the Gambia's total debt stock (domestic debt stock stood at 54% of GDP as at 2015) stood at 48.3 billion Gambian Dalasi (about \$1.1 billion) leaving the country economically unstable. According to the African Development Bank's 2016 Economic Outlook, persistent policy slippages in recent years and financial difficulties in public enterprises are responsible for The Gambia's large fiscal imbalances. "Higher than budgeted levels of spending pushed the overall fiscal deficit from 4.4% of GDP in 2012 to 11% in 2014 and around 9.6% in 2015."³ The Gambia is part of the least developed countries (LDC) in the world, like many other countries in Sub Saharan Africa⁴.

Human development: Poverty remains deep and endemic with a Human Development Index (HDI) of 0.45 ranking the country 173rd out of 180 nations (2015)⁵. The Gambia is among one of the poorest countries in Africa. Income poverty and household food insecurity are widespread with nearly half of the population (48.4%) living below the absolute poverty line of US\$1.25 per day, while 36.7% live in extreme poverty (2010). Poverty disproportionately affects the young and elderly populations. IHS data (2010) shows higher poverty rates among children of 0-5 years (55.6% headcount rate) and 6 -14 years (55.8%), as well as among those aged 65 and above (57.9%). These figures indicate a high dependency rate, requiring substantial investments in reproductive care and social services. This high dependency and the rapid urban growth created new challenges in terms of poverty and welfare. In particular, there is a growing demand for access to reproductive care in both urban and rural localities, and pressure to provide basic services in urban areas. Consequently, these are major issues for social protection policy and programming.

Poor coordination, inadequate synergies, and duplication of functions due to multiplicity of ministries, agencies, and departments characterize the weakness of Gambian institutions. In addition, the lack of performance management systems combined with inadequate programming capacity among civil servants lead to low productivity within civil service, poor quality of and inequitable access to services provided at all levels. This situation negatively affects the efficiency and sustainability of public policies, exacerbates extreme poverty in the country and mitigates progress towards basic social services (education, health etc.).

Governance: The 1997 Constitution provides the framework for strengthening governance processes in The Gambia in order to reduce poverty, to sustainably improve socio-economic of the socioeconomic and living standards of all. The current change in government offers an opportunity for strengthening governance and human rights; and thus promoting peace and sustainable development in a stable and equitable environment. Success in rebuilding The Gambia will depend much on the reconciliation process and the way it is conducted. Issues requiring more government and good governance include insecurity, media freedom, elections, immigration, basic social protection, youth employment and inequalities.

Environmental sustainability: The Gambia faces environmental challenges such as land degradation, loss of forest cover, loss of biodiversity, coastal erosion, waste management and climate change. Over

the past years, the country has experienced several disasters in the form of droughts, floods, fires and locust infestations, causing large-scale destructions. The causes of the severe floods that have occurred in recent years are largely due to rapid urbanization and the failure of citizens to observe physical planning regulations. National priorities for sound environmental management have been identified in the long-term development strategy Vision 2020, the medium-term development framework, Poverty Reduction Strategy Papers (PRSP I & II) and the Gambia Environmental Action Plans (I & II). The Government is also preparing a National Spatial Development Plan for land use management with policies and strategies related to forest and environmental conservation, in response to environmental challenges.

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

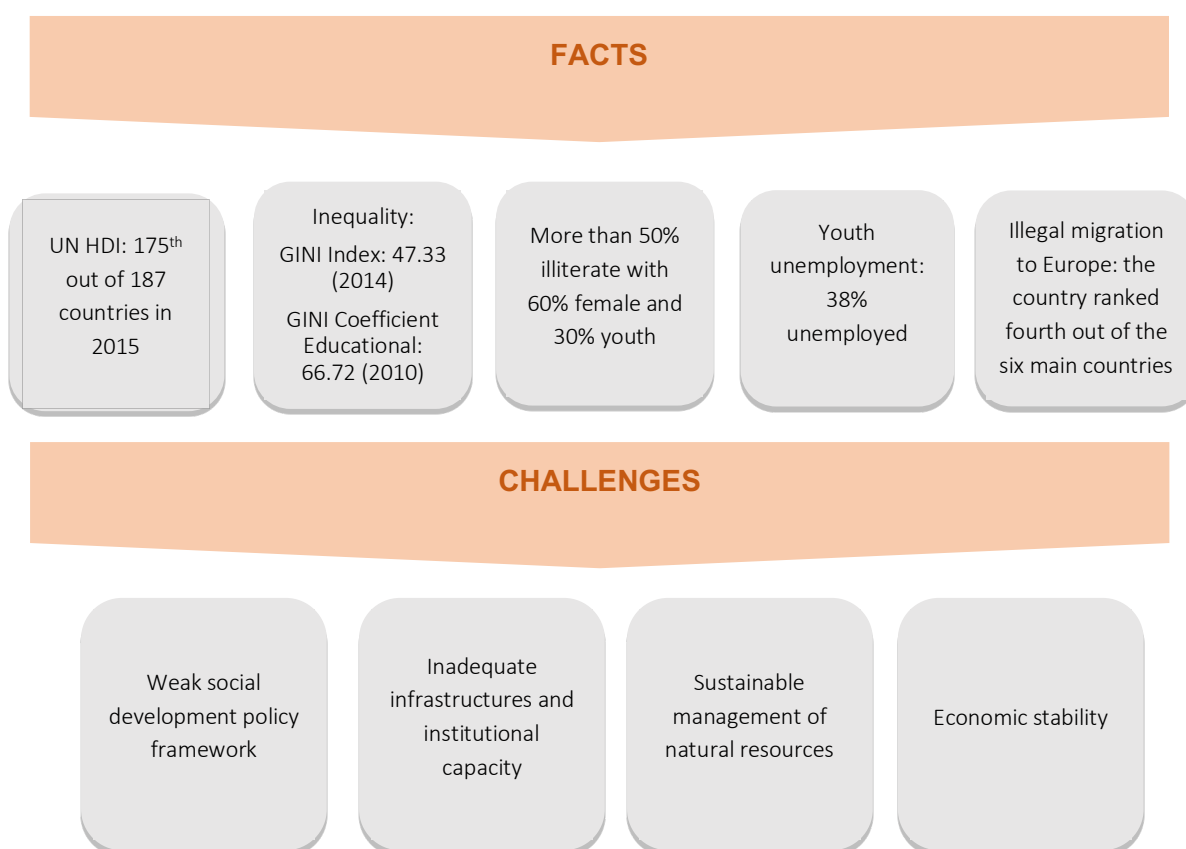
Marginalization and exclusion in The Gambia affects several groups. Disabled persons, women and children are among the poorest and most marginalized. Social condescending behaviours reinforce their exclusion from many social development programmes. Children's situation is particularly concerning (e.g. children born out of wedlock, children living in poverty, working children, children in street situations, children living in rural areas, and refugee children) and should be addressed as a matter of priority. Individuals and institutions engaged in freedom of expression, association or peaceful assembly had been victims of intimidation, harassment or violence, however, the new government's direction on these issues is yet to be seen.

