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The NGO's impact on São Tomé e Príncipe's sustainable development

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Resumo

As Organizações Não-Governamentais (ONG) têm um importante papel no desenvolvimento das sociedades e comunidades, tal como no empoderamento dos cidadãos e na promoção de um mundo mais justo. O desenvolvimento e a qualidade de vida das pessoas e dos países deve assentar em critérios não unicamente económicos, sendo fundamental uma perspetiva holística, que potencie o desenvolvimento sustentável (DS).

Compreender o impacto das ONG no DS dos países em desenvolvimento não é um desafio simples; implica a aplicação de diversos conceitos, tais como pobreza, educação e desenvolvimento económico.

Esta tese estuda o impacto das ONG no DS, focando-se num país Africano em particular - São Tomé e Príncipe (STP). Visando avaliar o desempenho relativo aos indicadores dos Objetivos do Desenvolvimento Sustentável, e com base numa revisão de conceitos fundamentais, foi definida e aplicada uma metodologia coerente com as especificidades de STP. O caso específico da ONG MOVE em STP foi trabalhado recorrendo aos resultados de um inquérito realizado aos empreendedores. A principal, e de alguma forma expectável, conclusão é que os dados disponíveis não são suficientes para uma análise sólida. Não obstante, estes dados indicam que as ONG impactam o DS do país, principalmente nas áreas da saúde e bem-estar e da educação. Todavia, este impacto pode ser maior e melhor. Recomenda-se monitorizar adequadamente, registar e analisar sistematicamente o trabalho desenvolvido pelas ONG. Sugere-se também que ONG, Governo e outras instituições e entidades trabalhem em conjunto e combinem, com mais frequência, esforços para uma evolução mais significativa em direção ao DS.

Palavras-chave: Desenvolvimento Sustentável; Pobreza; Educação; Desenvolvimento económico; Organizações Não- Governamentais; São Tomé e Príncipe.

Abstract

Non-Governmental Organizations (NGO) have an important role in the development of societies and communities and in the promotion of citizens engagement towards a fairer world. Assessing the development and the quality of life of people and countries should be based on a perspective that goes beyond economic indicators, and sustainable development (SD) has to be seriously assumed.

Understanding the impact of NGO in the SD of developing countries is not a simple challenge; it implies the use of several concepts, such as SD, education, economic development and poverty.

This thesis studies the impact of NGO in SD focusing on a particular African country - STP. Based on a review of fundamental concepts, a methodology was defined and applied, aimed to evaluate indicators of the SD goals. The specific case of the NGO MOVE in STP was worked using results from questionnaires to entrepreneurs.

A main, and in some way expected, conclusion is that data is not enough to allow a clear analysis. Anyway, the available data indicates that NGO are impacting the SD of the country, namely regarding healthy lives and well-being, quality education and lifelong learning opportunities. Nevertheless, this impact could be higher and better. Thus, and to promote more efficiency, it is recommended to properly monitor, register and analyse the work developed by NGO. It is also suggested that NGO, government and other institutions and entities should more frequently work together and combine efforts in order to achieve a stronger evolution towards sustainable development.

Keywords: Sustainable Development; Poverty; Education; Economic Development; Non-governmental Organizations; São Tomé e Príncipe.

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List of Acronyms

COPIE	Community of Practice on Inclusive Entrepreneurship
CPI	Consumer Price Index
DS	Desenvolvimento Sustentável
FONG-STP	Fundação das Organizações Não-governamentais em São Tomé e Príncipe
GDP	Gross Domestic Product
GNI	Gross National Income
GPI	Gender Parity Index
INE	Instituto Nacional de Estatística
MDG	Millennium Development Goals
MOVE	Move - Damos Crédito à Esperança
NGO	Non-Governmental Organization
NGDO	Non-Governmental Development Organization
OECD	Organization for Economic Co-operation and Development
ONG	Organizações Não-governamentais
SD	Sustainable Development
SDG	Sustainable Development Goals
SSA	Sub-Saharan Africa
STP	São Tomé e Príncipe
UIA	Union of International Associations
UN	United Nations
UNDP	United Nations Development Programme

Introduction

Non-Governmental Organization (NGO) can have an important role contributing to the development of societies and communities and promoting citizens engagement towards a fairer world. There are several definitions of NGO (e.g. Bromideh, 2011; Davies, 2013), but according to the United Nations Department of Public Information (URL1) an NGO is a not-for profit, voluntary citizen's group that is organized on a local, national or international level to address issues in support of the public good.

No country is equal to other. There are several differences that can result from several factors, such as the economic ones. The United Nations' (UN) recent report on the World Economic Situation Prospects (UN, 2020) classifies countries into one of three broad categories: developed economies, economies in transition, and developing countries. The composition of these groupings is intended to reflect basic economic country conditions based on some information, like gross domestic product, gross national product, per capita income, industrialization, or the standard of living. In this scope, developed countries refer to countries whose economy has highly progressed and possesses great technological infrastructure, and developing countries are the ones with low industrialization and low human development index. On the other hand, the World Bank gave up on "developing" and "developed" terms, and started to classify the world into four income groups (high, upper-middle, lower-middle, and low), based on Gross National Income (GNI) per capita (current US\$) (URL2). These categories are mainly based on economic factors and it is important to start including other type of development information, which integrates social and environmental criteria and practices.

Over the years there was an extraordinary growth in the number of NGO in the world, predominantly in developing countries (Austin and Murtaza, 2011; Bromideh, 2011; Davies, 2013; Livernash, 1992). According to 2017 data by the NGO Aid Map (URL3), there are millions of NGO around the world that are working in a number of projects. These range from the big and influential that are working at the international or national level to those that are small and are mainly focused at the local level. Figure 0.1 shows the number of projects run by NGO across the world in 2017.

One developed country (United States of America) and one developing country (India) present the larger number of projects developed by NGO in 2017. NGO are mainly working in developing countries, such as Kenya, Haiti, Bangladesh, Uganda, and Ghana (URL3). Nations such as Ethiopia, Nepal, Sierra Leone, Myanmar, Nigeria, Malawi, and a few others had between 50 and 100 projects being run by NGO. Overall, with the exception of USA and India, it is clear the relevance of NGO projects in Africa. NGO work in a variety of fields such as education, health, humanitarian aid, sanitation, shelter and housing, refugee resettlement, among others.