Access to information and affordable internet needs to be enhanced particularly for the disadvantaged and marginalized individuals and groups and as well as in the remote areas. Concerning education, women and children from disadvantaged groups continue to be the most marginalized. In addition, disparities persist between rural and urban areas in terms of access to education, quality of education and adequacy of school infrastructures, including sanitary facilities. Dropout rates among girls are high, particularly in rural areas, due to child marriages and the persistence of early pregnancies. Furthermore, gender- and age- appropriate sexual and reproductive health rights education is lacking in school programmes and there are frequent cases of sexual harassment on girls in schools by peers and teachers. Hidden costs of education, mainly affecting children from marginalized and disadvantaged groups⁶ have been noted, as well as poor school infrastructures⁷, including limited access to water and sanitation facilities, especially in rural areas, and the low quality of learning and teaching materials.

1.4. Capacity and barriers to achieve the key relevant SDGs in The Gambia

The major impediments to achieving the SDGs are mostly related to human and institutional capacities. The problem of inadequate skills and capacities affects all sectors of the Gambia's government institutions. This situation has led the government to propose plans in PAGE II on how to address these deficiencies. Other obstacles to the SDGs include weak social development policy frameworks and the need for sustainable natural resources management, which are at the heart of the country's socio-economic development given its rapidly growing population. Figure 2 below is a graphical representation of the current facts and challenges to achieve the SDGs.

Figure 2: Barriers to successful implementation of the SDGs in the Gambia



1.5. Key multi-sectoral issues and UNESCO's added-value

Thanks to its wide regional and global networks, UNESCO is well positioned to support and assist the Gambia in facing perceived challenges. Therefore, the present country strategy paper proposes interventions to support The Gambia in achieving the objectives of its national development strategies. It also outlines goals set out by the UN in the United Nations Development Assistance Framework (UNDAF) 2017-2021 and in other internationally agreed goals (IADGs) such as the Agenda 2030 for sustainable development, the AU 2063 Agenda and the ECOWAS protocols. In this respect, UNESCO's interventions under multi-sectoral and multidisciplinary programmes, will add value to the proposed strategies.

The new political context⁸ characterized by the change of government and the strengthening of democracy offer opportunities to demonstrate UNESCO's comparative advantages to strengthen inclusive societies and to build of sustainable development. Table 3 shows where and how they can contribute towards realizing the objectives of the country strategy for sustainable development in The Gambia.

Table 3: Proposed areas for strategic interventions by UNESCO sector/programme

Education	Support equitable access to quality education and lifelong learning, including technical and vocational education and training (TVET) and literacy and non-formal education (LNFE) with the use of information and communication technologies (ICTs), development of teacher policy, water and STEM education while promoting peace, human rights and responsible citizenship.
Natural sciences	Support the protection of The Gambia's biodiversity and ecosystem, policies in science, technology and innovation (STI) aimed at contributing to a knowledge-based economy and activities on entrepreneurship and innovation in green economy.
Social and Human Sciences	Support the development of a peaceful and inclusive society through programmes for youth empowerment, culture of peace and research for social transformation.
Culture	Support to reinforce culture-related institutions and infrastructures, to develop a new culture policy framework, to improve skills for heritage management and safeguarding, and to promote creative entrepreneurship for socioeconomic development.
Communication and information	Support programmes on freedom of expression and access to information; the integration of media and information literacy, ICTs in Education; safety and protection of journalists; empowerment of female journalists; and mobile technology-supported learning modalities.

1.6. Development partners' engagement and accountability

In 2014, the European Union (EU) blocked tens of millions of Euros of aid money to The Gambia due to alleged human rights abuses. Within a year of EU's aid suspension, funding donated to the Gambia government by multinational organizations and foreign governments reduced by more than half. For the first nine months of 2016, grant disbursement to the government stood at D242 million, much lower than the D565 million, received during the period in 2015.

Since the political change, external partners have shown rising interest, outside the UN system. The EU commissioner for international cooperation and development visited The Gambia in February 2017 and promised the country a 75 million euros (\$80 million) aid package. The country is expecting a further 150 million euros to follow. This commitment was affirmed during a meeting in Brussels between the President of the Republic of The Gambia, Adama Barrow and the High Representative/Vice-President Federica Mogherini and the Commissioner for International Cooperation and Development. It is proposed to include budget support in the form of a "State Building Contract", which will also support key democratic reforms.

As an example, a major initiative to promote youth entrepreneurship was launched in early 2017 with funding from the EU in partnership with the Government of the Gambia and the International Trade Centre (ITC). The Gambia Youth Empowerment Project is a four-year / €11 million initiative to strengthen the long-term competitiveness and viability of the country's economy. Several other development partners have expressed their interest towards the initiative, including the World Bank, the International Monetary Fund, and the UK Government. However, most of the funds provided by the World Bank and the IMF are project-based, and most are dedicated to reactivate and expand the scope of current small-to-medium scale initiatives such as shoreline erosion prevention, school-based nutrition and women's economic empowerment.

2. Vision of UNESCO support

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

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

UNESCO's interventions in The Gambia will be driven to pursue its global programme priorities in response to the priorities of the National Development plan (NDP) and in alignment with UNDAF.

Part II - Cooperation Framework and Partnerships

The UCS for The Gambia captures all UNESCO's programme areas developed in a coherent manner and built on the foreseen national priorities as well as on the Organization's programming principles. For example, the Education Sector's response to the SDG 4 targets mainstreams human rights, gender equality and women's empowerment within the proposed interventions presented in the UCS document. Addressing the high unemployment rate and the urgent need for skills' development, including entrepreneurship education, would support targets of the SDG 8, which promotes inclusive and sustainable economic growth, employment and decent work for all. The support for the Education sector takes into account the issues of accountability and leave no one behind as it covers both formal, non-formal and informal education programmes. Likewise, all the other sectors ensure that inclusion, human rights and gender equality are considered in their actions in The Gambia.

The Gambian population relies much on land (farming), water (fishing) and tourism services for survival. In 2016, agriculture employed 46.4% of the workforce and contributed up to 31% of GDP while the tourism industry represented 12% - 16% of GDP before 2015. Environmental sustainability is also of prime importance. The delicate marine ecosystem shared with Senegal and the impacts of flooding and other consequences of the climate change call for the strengthening of citizens' resilience in order to ensure steady empowerment, cohesion and stability of society, while helping to reduce the uprooting and migrations of populations. UNESCO's Country Strategy (UCS) will bring together the work of Natural Sciences, Education and Culture Sectors to promote and support sustainable development and local resilience through interventions in the areas of youth empowerment, water, disaster risk reduction, biodiversity conservation, safeguarding heritage, promoting creativity, technical and vocational education and training (TVET), education for sustainable development.

1. Relevance of UNESCO's mandate and programme to national priorities

The Gambia joined UNESCO on August 1st, 1973 as a member state. The country is keen to have UNESCO's support to overcome its development challenges. Therefore, it has reached out to the Dakar Office and HQ to solicit their advice and technical assistance regarding the design and programmes implementation in areas within UNESCO's mandate. In addition, The Gambia has a vibrant National Commission for UNESCO, which constantly interacts and engages with the UNESCO Dakar Office.

The Gambia is committed to meeting all internationally agreed developmental goals and commitments relates to education, culture, youth empowerment and scientific concerns such as climate change and biodiversity conventions. For example, The Gambia is signatory to several Conventions in Culture, to the UNFCCC and many environment- related conventions. The country works relentlessly to ensure that it adheres to UNESCO aims to contribute to peace and sustainable development, enshrined in the 2030 Agenda as well as in Gambia's National Development plan (NDP) 2018-2021. An overview of where UNESCO may provide support in the five different sectors is presented below.

Education:

The Gambia is currently reviewing its Education Sector Strategic Plan (ESSP) to align it with the new Education Policy 2017-2030, forming a junction with the SDG4-Education 2030 timeframe. Among the main challenges to address in the Education sector are:

- The high numbers of out-of-school children;
- Quality and relevance of teaching and learning;
- The use of national languages in formal system;
- Students' welfare and learning environment
- Low and unequal learning outcomes;
- Decreasing gender parity and equality at higher learning levels;
- Lack of cohesion between formal and non-formal learning;
- The higher rate of illiterates, especially among women;
- The need for solid National Qualifications Frameworks, strengthening teacher training; ICT use for learning;
- Equitably allocation of mobilized resources;
- Focus on TVET and skills development that meet the job market needs.

Education for Sustainable Development (ESD), Global Citizenship Education (GCED) and Peace Education are also most relevant in the context of tribalism and regional instability. To address some of these challenges and taking into account UNESCO's capacities and areas of competence, the support will be focus on the following areas anchored around specific targets and commitments laid out in the SDG4-Education 2030 framework for action and its lifelong learning perspective:

- Supporting The Gambia's new education and training model for skills development, better aligned with the labour market, emphasising on cultural industries as an entry point, in addition to relevant and local trades that can be further developed (SDG 3&4);
- Supporting Entrepreneurship Education, Social Entrepreneurship and Cultural Entrepreneurship with a focus on gender, youth, and disabilities in context of labour market needs (SDG3, 4 & 5);
- Supporting formulation of labour market needs, based on consultations with relevant ministries, Chamber of Commerce and Industry and the Private Sector in order to build a skilled workforce.
- In line with SDG4's on lifelong learning for all: supporting the development of diverse learning modalities and the pathways between formal and non-formal learning and training;

- Assisting in the formalization of National Qualification Frameworks, certification and diplomas especially in the context of non-formal education and strong linkage between literacy and vocational training;
- Assisting in strengthening systems at all levels and the development of multi-year costed education plans to help identify the needed resources (human, technical, financial) for an expanded and innovative learning and training systems in line with the SDG4 – Education 2030 framework for action;
- Providing technical support to the development of a student-based EMIS as a national priority and following first UNESCO/UIS support activity to demonstrate solution feasibility;
- Supporting teachers training, national teacher certification standards, the use of national languages and the designation of certification authorities, as well as pre-service and continuous training standards' development to guide the review of teachers training modalities;
- Supporting capacity development in learning assessment systems developed by the Teaching and Learning Educators' Network for Transformation (TALENT), mainly in knowledge sharing, capacity strengthening and support to mobilize technical expertise;
- Assisting in strengthening Global Citizenship Education and Education for Sustainable Development teaching and learning contents.

Natural Sciences:

UNESCO will work through an interdisciplinary and multi-sectorial approach in the following areas: (1) Environment and biodiversity conservation utilizing its Man and The Biosphere Programme. This will be in conjunction with the ESD programme and other social and human sciences activities aimed at promoting inclusiveness; (2) Capacity development in water resources and disaster risk management within the UNESCO IHP framework. This will involve community participation and SHS components. (3) Capacities development in STI policy and management and STEM education at all levels.

The potential in-country partnerships may include those with the UNDP, WB, IUCN and other environmental NGOs working in The Gambia. Within the globally and regionally agreed targets and objectives, UNESCO will support the country to align its STI & STEM objectives and plans within the following SDGs, namely SDGs 4, 6, 9, 13, 15 and 17. It will also draw attention to the implementation of the STISSA 2024, AU Agenda 2063 and the ECOWAS Policy for Science and Technology (ECOPOST). UNESCO Institute for Statistics will continue to support the implementation of the STI survey in collaboration with MHES and GBoS.