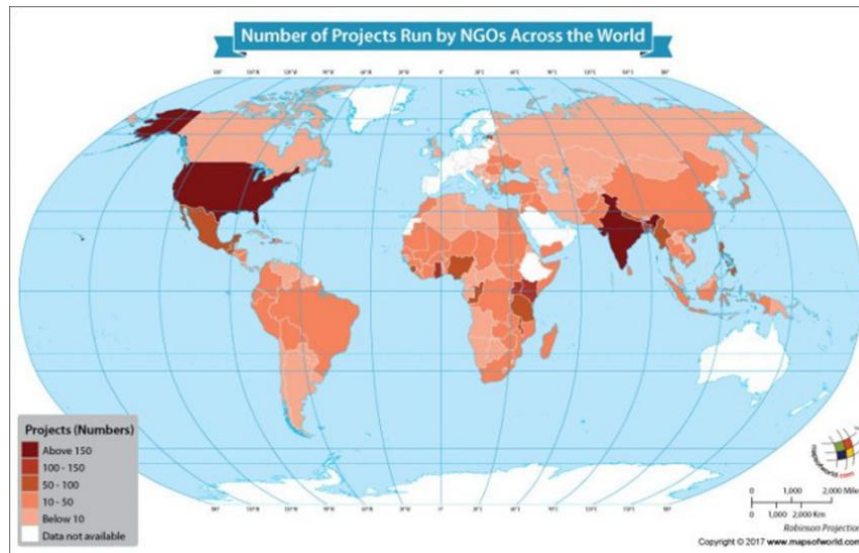


Figure 0.1 - Number of projects run by NGO across the world in 2017 (URL3).

Nowadays assessing the development and the quality of life of people and countries should be based on a perspective that goes beyond economic indicators and sustainable development, with its three main pillars (environment, economy and society), has to be carefully considered.

The purpose of this dissertation is to understand the impact of NGO on the sustainable development of São Tomé e Príncipe. To accomplish this main goal, six specific questions are addressed:

- Why São Tomé e Príncipe?
- What characteristics do NGO have in the field?
- What is the impact of NGO on the sustainable development of the country?
- What is the NGDO MOVE?
- What is the MOVE's role in São Tomé e Príncipe?
- What is the impact of MOVE on sustainable development of São Tomé e Príncipe?

The third and sixth questions are connected and derive from the main research question, while the other four helped to structure this thesis.

Several reasons led me to develop this theme and objectives, which were driven by scientific, social, political, and personal motivations.

The scientific interest results from the need for furthering the concept of sustainable development promoting a broader and holistic discussion. Furthermore, it results from the understanding that sustainable development goals (SDG) and sustainable development are already having a lot of attention and strategic activities going on, but the impact of NGO on these very important SDG is not so well known, in particular in the so-called developing countries where NGO

are very active. Also, the discussion about the link and relation between sustainable development and poverty is also very important.

In the political and social spheres, sustainable development, namely the 2030 Agenda for Sustainable Development, has gained prominence. The São Tomé e Príncipe (STP) government is taking steps to encourage sustainable development in the country, such as the *Estratégia Nacional de Redução da Pobreza*, in response to the Millennium Development Goals. Moreover, in 2015, the UN SDG were adopted in the country by national authorities who prioritized five goals. Despite these efforts, part of the population still lives in poverty, with difficult access to education and health care, gender and social discrimination and a deficient diet. Thus, the development of this theme may be important to identify and promote synergies between the government and NGO, based on relevant selected SDG and, consequently, indicators, and potentiating more efficient efforts.

The personal motivation was the one that most influenced my choice. I always had a special passion for Africa and, recently, lived six months in São Tomé e Príncipe as volunteer in an NGO (MOVE). These factors, associated with my academic background and my constant attempt to work beyond the classic and traditional approach of Economy, guided the selection of this thesis's topic – to study the impact of NGO on sustainable development in an African country, such as STP.

This document is organized in seven main chapters. This introductory chapter is followed by a state-of-art review on fundamental concepts of sustainable development and NGO in developing countries (Chapter 1), which focus the evolution of the sustainable development concept, the concept of poverty and how it is related with sustainable development, distinct education approaches, and the economic development in terms of sustainable economic development, entrepreneurship and inclusive entrepreneurship. The main outcomes of Chapter 1 were very useful for the definition of a methodology to adopt under this thesis, which is described in Chapter 2.

Chapter 3 includes the characterization of São Tomé e Príncipe based on the main sustainable development aspects worked in Chapter 1 – poverty, education and entrepreneurship - and taking into consideration the methodology presented in Chapter 2.

For quantifying the extent of the impact of NGO on the sustainable development of São Tomé e Príncipe, recommended methodologies and information derived from indicators of sustainable development goals applied to the country, are provided and analysed in Chapter 4.

Chapter 5 emphasizes the case study NGDO MOVE and goes further in the application of the adopted methodology. This non-governmental development organization (NGDO) is contextualized, based on its history, area of intervention and currently developed projects in STP, in order to allow a better analysis of the impact of MOVE on the sustainable development of São Tomé e Príncipe.

Finally, the main findings of this thesis are presented in the conclusion's chapter, discussing the identified advances and limitations as a response to the formulated questions, and leaving some concluding considerations, as well as suggestions for academics, organizations and policy makers.

During this study I faced some difficulties, which I tried to overcome in order to assess as much as possible the São Tomé e Príncipe reality. Despite the previously known lack of data about São Tomé e Príncipe, this turned out to be more impactful than expected. Consequently, causal inference had to be assumed because, although many other factors can influence the indicators over time and not only the work developed by NGO, data were not available to confirm and evaluate the impact of these other factors.

Additionally, due to the high number of NGO working in STP the adopted methodology excludes some NGO that probably have an important work in STP. Finally, and due to the current situation in the world (COVID-19), it was not possible to apply the survey in person, to all the entrepreneurs and students who have contacts and work with MOVE. Thus, the most effective way for contacting São Tomé's people at distance was by internet, but some weaknesses were identified, namely the reduced access to the internet and, sometimes, energy. Moreover, when a survey is conducted in person, there is more empathy, which promotes the non-emergence of non-response.

1. Sustainable development and NGO in developing countries: a state-of-the-art review of fundamental concepts

Understanding the impact of NGO in the sustainable development of developing countries could be considered a simple challenge, but it implies, directly and indirectly, the use of several concepts, such as sustainable development by itself or education and poverty, that many scholars tried to clarify in the last decades, ended up with multiple approaches. The scope of this review is to systematically address those multiple sustainable development related conceptual approaches.

The focus will be on three goals from the United Nations Sustainable Development Goals, according to the case study - MOVE. MOVE is a Portuguese NGDO that believes in entrepreneurship and education as effective ways for fighting poverty. Therefore, it is important to study its impact in SDG1, SDG4 and SDG8.

- Goal 1: End poverty in all its forms everywhere.
- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

Besides this introductory section, the review is organized in six main sections. Section 2 examines the evolution of the sustainable development concept, since the first appearances of the theme until today. Section 3 reviews the concept of poverty and how it is related with sustainable development. Section 4 covers the distinct education approaches, formal education, non-formal education, informal education, aiming to discover which approach is closest to education for sustainable development. Section 5 presents economic growth, in particular sustainable economic development, entrepreneurship and inclusive entrepreneurship. Finally, the last section provides some concluding remarks.