Social and Human Sciences:

In light of recent national events, Gambia faces new social and ethical challenges that UNESCO will help to address by supporting the country in strengthening the links between research, practice and the formulation of participatory and inclusive public policies based on knowledge and evidence. Public decision-makers and other stakeholders involved in the promotion of human rights, gender equality and global citizenship will take part in policy development and implementation. UNESCO will build on South-South and South-North-South cooperation as a complementary modality to programme implementation. To this end, it will continue to develop partnerships with the civil society, the private sector, and research institutions. In addition, the academic community (notably the UNESCO Chairs), the United Nations system agencies and other international organizations will be involved at all stages of programme development. It will also encourage policy dialogues among stakeholders to promote human rights, citizenship and human rights and improve the conditions of marginalized groups and migrants. UNESCO will support the process of setting up a national bioethics committee and strengthen national capacities to make better use of local knowledge to inform policies in line with the Agendas 2030 and 2063.

Culture:

Gambia's rich heritage and a vibrant creative talent has a great potential to contribute to its social, cultural, and economic development, particularly in two areas that have been identified as a National priorities, notably the diversification of tourism activities and the development of youth entrepreneurship. A brief situation analysis listing the basic conditions for this to happen in the next 5-10 years goes as follows:

- Develop a legal framework and an inclusive cultural policy;
- Consider the ratification of the 1954 Hague Convention on the Protection of Cultural Property in the Event of Armed Conflict and its two (1954 and 1999) Protocols, the 1970 Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property and the 2001 Convention on the Protection of the Underwater Cultural Heritage;
- Reinforce the overall institutional framework for Culture;
- Train on the job professionals and plan succession strategies of key institutions;
- Develop a comprehensive heritage management programme at University level combining theoretical knowledge and practical field training;
- Develop pilot youth entrepreneurship incubators programmes around key heritage sites / cultural festivals and scale up depending on results;
- TVET: Develop skills in the creative sector and entrepreneurship – Selection of 2-3 critical sectors;
- Continue programmes to rehabilitate manage and enhance visitor's experience to The Gambia's 2 World Heritage sites;
- Continue programmes with a particular focus on the reinforcement of institutional and professional environments for safeguarding intangible cultural heritage, capacity-building of communities and the development of inventories;
- Continue programs to promote creative arts and industries through the provision of capacity building for the development of technical skills and to encourage entrepreneurship;
- Continue programs on cultural diplomacy and promote The Gambia's cultural offering internationally.

Communication and Information:

Based on UNESCO's priorities, equally expressed in the Universal Periodic Review of The Gambia (2014), UNESCO will work with the Government of The Gambia to:

- Introduce a freedom of information act that is in accordance with international standards;
- Decriminalize defamation in its Penal Code and place it within the civil code;
- Decriminalize in the framework of the Information and Communications Act (2009) freedom of expression offenses, and remove "false news" and insult provisions due to incompatibility with international standards;
- Ensure that journalists and media workers are able to practice the profession in a free and safe environment as part of their fundamental human rights. An advocacy for the UN Plan of Action on the Safety of Journalists and Issue of Impunity is undertaken;
- Encourage the investigation of all attacks on journalists and media workers, and ensure full implementation of the rule of law, with the support of the African Court on Human and Peoples' Rights;
- Promote media capacity building and professionalism, the growth of independent and community media in practice and legislation;
- Encourage through media and information literacy, ICTS in education and UNESCO's youth mobile initiative, integration at both the policy and programme level of ICTS in the formal, non-

formal, and informal educational settings to encourage life skills in this domain, particularly in support of promoting girls in ICTs and individuals with special needs.

2. Proposed Cooperation Framework

UNESCO proposes to support The Gambia in all its fields of competence to achieve Government priorities in the pursuit of the Agendas 2030 for sustainable development and 2063 of the African Union as well as the priority areas of the UNDAF 2017 – 2020. UNESCO will utilize its competences in the five sectors including the relevant intergovernmental commissions e.g. the Intergovernmental Oceanographic Commission (IOC), to build necessary capacities that address the Governments needs encapsulated in its Vision 2020 document as well as support the achievements of the Agenda 2030 for sustainable development, and the AU Agenda 2063.

UNESCO's actions need to be directed to support in the improvement of basic social services as it pertains to Education, improving social inclusion, governance, youth and employment and environmental sustainability. Strategies adopted will be aligned with UNESCO's Medium Term Strategy 37 C/4 2014 – 2021 and the Global Priority Africa. These will include the following:

1. Supporting The Gambia's need for education, training, social and occupational integration in order to respond to its changing demographic structure (addressing SDG 4);
2. Supporting the building of knowledge societies to effect the transition to a knowledge economy driven decisively by scientific research, technology and innovation, knowledge production and application, access and fairly shared knowledge (addressing SDGs 4, 9, 13, 14, 15, 17);
3. Supporting the concomitant need to build inclusive resilient societies capable of supporting change in social relations which is narrowing the core traditional foundation on which social cohesion rests (addressing SDGs 5, 6, & 16);
4. Supporting the pressing need to create and maintain conditions for the preservation and promotion of lasting collective peace and security, which are prerequisites for and the ultimate goals of development through compliance with international human rights standards, including freedom of expression and access to information (addressing SDGs 5, 10, & 16);

UNESCO will work to deliver its country programme through focusing on the **following key modalities**:

1. Normative work (to support in reaching International Agreed Development Goals or IADGs and international conventions);
2. Assistance and support in formulation of policies and reforms;
3. Capacity building on institutional level (to assist in design and implementation of innovative programmes aiming at the achievement of the SDG's);
4. Mobilization of networks and partners to meet the country's needs in implementation of reforms and programme objectives;
5. Assist in evaluating of the results and implementation of corrective programmes.

Inclusive gender-sensitive and human rights-based approaches to development policies and strategies will guide UNESCO's work.

During the current UCS period, UNESCO's support will focus on a few selected programmes areas in congruence with national development aspirations and needs as well as in light of UNDAF's priorities and UNESCO's comparative advantage in order to contribute to the following **three development outcome areas**:

Area 1: Support skills development and youth including youth with special needs, empowerment to facilitate and improve socio-economic integration and stable economic growth, especially:

- Strengthening of planning capacities to build a lifelong learning society;
- Assistance in implementing ICT Competency Framework for Teachers (ICT-CFT) to support policy and implementation of ICT teachers training;
- Strengthening synergies between TVET, non-formal education and literacy through the use of ICTs;
- Digital Youth Entrepreneurship (Youth Mobile project) to equip youth to develop and commercialize mobile application solutions for local problems in relation to sustainable development, by capitalizing best practices, such as foundation of coding school and collaboration with the private sector;
- Promoting public policies and programs on digital entrepreneurship and innovation;
- Strengthening skills and capacities for the management of national sciences, technology and innovation systems, natural resources and climate change impact, including reduction of disaster risks in the framework of the CADRI (SC);
- Supporting STI through partnerships with other universities, strengthening institutional capacities towards strong policies in this area and promoting technology-based innovations/industries;
- Technical assistance and capacity building support in building solid data and information systems for education and other areas of UNESCO's competence.

Area 2: Leverage culture as a driver for sustainable development, as recognized by the 2030 Agenda and the Africa Vision 2063, to support sustainable tourism development and accelerate inclusive economic growth by means of:

- Assisting in the development of Heritage Management and Safeguarding programmes focused on the 2003 and 1972 Conventions and links with the tourism sector. Primarily by instituting professionalism in the culture sector particularly in the area of heritage (management, safeguarding and marketing) and development of creative services for domestic audience and visitors both from the region and overseas;
- Supporting skills development and training Gambian youth in entrepreneurship, job creation and creation of goods and services linked to tourism to foster self-employability;
- Providing technical support to The Gambia's National Centre of Art and Culture (NCAC);
- Developing an University programme on heritage careers, to contribute to the training for the next generation of heritage professionals, hence improving local conditions of conservation (safeguard and management of heritage) and supporting the diversification of the tourism sector, in line with UNESCO's normative instruments in the field of heritage, so that it is socially, economically and environmentally sustainable.

Area 3: Promote sustainable development and a peaceful society, such as:

- Scaling up the Global Citizenship Education and Education for Sustainable Development to build a peaceful and integrated society;
- Assisting in the development of strategies and policies to build resilience against natural disasters, such as floods and draughts, in addition to forging partnerships with appropriate

government agencies and NGOs through the CADRI process and other DRR initiatives that promote eco-tourism and protection of natural environment. Finally, building partnerships to safeguard traditional knowledge, its systems and practices;

- Continuing to advocate for the freedom of media, media literacy and to reinforce safety of journalists.

Benchmark and increase access to integrated, inclusive and sustainable social protection services for vulnerable groups including an increase in the participation of youth and youth-driven organizations to support peaceful, equitable and sustainable development in The Gambia.

UNESCO would contribute as a non-resident agency, through its five sectors, into The Gambia's UNDAF 2017-2021 implementation. Based on its indicative resources, this implementation is estimated at USD 209.131 million of which UNESCO has indicated a prospective amount of US\$ 1,447,000 (to be mobilized) within the Priority Assistance Areas for the five years period.

3. Key risks and assumptions

Based on internal analyses done by staff of the UNESCO's Office in Dakar, some key risks have been identified and may hinder the implementation of UNESCO's programmes in the Gambia, including:

- Political instability⁹;
- Priorities identified in the National Development Plan may sometimes not be or may be partially aligned with the priorities identified in the UCS and hence may cause a low or non-buy-in by the Government;
- A change in Government's Commitments, to implement the strategic programmes supported by the UCS, particularly those requiring cost-sharing, specialized skills for oversight, and monitoring and evaluation, may shift;
- Continuous commitment of bi-lateral and multi-lateral donors to support and compliment UCS objectives;
- Capacities and competencies of local implementing partners and counterparts to implement planned activities supporting the achievement of the UCS outcomes;
- UCS priorities are maintained by the new government in power at the start of implementation of the new UCS;
- Continuous engagement between the government and its development partners to enhance partnerships and resource mobilization for UCS implementation.

Risks relating to uncertainties arising from the political and economic conditions in The Gambia, as it is transitioning into a new governance system may affect the achievement of UNESCO's organizational goals in the next five years in The Gambia. Furthermore, due to the country's weak human and institutional capacity, there are concerns on its ability to absorb large amounts of funds. This requires close monitoring to preserve donors' confidence, and use funding resources timely and efficiently, as indicated in project plans.

4. Partnerships

To assist The Gambia, UNESCO Dakar will mobilize a wide range of UNESCO's families such as the Categories I and II Institutes. For example, the UNESCO Institute of Statistic (UIS), the IIEP-Pole de Dakar, IICBA Addis Ababa, the Category II Water Institute in Kaduna Nigeria, the ERAIFT in the DRC, the UNEVOC and Chairs within the African sub region and beyond.

The Dakar Office has mapped the areas of proposed intervention against potential partners (see Table 2).

Table 2: Mapping of proposed areas of intervention and partners in the Gambia

Proposed areas of intervention	Key Donors
Basic to higher education /NFE, skills development	GPE, ISESCO, ECOWAS, DfID emerging countries/MICS (Malaysia, China, etc.) EU; KOICA,
Prevention of violent extremism	ECOWAS, Japan
Science, technology, Innovation, engineering and mathematics	Spain, Canada
Environment (climate change and management of natural resources including Water)	EU, Switzerland, IUCN, The WB, JICA, GEF
Heritage and creative talent	EU, AWHF, Japan
Youth employment (creative economy)	EU; SIDA, Japan, Canada, DANIDA, KERIS,
Press freedom/ training of journalists ^{ix}	EU, Canada, SIDA, private sector, DfID, China
Gender	SIDA, Korea, Education donors.

Part III - Monitoring and Evaluation (M&E)

UNESCO shall develop a monitoring and evaluation (M&E) plan with benchmarks, as soon as the UCS is approved. The M&E Plan will serve to ascertain the degree to which the UCS has been successfully used in programmes and activities plans and implementations in The Gambia within the programmes and activities proposed by the Office for Regular and Extra budgetary programmes. The M&E Plan will also be used to assess how the UCS document has been utilized for fund raising and negotiations for the benefit of The Gambia. Benchmarks are defined as the measurable indicators of identified steps taken towards the implementation of the UCS and are part of the Monitoring and Evaluation planning matrix possibly captured within the biennial Programme Implementation Plans (PIP) of the Office. To the extent possible, the Office and the National Commission for UNESCO will jointly define the benchmarks to be used in monitoring the implementation and progress of the UCS in each sector. Wherever possible, UNESCO Dakar will lean on local partners in The Gambia to collect monitoring information on its programmes and activities, as this will help in building capacity and strengthening ownership, which would facilitate the work of UNESCO staff. UNESCO should undertake and discuss evaluation at the end of each year and during the annual meeting between the regional National Commissions and the UNESCO Dakar programme staff.