1.1. Sustainable Development

Taken literally, sustainable development means the development that can be continued either indefinitely or for the given time period (Dernbach, 1998; Lélé, 1991). However, sustainable development is not such a simple concept and most of the authors agree that this is a concept with a broad and dubious definition that often leads to several interpretations (Casadevall and Mensah, 2019; Giddings *et al.*, 2002; Tolba, 1984), which reflect varying disciplinary biases, distinctive paradigms and ideological disputes (Redclift, 1992). Notwithstanding the different interpretations,

everyone agrees with it and there is a general consensus concerning its desirability (Pearce *et al.*, 1989, cited in Giddings *et al.*, 2002; Redclift, 1992).

As defended by Dixon and Fallon (1989) and Casadevall and Mensah (2019), the sustainable development discussion started with the Malthusian population theory, “whether the capacity of the earth’s limited natural resources would be able to continually support the existence of the increasing human population”. Nevertheless, several researchers and academics (e.g. Paxton, 1993; Dernbach, 2003) argue that only in 1972, at the United Nations Conference on the Human Environment held in Stockholm, the concept of sustainable development gained international appreciation. This conference led to the production of the Stockholm Declaration, with twenty-six principles and despite the expression ‘sustainable development’ never been mentioned, some of those principles claim both the need for environmentally protective economic development and the interdependence of nations, recognizing, by this way, the relationship between environment and development (Dernbach, 1998).

Also in 1972, the Massachusetts Institute of Technology prepared a report, *The Limits to Growth*, where the interaction between humans and environment was simulated, taking into account the population increase and the depletion of natural resources. This report concludes that “The earth’s interlocking resources – the global system of nature in which we all live – probably cannot support present rates of economic and population growth much beyond the year 2100, if that long, even with advanced technology” (Behrens III *et al.*, 1972).

On the other hand, Lélé (1991) advocates that sustainable development only came into prominence in 1980 when *The World Conservation Strategy* was presented and included a sentence on the overall aim to achieve sustainable development through the conservation of living resources (IUCN, 1980).

During the 1980s, it became more evident that development was imposing massive economic, human and environmental costs and, in 1987, the Brundtland Report *Our Common Future* defined sustainable development as the development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987). The Brundtland Report emphasises that sustainable development is a process in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony, and enhance both current and future potential to meet human needs aspirations. Thus, a need for combining in harmony environmental, economic, technological and institutional concerns is identified. Moreover, the relation between developed and developing countries is addressed because, according to the Brundtland Report, sustainable development requires meeting the basic needs of all and extending to all the opportunity to satisfy their aspirations for a better life (WCED, 1987).

However, even agreeing that the Brundtland Commission’s approach to sustainable development is relevant, Pearce *et al.* (1989) defended that sustainable economic development involves maximizing the net benefits of economic development, subject to maintaining the services and quality of natural resources over time. They argue that putting a price on the environment, to internalize the externalities, will reduce environmental damage, once there are economic costs in ignoring the environment.

Authors like Redclift (1992) complain this sustainable economic development, arguing that sustainable development is treated as a modification of the traditional development strategy, rather than an alternative to it, and this approach is therefore limited in scope and application. Furthermore, the difference between developed and developing countries has to be considered because of the price of the environment, called willingness to pay, to most of neo-classics, works better for developed than for developing countries.

The Brundtland Report was widely discussed in several fora, namely in the United Nations Conference on Environment and Development, in 1992, known as the Rio Earth Summit. One main outcome of this Conference is the Agenda 21, which states that sustainable development should become a priority item on the agenda of the international community (Casadevall and Mensah, 2019) and represents a comprehensive international plan of action or blueprint for sustainable development (Dernbach, 1998). Figure 1.1 shows a 1972-2012 background timeline of relevant milestones on sustainable development.



Figure 1.1 - Timeline of sustainable development milestones (URL4).

Amaro (2009) summarizes the sustainable development path mentioning that it is an old theme, which was assumed as a concept in 1972 in the Stockholm Conference, affirmed in the 1987’s Brundtland Report, and which gained strategic visibility in the 1992’s Rio Conference. Moreover, the current formulation of the concept is insufficient and contains mistakes, making it unable to account for the conditions that weigh on the future of life and the planet (Amaro, 2016). Thus, a definition of the concept of sustainable development that integrates eight dimensions (economic security; social cohesion; environmental safety; appreciation of cultural diversity; territorial cohesion; permanent

learning and critical skills; shared, participatory, integrated and multi-territorial governance; assumed new ethics) is proposed by Amaro (2016).

Likewise, Ferreira and Raposo (2017) argue that a sustainable development concept based on the economic, social and environmental dimensions is insufficient. They suggest two factors, which are considered as fundamental for the construction of the concept: a political-institutional dimension with agents of paradigmatic transformation; and the transition from the economic logic of exponential growth to a steady state-oriented logic. Thus, the concept of sustainable development is based on four pillars (the three already mentioned plus the political-institutional).

With the beginning of the new century, in 2000, the United Nations delivered the Millennium Declaration that originated the Millennium Development Goals (MDG). “As described by Bill Gates, the MDG have become a type of global report card for the fight against poverty for the 15 years from 2000 to 2015” (Sachs, 2012: 2206). Two years later (2002), there was the World Summit on Sustainable Development, known as Rio+10, where the Johannesburg plan for the implementation of Agenda 21 actions was delivered (Casadevall and Mensah, 2019). After the Johannesburg plan, the concept 3P - Profit, People and Planet - became a reference for companies. This concept is underlying the concept of sustainable development (Amaro, 2015), and is seen as an alter ego concept of the Triple Bottom Line concept (Tulberg, 2012). The Triple Bottom Line concept expands the traditional accounting framework to include two other performance areas: the social and environmental impacts of their company.

After ten years, sustainable development was identified as one of the five key priorities in the UN agenda. At Rio+20 the document ‘The Future We Want’ was adopted and a process to develop a set of Sustainable Development Goals was launched to build upon the MDG and to take effect from 2015 (Sachs, 2012). Nowadays, the challenge, outlined by the UN in 2015, is to accomplish the 17 Sustainable Development Goals and the 169 targets until 2030. The purpose is to effectively contribute to the MDG.

Table 1.1 includes a summary of the sustainable development concepts here discussed.

Table 1.1 - Summary of sustainable development concepts.