Annexes

Annex 1: Cooperation and Partnerships Matrix

NATIONAL PRIORITY / GOAL or THEMATIC AREA:		UNDAF Strategic Result 2 – Human Capital Development (Outcome 2.1 and 2.2) PAGE II (2nd Draft) Pillar IV: Investing in Human Capital / Pillar III Promoting sustainable inclusive Growth				
C/5 Expected result:		38 C/5 MPI - ER1, ER3, ER 8, ER9, ER11				
RELATED SDGs:		4; 16; 8				
PROPOSED UCS OUTCOME AND RELATED PROJECTS						
MAJOR PROGRAMME: EDUCATION (MP I)						
		PARTNERSHIPS		INDICATIVE RESOURCES (\$)		
		Type of cooperation: National, South-South, North-south-South		Total amount needed	Available (RP/XB)	To be mobilized
UCS OUTCOME 1: National capacities strengthened to develop education systems fostering high quality and inclusive lifelong learning for all aligned with the labour market						
Activity 1	Increased access to inclusive and equitable quality and relevant education for all with special focus on the most vulnerable	Ministry of Basic Education (MoBSE), Ministry of Higher Education, Research, Science and Technologies (MoHERST), UNICEF, World bank	National, south-south	1 227 000	0	1 227 000
Activity 2	Strengthening systems' planning capacities towards building a lifelong learning society in line with SDG4 and its implementation and monitoring framework (MP I – ER 1)	Ministry of Basic Education (MoBSE), Ministry of Higher Education, Research, Science and Technologies (MoHERST), UNICEF	National, south - south	200 000	28 000	172,000
Activity 3	Strengthening synergies between TVET and non-formal education and literacy through the use of ICTs (MP I – ER 3)	MoBSE, MOHERST	National	350 000	0	350 000
UCS OUTCOME 2: Empowering learners to be creative and responsible global citizens						
Activity 1	Scaling up the Global Citizenship Education and Education for Sustainable Development to build peaceful and integrated society <i>Peacebuilding activities supporting democratic transition Project</i> (MP I – ER 8 & ER 9)	UNFPA, Ministry of Youth and Sport, Ministry of justice, MoBSE, MOHERST, IPI, WANEP, UNV, International Peace Academy, AU, KOICA, Education4peace	National, South-South	2 000 000	0	2 000 000

NATIONAL PRIORITY / GOAL or THEMATIC AREA: UNDAF Strategic Result 2 – Human Capital Development Strategic Result 3: Sustainable Agriculture, Natural Resources, Environment and Climate Change Management (outcome 3.2) PAGE II (2nd Draft) – Pillar III Promoting sustainable inclusive Growth							
C/5 Expected result: 38 C/5 MPIII ER 1, ER7, ER8, ER9, ER 10, ER11							
RELATED SDGs: 1; 2; 4; 8							
PROPOSED UCS OUTCOME AND RELATED PROJECTS							
MAJOR PROGRAMME: NATURAL SCIENCE (MP II)							
			PARTNERSHIPS	Type of cooperation: National, South-South, North-south-South	INDICATIVE RESOURCES (\$)		
					Total amount needed	Available (RP/XB)	To be mobilized
UCS OUTCOME 1: Capacities for the management of natural resources, climate change impact, and reduction of disasters strengthened							
Activity 1	Strengthening IWRM, water policy and Water programmes in higher education institutions in the Gambia (MPII – MLA 2 ER 4)	Minister of Fisheries, Water Resources and National Assembly Matters	National, South-South, North-south-South	100 000	40 000	60 000	
Activity 2	Capacities for the sustainable management of natural resources and climate change using MAB strategies. (MPII – MLA 2 ER 6)	Minister of Forestry, Environment, Climate Change and Natural Resources	National, South-South, North-south-South	100 000	50,000	50 000	
Activity 3	Strengthening strategies and policies for disaster reduction and management (CADRI initiative) (MPII – MLA 2 ER 6)	Minister of Forestry, Environment, Climate Change and Natural Resources, CADRI	National, South-South, North-south-South	500 000	0	500 000	
UCS OUTCOME 2: Capacities in management of STI policies, STEM and linkages with industries and employment							
Activity 1	Positioning the national STI system and policy to contribution to national socio-economic development (MPII – MLA 1 ER 1)	MoHERST, KOICA	National, South-South, North-south-South	100 000	35 000	65 000	
Activity 2	Strengthening Higher Education STEM and linkages between STEM Education, youth and enterprise development. (MPII – MLA 1 ER 2)	MoHERST, KOICA	National, South-South, North-south-South	100 000	0	100 000	

NATIONAL PRIORITY / GOAL or THEMATIC AREA:		UNDAF - Strategic Result 2 – Human Capital Development PAGE II (2nd Draft) – Pillar III Promoting sustainable inclusive Growth				
C/5 Expected result:		38 C/5 MPIII ER 2				
RELATED SDGs:		1; 3				
PROPOSED UCS OUTCOME AND RELATED PROJECTS						
MAJOR PROGRAMME: SOCIAL AND HUMAN SCIENCES (MP III)						
		PARTNERSHIPS		INDICATIVE RESOURCES (\$)		
		Type of cooperation: National, South-South, North-south-South		Total amount needed	Available (RP/XB)	To be mobilized
UCS OUTCOME 1: Social inclusion and Social protection						
Activity 1	Increase access to integrated, inclusive and sustainable social protection services for vulnerable groups increased	Ministry of Youth and Sport		20,000	0	20 000
NATIONAL PRIORITY / GOAL or THEMATIC AREA:		UNDAF Strategic Result 1 – Governance economic management and human rights Strategic Result 2 – Human Capital Development PAGE II (2nd Draft) Pillar IV: Investing in Human Capital Pillar III Promoting sustainable inclusive Growth				
C/5 Expected result:						
RELATED SDGs:		4.7; 8.9; 11b; 11.4				
PROPOSED UCS OUTCOME AND RELATED PROJECTS						
MAJOR PROGRAMME: CULTURE (MP IV)						
		PARTNERSHIPS		INDICATIVE RESOURCES (\$)		
		Type of cooperation: National, South-South, North-south-South		Total amount needed	Available (RP/XB)	To be mobilized
UCS UTCOME 1: Professionalization of the culture sector in the area of heritage						
Activity 1	University programme on heritage careers to contribute to the training of a new generation of heritage professionals and improve the local conditions of conservation, safeguarding and management of heritage, including support to the diversification of a sustainable tourism sector in the Gambia (MPIV - ER 1 & ER5)	MoHERST	National	800.000	0	800.000
Activity 2	Support to the National Centre of Art and Culture (NCAC) of the Gambia (MPIV - ER 1 & ER5)	Ministry of Tourism and Culture, NCAC, MoHERST	National	100 000	60 000	40 000
Activity 3	Assistance in development of Heritage Management and safeguarding programmes with focus on 2003 and 1972 Conventions and links with	NCAC, Ministry of Tourism and Culture,		1 000 000		1 000 000