Concept - Development that...	Reference
can be continued either indefinitely or for the given time period	Dernbach (1998); Lélé (1991)
meets the needs of the present without compromising the ability of future generations to meet their own needs	WCED (1987)
maximises the net benefits of economic development, subject to maintaining the services and quality of natural resources over time	Pearce <i>et al.</i> (1989)
addresses global challenges, including poverty, inequality, climate change, environmental degradation, peace and justice.	UN (2015)

There is a long way since the Brundtland Report, three decades ago, but a strong and really assumed effort is still needed to accomplish the MDG and the 2030 sustainable development goals. Nowadays, reality shows how urgent is to change behaviours and to adopt the sustainable development rationale. The role of NGO in developing countries is fundamental for this comprehensive and challenging objective, which cannot be achieved through isolated initiatives. If economy, environment and society are separated, only with partially connection, the development will not be sustainable (Casadevall and Mensah, 2019). Thus, all decisions should seek to encourage positive growth and equilibrium within the natural system.

1.2. Poverty

Reducing poverty is inherent to sustainable development and it has been a goal of governments and communities. Nowadays ending poverty in all its forms is the first of the seventeen goals of the 2030 Agenda for Sustainable Development. Thus, poverty is a widely used and meaningful concept in the international community (Gordon *et al.*, 2006), with a very long history of empirical and scientific investigations.

In 1901, Rowntree in his early influential research on families, termed primary poverty like the one related to individuals or families whose income is insufficient to cover the minimum necessities required to maintain physical health and efficiency (Callan and Nollan, 1991). Rowntree also considered secondary poverty, which consists of families whose earnings would be sufficient for the maintenance of merely physical efficiently except that some of it is absorbed by other expenditure, either useful or wasteful (Callan and Nollan, 1991).

Since, the term has been used very often, it is normal that it consequently acquires different meanings, given that words acquire meaning through their use (Spiker, 2007). For instance, in 1968, Watts defended that poverty is a property of the individual's situation, rather than a characteristic of the individual or of his/her pattern of behaviour (Watts, 1968). Townsend (1979) stated that individuals, families and groups in the population can be said to be in poverty when they lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in the society to which they belong. Thus, the poverty concept is associated with the concepts of citizenship and social integration, expanding and focusing on a multidimensional perspective of resources, including those of an economic, social, cultural and environmental nature (BIT, 2003).

The primary problem encountered in poverty is to identify how many people live in poverty, which people are poor and which are non-poor. The prevailing approach to solve this problem is to specify a poverty line in terms of income, an income level that is considered to be the borderline

between the poor and the non-poor (Callan and Nolan, 1991; Hagenaars and Praag, 1985). According to Roser and Ortiz-Ospina (2020) the research here is concerned with the living conditions of the worst off: those who live in extreme poverty. The World Bank is the main source for global information on extreme poverty and it sets the International Poverty Line. The poverty line was revised in 2015 and since then, a person is considered to be in extreme poverty if he/she lives on less than 1.90 international dollars (int.-\$) per day. However, it is important to point out that living conditions well above the International Poverty Line can still be characterized by poverty and hardship (Roser and Ortiz-Ospina, 2020). Figure 1.2 shows the distribution of population between different poverty thresholds in São Tomé e Príncipe, from 2000 to 2010.

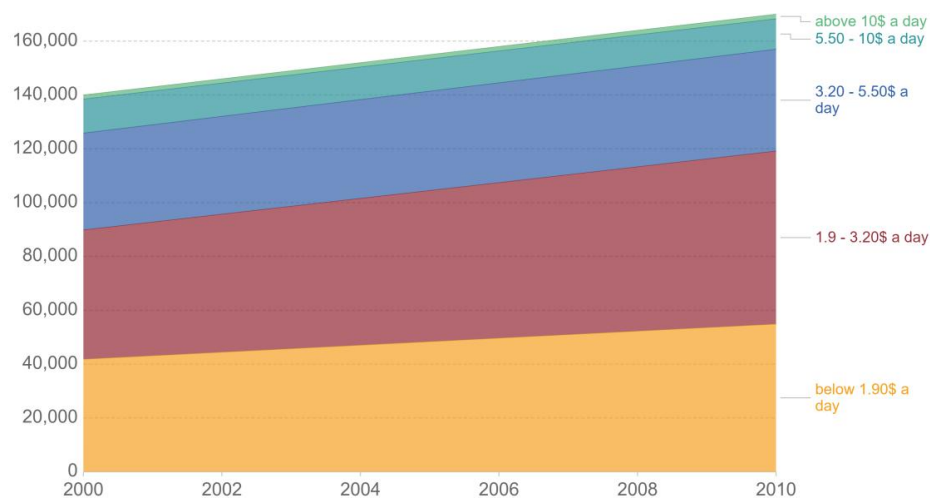


Figure 1.2 - Distribution (%) of population between different poverty thresholds, São Tomé e Príncipe (URL5).

It was not easy to find an appropriate poverty line and different studies were developed based on alternative concepts of poverty (Foster and Shorrocks, 1988). For instance, Sen (1999) in spite of recognising that a lack of income is one of the principal causes of poverty, because it may be the primordial reason for the lack of capabilities, advocated that poverty should be seen as a privation of basic capabilities instead of merely a limited level of income.

This debate led to two different concepts of poverty: absolute poverty and relative poverty. These two concepts were proposed and distinguished by McNamara, the president of the World Bank, in 1973 (McNamara, 1973):

- Relative poverty means simply that some countries are less affluent than other countries, or that some citizens of a given country have less personal abundance than their neighbours. That has always been the case, and granted the realities of differences between regions and between individuals, will continue to be the case for decades to come.
- Absolute poverty is a condition of life so degraded by disease, illiteracy, malnutrition, and squalor as to deny its victims basic human necessities. A condition of life so limited as to prevent

realization of the potential of the genes with which one is born; a condition of life so degrading as to insult human dignity.

The two concepts are, without a doubt, distinct. However, the absolute poverty concept does not replace the concept of relative poverty, which makes them complementary concepts. The context of each society, namely if poverty is a widespread phenomenon or a problem that affects minority groups, is what gives them a greater or lesser degree of relevance (Costa, 1984).

Years later, in 1995, the United Nations defined absolute poverty as “a condition characterised by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services” (UN, 1995: 38).

Since 2000, there have been notable efforts to expand the definition and measurement of poverty in low income countries. The World Development Report (Kanbur *et al.*, 2000) was based on a notion of poverty as defined by poor people themselves through multi-country participatory studies. This report proposes that countries should set their own priorities and set of actions across three inter-related fronts: Empowerment, Security and Opportunity. This trilogy must not have hierarchy or compartments. According to this report “poverty is low income and low human development, but is more than this. It is vulnerability. And it is powerlessness”. When relating poverty to development processes, two issues come up: the relationship between poverty and resources control, and the multidimensionality of poverty (Capucha, 2004).

Table 1.2 provides a summary of the evolution of poverty concepts along time.