	the tourism sector, especially through support in professionalization of the culture sector in the area of heritage (management, safeguarding and marketing), and development of creative services for domestic audiences and visitors both from the region and overseas (MPIV - ER 1 & ER5)					
UCS OUTCOME 2: Skills development and training of young Gambians in entrepreneurship, job creation and creation of goods and services linked to sustainable tourism and fostering self-employability						
Activity 1	Supporting Entrepreneurship education, Social Entrepreneurship and Cultural Entrepreneurship with focus on gender and youth in the context of labour market needs (MPIV – ER6)	NCAC, Ministry of Tourism and Culture, YEP, EU	National	1.500.000	0	1.500.000

NATIONAL PRIORITY / GOAL or THEMATIC AREA: UNDAF Strategic Result 1 – Governance economic management and human rights
 Strategic Result 2 – Human Capital Development
 PAGE II (2nd Draft) Pillar IV: Investing in Human Capital Pillar III Promoting sustainable inclusive Growth

C/5 Expected result:

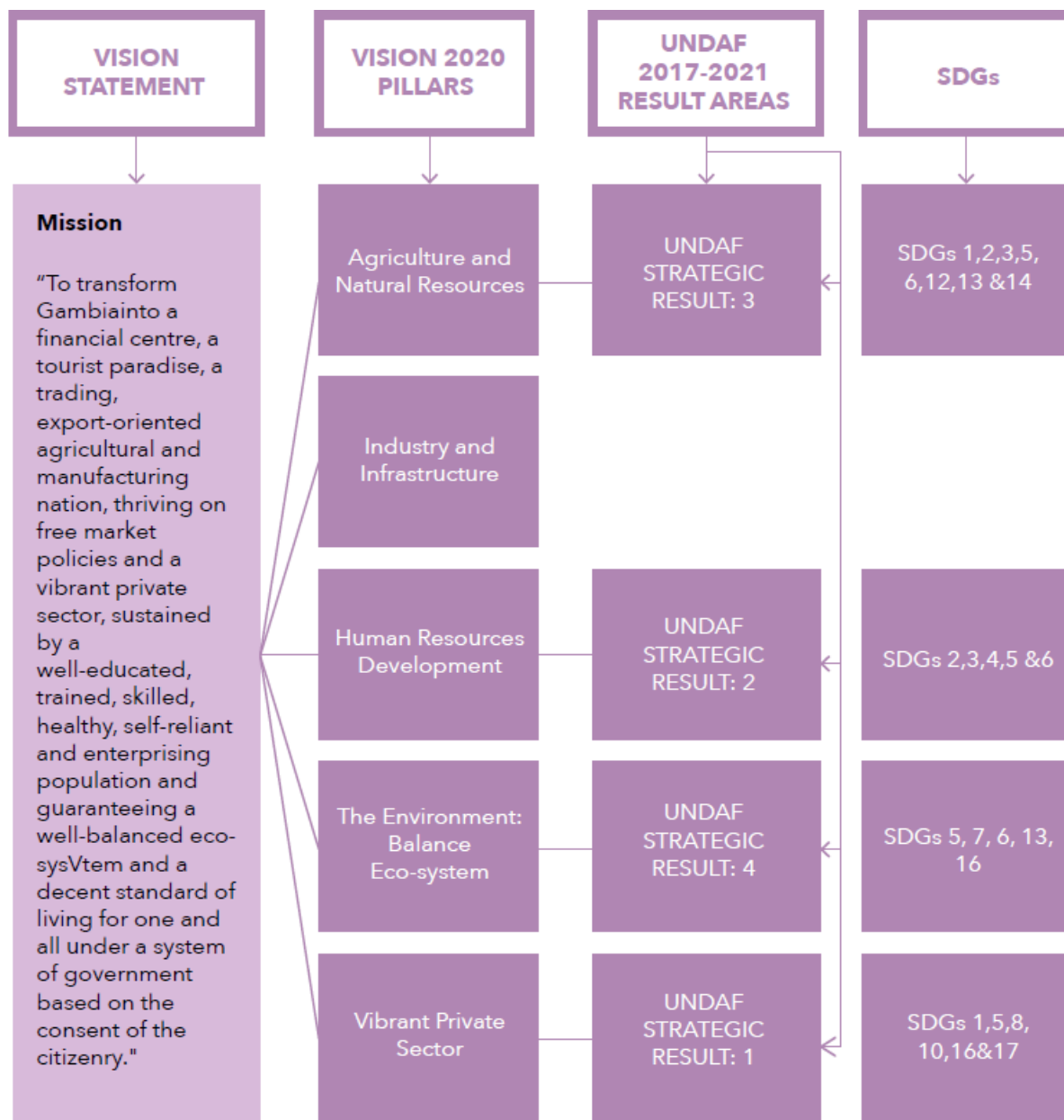
RELATED SDGs: 16.10

PROPOSED UCS OUTCOME AND RELATED PROJECTS

MAJOR PROGRAMME: COMMUNICATION AND INFORMATION (MP V)