Table 1.2 - Summary of poverty concepts.

Concept - Poverty is related to...	Reference
individuals or families whose income is insufficient to cover the minimum necessities required to maintain physical health and efficiency.	Rowntree (1901)
property of the individual's situation, rather than a characteristic of the individual or of his pattern of behaviour.	Watts (1968)
the lack of the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged or approved, in the society to which belong.	Townsend (1979)
the privation of basic capabilities instead of merely a limited level of income.	Sen (1999)
low income and low human development, but is more than this. It is vulnerability. And it is powerlessness.	Kanbur <i>et al.</i> (2000)

Indeed, the definitions of poverty changed over the years with the addition of new concepts (Heffernan and Misturelli, 2010). An even more recently view is coming from Melinda Gates (Gates, 2019: 37): “Poverty is not being able to protect your family. Poverty is not being able to save your

children when mothers with more money could. And because the strongest instinct of a mother is to protect her children, poverty is the most disempowering force on earth”. For her this does not mean that the international poverty line definition is not right, however “it does not capture the desperation of their lives.” (Gates, 2019: 31). Although it is not an academic opinion and has not a solid scientific basis, Gates is discussing other aspects of poverty and reinforcing the idea that poverty can not only be seen as a scarcity of monetary resources, but also as a scarcity of various types of resources (Diogo, 2006). It is in this context, of social disintegration in different levels, that the concept of social exclusion becomes more important. Since this broader notion of poverty “it’s not limited to the scarcity of material resources, but can be translated into non-participation in the dominant standard of living due to factors such as schooling, age, lack of affection, mastery of new technologies and integration in the vast world of cybernetic information” (BIT, 2003: 18).

The SDG target 1.2 (By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions) goes beyond the Millennium Development Goals requiring governments and international organisations to collect and disaggregate data on poverty, based on national definitions (Nandy and Pomati, 2019). Furthermore, researchers and policymakers often construct synthetic indicators that aggregate various dimensions of deprivation, by attaching welfare weights to a set of key underlying metrics of well-being (Alkire and Foster, 2011). The Multidimensional Poverty Index (UNDP, 2019) is one effort to aggregate various aspects of well-being into a single metric. It is constructed from ten indicators across three core dimensions: health, education and living standards. Figure 1.4 depicts the share of population living in multidimensional poverty in 2014.

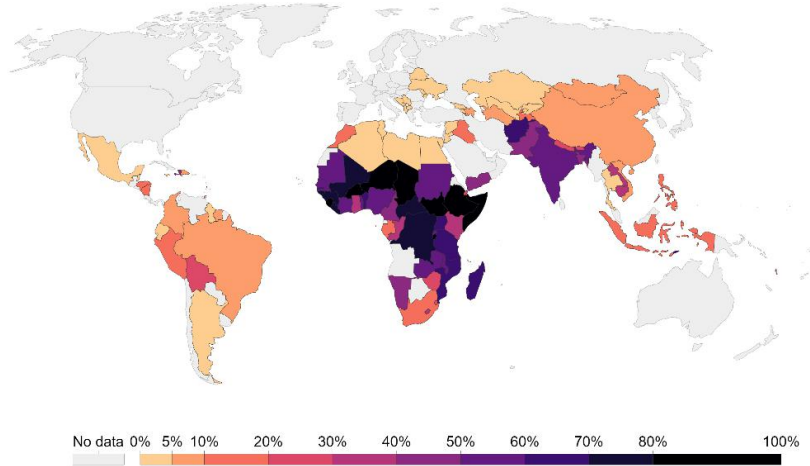


Figure 1.3 - Percentage of population living in multidimensional poverty in 2014 (URL5).

The distribution shown in the map of Figures 1.3 indicates higher percentages of population living in poverty in Africa and India. According to the Sustainable Development Goals Report 2019, “The decline of extreme poverty continues, but the pace has slowed and the world is not on track to

achieving the target of ending poverty by 2030” (United Nations, 2019: 22). The role of NGO in this poverty reduction across the world, but particularly in Africa, is relevant and their impacts deserve to be monitored and discussed.

1.3. Education

Education is a fundamental requirement for individuals to have access to the set of goods and services available in society (Gadotti, 2005). Its importance is confirmed by the Universal Declaration of Human Rights, which states that “Everyone has the right to education.” (United Nations, 1948), and nowadays it is the focus of the 4th Goal of the SDG, which implies ensuring inclusive and equitable quality education for all. Figure 1.4 highlights the relevance of the 4th SDG Goal by depicting the global distribution of mean years of schooling in 2017.

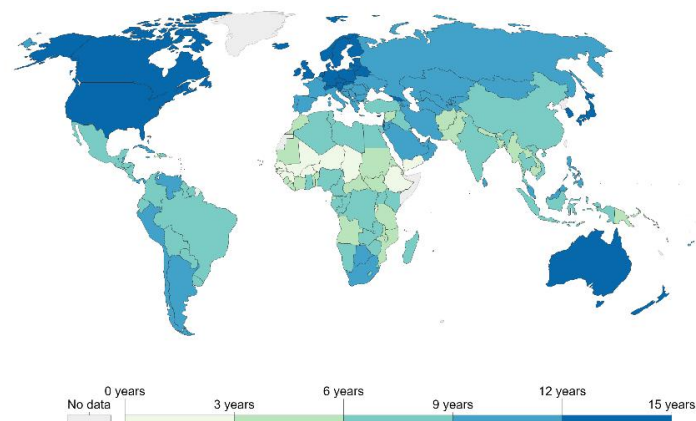


Figure 1.4 - Mean years of schooling across the world, in 2017 (URL6).

There is a clear difference between developed and developing countries, which is reinforced by the low net attendance rates of primary school (URL6), particularly in the sub-Saharan Africa where less than half of the school-aged children attend primary school. Moreover, according to Hanushek (2011:33) “Frequently, students have spent time in schools, but have not learned what their counterparts in developed countries learned”.

The concept of education is not strict and in practice it is based on a dominant formal system and on a constantly evolving range of non-formal education. Formal education has clear and specific objectives. Corresponds to a systematic, intentional and organized education model. It depends on a centralized educational guideline presenting a rather rigid curriculum as regards objectives, content and methodology, with hierarchical and bureaucratic structures. It is an institutionalized education represented mainly by public and private schools and universities, which require from students a minimum classroom attendance (Dib, 1988; Gadotti, 2005; Marusynets and Slabko, 2019).