		PARTNERSHIPS	INDICATIVE RESOURCES (\$)			
		Type of cooperation: National, South-South, North-south-South	Total amount needed	Available (RP/XB)	To be mobilized	
UCS OUTCOME 1: Youth equipped with the necessary skill to develop and commercialize mobile application solutions to local problems linked to sustainable development through capitalizing best practices, such as foundation of coding school and collaboration with the private sector						
Activity 1	Digital Youth Entrepreneurship (Youth Mobile project) (MPV ER4)	Ministry of Communication Infrastructures, Ministry of Youth and Sport	National	150 000	0	150 000
UCS OUTCOME 2: Teachers effectively harnessing ICT in their professional practice to promote quality learning environments						
Activity 2	Assistance in implementing ICT Competency Framework for Teachers (ICT-CFT) to support policy and implementation of teacher ICT training (MPV ER4)	MoHERST	National	150 000	0	150 000
UCS OUTCOME 3: Relevant policies and normative frameworks have been adopted to strengthen the environment for freedom of expression, press freedom and safety of journalists, pluralistic media have been enhanced and audiences empowered						
Activity 1	Continuing building freedom of media and media literacy as well as reinforcing safety of journalists (MPV ER1, ER2)	Ministry of Communication Infrastructures, EU, SIDA	National, North-south-South	150 000	0	150 000

Annex 2: Alignment of National Priorities, UNDAF Strategic Intervention Areas and SDGs



Source: The Gambia United Nations Development Assistance Framework (UNDAF) 2017-2021

Acronyms

AU	African Union
CI	Communication and Information
GDP	Gross domestic product
HDI	Human Development Index
IADGs	Internationally agreed goals
ICT	Information and communication technologies
LNFE	Literacy and Non-Formal Education
NDP	National Development Plan
PAGE	Programme for Accelerated Growth and Employment
PRSP	Poverty Reduction Strategy Papers
SDG	Sustainable Development Goals
SHS	Social and Human Sciences
TALENT	Teaching and Learning Educators' Network for Transformation
TVET	Technical and Vocational Education and Training
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Organization for Education, Science and Culture

NOTES

¹ <http://en.unesco.org/countries/gambia>

² The Gambia National Development Plan; PAGE II 2017 - 2020

³ African Economic Outlook, AfDB, OECD, UNDP 2016

⁴ Least developed country by United Nations' Classification are countries with three-year average GNI US\$ 900 or less among other considerations

⁵ 2016 Human Development report, UNDP

⁶ The Gambia National Development Plan (2018-2021)

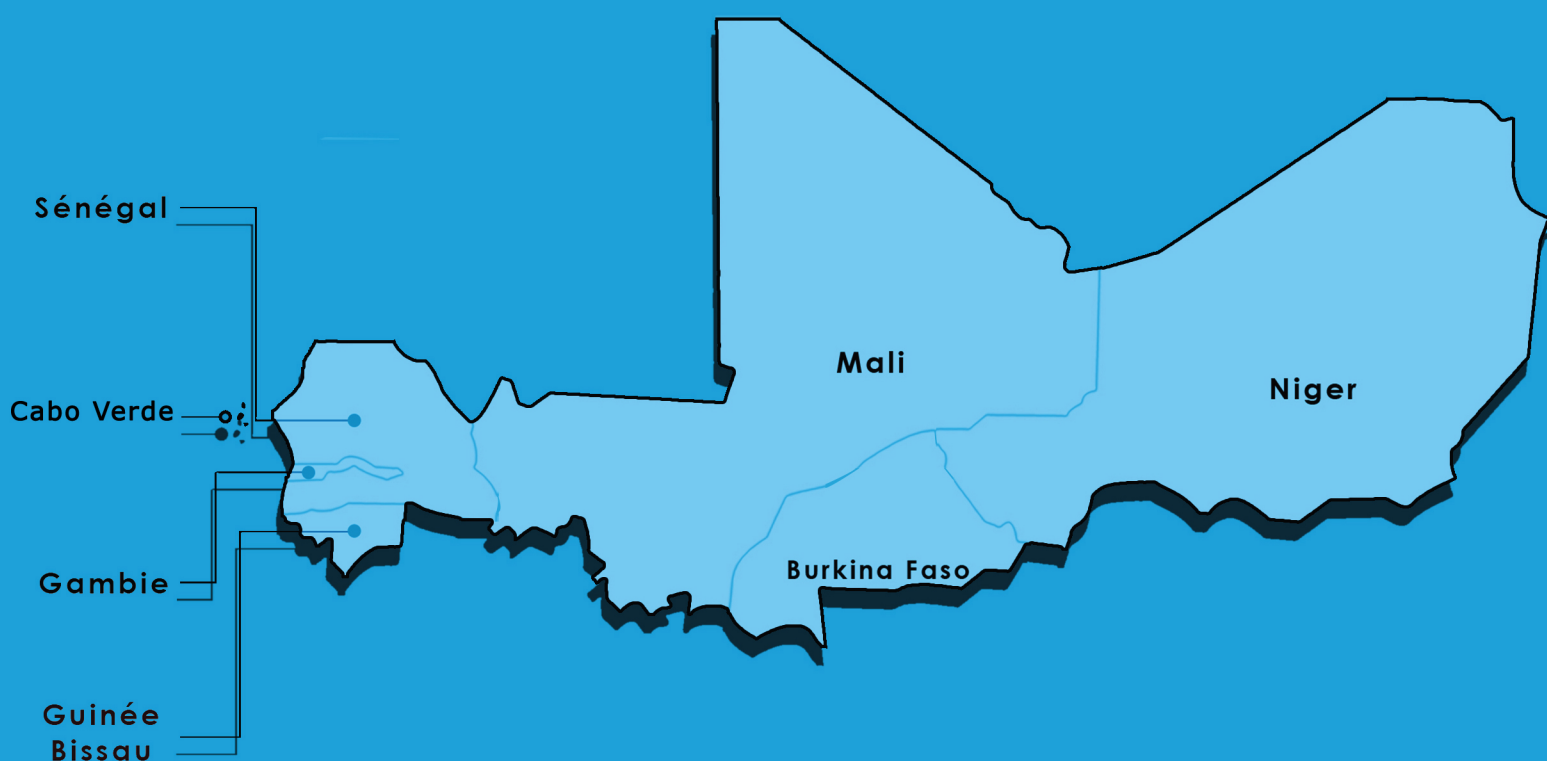
⁷ Access to education and dropout rates: <https://www.crin.org/en/library/publications/gambia-childrens-rights-un-treaty-body-reports#bb>

⁸ New Gambia (change of gvt in 2017)

⁹ The ECOWAS considers the Gambia a fragile nation as result of change of government.

¹⁰ In 2015, UNESCO obtained funds from the EU, for a project on Governance in The Gambia, focusing on Journalists and the Media.

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