However, the Council of Europe (2000) acknowledges formal educational systems alone cannot respond to the challenges of modern society. Furthermore, “learning at school sometimes seems disconnected from the real context and is not always attractive or arousing curiosity” (Cabrito, 1993:15). Hanushek and Woessmann (2008) even defend that school is not synonym of learning and that many programs tend to increase school attendance without increasing learning, since the quality dimension is ignored and the programs do not take in consideration what goes in the schools (Hanushek, 2011). In fact, there are gaps in the formal education systems, in many countries, and non-formal education programs are a way to rectify them (Owusu-Boamong, 2007; EPDC, 2008). For this reason, there is a need to make non-formal education more accessible for people of all ages and particularly for the information and assistance deprived.

Informal education could be defined as learning that is intentional but not institutionalized; it generally occurs outside a classroom setting and the informal environment encourages learning in a different way (Abraham and Melber, 1999; Marusynets and Slabko, 2019). Informal education is quite diverse from formal education (Dib, 1988), and should not be regarded as an inferior form of learning or a mere precursor to formal learning, but as fundamental and valuable in its own right (Coffield, 2000).

Non-formal education is when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and most activities take place outside the institution - as for instance, home reading and paperwork (Dib, 1988). Literacy programs, alternative primary schools, professional education and youth training are some of the activities that are encompassed by non-formal education and can be an important complement to formal education (Owusu-Boamong, 2007; EPDC, 2008). Although non-formal education has become increasingly important in the postmodern world, it has yet to be studied as an independent educational approach (Romi and Schmida, 2009). More recently, Rogers (2019) defends that non-formal education has been relocated not so much as ‘outside’ formal educational institutions but as a different kind of learning programme within a continuum of lifelong learning covering formal, non-formal and informal learning. He goes even further, arguing that the adult learning targets contained in every one of the Sustainable Development Goals cannot be met by formal learning programmes alone and require a much-expanded non-formal education programme (Rogers, 2019). This idea is also supported by Canário (2008: 16) when he says “education action and practices occur and are recognized in the exercise of work, in playful activities in a private or public environment, in social intervention”.

Latchem (2014) defends that NGO and international agencies, public institutions, civic social groups, trade unions, employers, public-private partnerships and media organisations have a

particular role providing informal education. This approach of education allows to meet the needs of different people, namely in developing countries, but also in developed ones (Rogers, 2019).

1.4. Economic Development and Entrepreneurship

Together with social cohesion and environmental preservation, sustainable economic growth is one of the three essential components of the UN sustainable development concept (Baranova *et al.*, 2020). Brown *et al.* (2019) also highlight the need for promoting “sustained, inclusive and sustainable economic growth” towards achieving the Sustainable Development Goals. In this scope it is important to clarify that economic growth typically refers to the growth of potential output (Erber and Hagemann, 2002), the increase in the value of the goods and services produced by an economy (Ajiboshin *et al.*, 2011).

This requires an infinite or unlimited growth, which implies a false assumption. “The lie of the infinite availability of the planet’s goods, which leads to “squeezing” it to the limit and beyond” (Francisco, 2015). As mentioned previously, “the global system of nature in which we all live - probably cannot support present rates of economic and population growth much beyond the year 2100” (Behrens III *et al.*, 1972).

Francisco (2015) states that the economic growth tends to generate automatism and to homogenize, in order to simplify processes and reduce costs. Therefore, at the origin of many difficulties in the current world, there is mainly the tendency, not always conscious, to develop the methodology and objectives of techno-science according to a paradigm of understanding that conditions people’s lives and the functioning of society. According to Francisco (2015), technological and economic development which does not leave in its wake a better world and an integrally higher quality of life cannot be considered progress. It absorbs the language and values of ecology into the categories of finance and technocracy, and the social and environmental responsibility of businesses often gets reduced to a series of marketing and image-enhancing measures. The principle of the maximization of profits, frequently isolated from other considerations, reflects a misunderstanding of the very concept of the economy. As long as production is increased, little concern is given to whether it is at the cost of future resources or the health of the environment. The effects of applying this model to the whole reality, human and social, can be seen mainly, in developing countries, as pollution, social inequalities, poverty, and lack of education. Although these limitations and keeping some interrogations about this economic dimension, it has to be considered as a pillar of sustainable development goals. However, more than economic growth, concerns and behaviours should be oriented towards economic development goals under a sustainable development framework.

Benzing *et al.* (2010) concluded that small enterprises are the leading force in the development of African economies and are essential for economic development in many developing countries. Moreover, Bruton *et al.* (2013) defend that entrepreneurship could improve the lives of individuals living in poverty, creating development in least developed countries and, consequently, helping poverty become history (McMullen, 2011) and therefore entrepreneurship is a realistic mechanism for sustainable economic development (Ajiboshin *et al.*, 2011). Entrepreneurial activity may account for a significant amount of the development left unexplained in traditional production function models (Baumol, 2002).

Entrepreneurship is already a vital force in the economies of developed countries (Audretsch and Keilbach, 2007), and developing countries have recently experienced a burgeoning of small-scale individual entrepreneurs (Azmat and Samaratunge, 2009).

Notwithstanding the common use of the term entrepreneurship, it is not a straightforward concept (Audretsch and Keilbach, 2007). Along time several definitions were discussed. In 1755, Richard Cantillon, in *An Essay on Commerce in General*, defined entrepreneurs like those who undertake to bear and overcome uncertainty by investing, paying expenses and hoping for a return (Cantillon, 1755). Along the same line of thought, Adam Smith, Jean-Baptiste Say and Joseph Schumpeter made their considerations about the concept of an entrepreneur (Plaza, 2010). For instances, for Schumpeter, entrepreneur is an innovator who brings economic development through new combinations of factors of production (Schumpeter, 1934; Silva, 2010). He was the first modern economist worrying about entrepreneur and the impact on the economy, running away from assuming entrepreneurship as a meta-economic event that means something that influenced and gave shape to economy without being part of it (Drucker, 1985). Amaro (2015) suggested that these authors are not all in the same linear and coherent sequence and that some theories about entrepreneur (e.g. Schumpeter) are not the most adequate inspiration to explain entrepreneurship.

The Organization for Economic Co-operation and Development (OECD), in 1998, proposed that entrepreneurs are agents of change and development in a market economy and they can act to accelerate the generation, dissemination and application of innovative ideas. Entrepreneurs not only seek out and identify potentially profitable economic opportunities but are also willing to take risks to see if their hunches are right (OECD, 1998).

Nowadays, entrepreneurship is related with two distinct lines of thinking (Plaza, 2010): the first one relates entrepreneurship with economic development; and the second one links psychological and sociological characteristics of the individual behaviour with the entrepreneurship characteristics. According to Estivill (2015), entrepreneur in its most current sense is the one who undertakes, who has initiative, who initiates a project, a work, and even ventures, with a certain degree of risk or difficulty. The author goes even further defending that this definition is too wide and may include

different types of activities. Consequently, this concept could be very similar to businessman's concept having, very often, a conceptual and theoretical reductionism. However, it is important to refer that these two concepts have differences: the businessman's motivations include profit, benefit and capital's return, while the entrepreneur may have other purposes like scientific ones, pleasure and recognition (Estivill, 2015).

When seen as a process, entrepreneurship creates jobs, ideas, new inventions and stimulates national income, consequently having the potential of affecting economic development (Abosede and Onakoya, 2013). Furthermore, some authors defend that the age structure of a country is potentially an important determinant of entrepreneurship (Lazear *et al.*, 2018). A young society provides more opportunity for the young to acquire the skills necessary for entrepreneurship, which leads to higher entrepreneurship rates in countries with younger populations than in countries with older populations (Lazear *et al.*, 2018).

Abosede and Onakoya (2013) advocate that in some countries entrepreneurship is locked to regional development programmes and in other countries is a key strategy device to facilitate the participation of certain target groups in the economy. The study developed by Gough *et al.* (2013: 308) confirmed "the usefulness of working with an expansive definition of entrepreneurship that is not confined to elite groups operating businesses in isolation from the society of which they are part" and The Community of Practice on Inclusive Entrepreneurship (COPIE) reinforced this idea calling inclusive entrepreneurship to this expansive definition.

Jancovicová *et al.* (2016) realised that, during the last decade, the interest of governments and politicians in inclusive entrepreneurship has growth, aiming to increase the entrepreneurial activity of under-represented groups to achieve the equity principle, to solve unemployment and to use it as an additional source of economic development. On the other hand, Estivill (2015) states that the increased interest in entrepreneurship can promote government's withdrawal from these community initiatives, leaving private organizations to fulfil their social mission.

According to some authors (e.g. Hespanha, 2009; Sehil, 1996), inclusive entrepreneurship derives from the necessity of individuals choosing self-employment because they do not have another choice for survival, and not having necessarily considered innovation factors, market necessities or new processes or products (Plaza, 2010). Inclusive entrepreneurship should be a strategy that promotes social inclusion of populations in vulnerable economic and social situations through the creation of business micro-initiatives that give them access to a paid activity (Silva, 2010).

It was in this sense, to develop economic activities mainly aimed to create jobs for disadvantaged groups and to promote sustainable living conditions, that the concept of solidarity economy emerged (Amaro, 2010). This concept is based on the combined achievement of eight areas: economic, social, cultural, environmental, territorial, management, knowledge and political.

NGO can help developing and promoting entrepreneurship characteristics among developing countries people. Understanding the best way to do it and how to monitor the progress is a challenge that has to be achieved in order to be more efficient. Also, to be meaningful to end poverty and reach sustainable development, entrepreneurship cannot be tackled alone.

1.5. Summary

To operationalise the sustainable development concept should be a clear objective of this decade, which will imply combining in harmony environmental, economic and social concerns. This is an enormous challenge and in most developing countries there are still primary objectives, like education or reduction of poverty, that are identified beyond sustainable development goals (Redclift, 1992). For instance, poverty limits people's opportunities to achieve their full potential, to participate actively in society and to access quality services. It is a multidimensional phenomenon and tends to persist over time and to be transmitted across generations. Therefore, the relation between poverty and sustainable development has to be emphasized. Ending poverty in all its forms and places is an indispensable requirement for sustainable development, with impacts in other aspects of life, such as health, education, gender equality, among many others that are related with sustainable development.

Despite having to prioritize objectives, they all end up interconnected, and working to achieve one implies impacting the other in some way. For example, 'promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all' could go through investing in education at an entrepreneurship's level, which probably will create employment and, consequently, increase a family's income affecting the level of poverty.

Nowadays, the most important challenge is to think and act in an integrated way towards a sustainable future. Keeping the classical approach of working one by one the different pillars of sustainable development, which include reducing poverty, improving education and entrepreneurship, will not solve the current development problems the society is facing. In their main purpose of ensuring and improving the quality of life of populations, NGO have to take into account the developed countries practices, their advantages and disadvantages, and to learn from them trying to avoid repeating errors. Even in developing countries sustainable development should guide people on how to proceed balancing environmental, economic and social concerns all together.

Many NGO projects are taking place in developing countries, particularly in Africa, and are addressing several problems, such as poverty, education and sustainable economic development. Education in developing countries has to be adapted to the local conditions and needs, and in field NGO should contribute to this goal profiting from formal, informal and non-formal ways of education. NGO in developing countries should also have a role helping entrepreneurship skills by working, with potential entrepreneurs, innovation factors, market necessities or new processes or products.

Measuring and monitoring the impact of NGO activities is very important (Abebe *et al.*, 2013) and should be part of a continuous improvement process, which implies the quantitatively (and qualitatively) assessment of positive and negative outcomes, as well as intended and unintended, direct and indirect, primary and secondary effects produced by an intervention (Rogers, 2012).

The main purpose of this thesis is to measure the impact of NGO on the sustainable development of a particular developing country, São Tomé e Príncipe.

2. Methodology

The answer to the main research question of this thesis - What is the impact of NGO on the sustainable development of São Tomé e Príncipe - is based on six specific challenges, as illustrated in Figure 2.1.

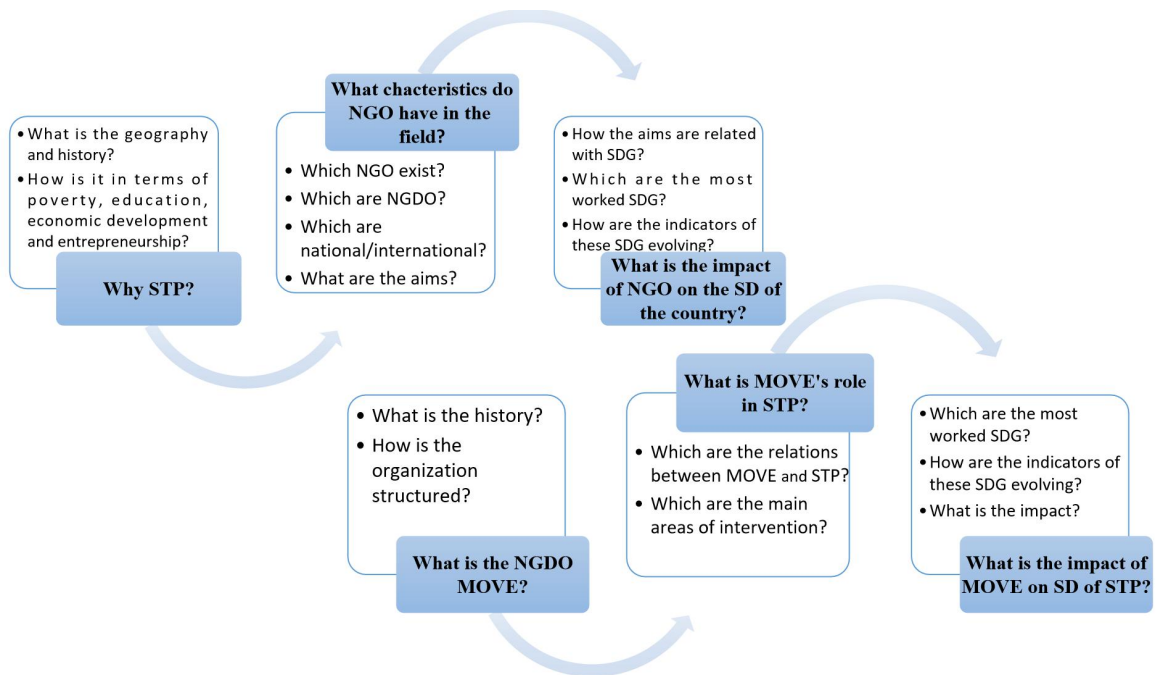


Figure 2.1 - Main and auxiliary questions.

The methodology to accomplish these six specific objectives was established taking into consideration the different purposes, and thus different approaches were adopted, some more quantitative and others more qualitative. When used alone, both quantitative and qualitative methods have strengths and weaknesses. As Rosling *et al.* (2019:138) said “The world cannot be understood without numbers. And cannot be understood only with numbers.” This is particularly relevant for countries like São Tomé e Príncipe where a quantitative evaluation alone would come decontextualized, because statistical data are not enough and the search for qualitative information is crucial for a good assessment. It is useful to look at numbers, but they have many limitations and should be combined with economic, political, institutional and socio-cultural characteristics of the populations studied, for a better understanding of reality. On the other hand, using only qualitative approaches, may imply some subjectivity depending on my personal opinions and perspectives (Bamberger, 2012) and ending up losing potential.

The purpose of mixed methods is to draw on the strengths of both quantitative and qualitative approaches and to integrate them to overcome their weaknesses. Table 2.1 compiles some of these strengths and weaknesses for both approaches.

Table 2.1 - Strengths and weaknesses of quantitative and qualitative approaches (adapted from URL7 and URL8).

	Strengths	Weaknesses
Quantitative Evaluations	<ul style="list-style-type: none"> ➤ Study findings can be generalized to the population about which information is required. ➤ Samples of individuals, communities, or organizations can be selected to ensure that the results will be representative of the population studied. ➤ Clear documentation can be provided regarding the content and application of the survey instruments so that other researchers can assess the validity of the findings. ➤ Standardized approaches permit the study to be replicated in different areas or over time with the production of comparable findings. ➤ It is possible to control for the effects of extraneous variables that might result in misleading interpretations of causality (although this can be challenging in the natural settings of evaluations). 	<ul style="list-style-type: none"> ➤ Many kinds of information are difficult to obtain through structured data collection instruments, particularly on sensitive topics, such as domestic violence or income. ➤ Self-reported information obtained from questionnaires may be inaccurate or incomplete. ➤ There is often no information on contextual factors to help interpret the results or to explain variations in behavior between households with similar economic and demographic characteristics. ➤ Reduction of data to numbers results in lost information. ➤ The correlations produced (e.g., between costs and benefits, gender, and access to services or benefits) may mask or ignore underlying causes or realities.
Qualitative Evaluations	<ul style="list-style-type: none"> ➤ Flexibility to evolve. ➤ Sampling focuses on high value subjects. ➤ Holistic focus (looking at the “big picture”). ➤ Multiple sources provide understanding of complex situations and behavior. ➤ Narrative reports more accessible than statistical tables to many non-statisticians. ➤ Triangulation strengthens validity of findings. 	<ul style="list-style-type: none"> ➤ Lack of clear evaluation design may frustrate people. ➤ Lack of generalizability. ➤ Presenting multiple perspectives makes it difficult to reach consensus and provide a neat executive summary. ➤ Individual factors not isolated. ➤ Interpretivist methods appear too subjective. ➤ Lack of clear documentation of methods makes difficult to assess validity.

Thus, in order to achieve a greater coherence and consistency along this thesis’s work, a mixed methods approach was adopted regarding the state-of-the-art knowledge, the data collection and treatment and the data analysis and interpretation.

First, a characterization of São Tomé e Príncipe has been done based on books, magazines, journals, newspaper articles and databases, focused on poverty, education and entrepreneurship sustainable development topics. This characterization of São Tomé e Príncipe reality is extremely important for an afterwards comprehensive and clear discussion.

São Tomé e Príncipe is a country where, despite the small territorial dimension, there is a high number of NGO (Cravo *et al.*, 2010), however not all of them are properly structured, which makes their area of intervention, activities and other relevant information dubious and create the necessity of a selection of particular NGO to be assessed by this thesis. Therefore, three main data sources were used: the *Federação das Organizações Não-Governamentais* in São Tomé e Príncipe (FONG-STP), *The Instituto Camões* and the Union of International Associations (UIA).

The FONG-STP was founded in 2001, with 44 national and international organizations, aiming at coordinating, representing and promoting the strengthening of the NGO operating in STP. The current 108 affiliated NGO of the FONG-STP were the basis for a first screening.

The FONG-STP database was cross-checked with the database of *Instituto Camões* in order to identify the NGDO. According to *Lei n.º 66/98 de 14 de outubro*, which approved the statute of Non-Governmental Development Organizations, these are civil society institutions (...) with headquarters in Portugal and with the objectives of conception, execution and support to programs, projects and actions of cooperation development, education for development and humanitarian and emergency action (URL9).

Instituto Camões is a public institute, integrated in the indirect administration of the Portuguese State, with administrative and financial autonomy and its own assets. It aims to coordinate and implement the policy of co-operation among Portuguese language countries. Co-operation development is a key aspect of the Portuguese foreign policy, aimed at the eradication of poverty and at sustainable development in partner countries in terms of respect for people’s human rights, democracy and the rule of law.

Since many of affiliated NGO in FONG-STP do not have their headquarters in Portugal, this database was also crossed with the UIA database, which emphasizes international NGO. This study considered that an international NGO has a considerable size and impact if registered in the UIA (dimension criteria).

The UIA is a research institute and documentation center, based in Brussels. Non-profit, apolitical, independent, and non-governmental in nature, UIA has been a pioneer in the research, monitoring and provision of information on international organizations, international associations and their global challenges, since 1907 (URL10). Moreover, national NGO working in STP, were researched, one by one, on the internet (website and /or facebook) and all those that presented data in relation to their creation, work /aims (information criteria) were selected. Thus, of the initial 108 STP NGO, 32 were selected for this study. In Annex A the participating NGO are listed.

The whole NGO selection process is summarized in Figure 2.2.

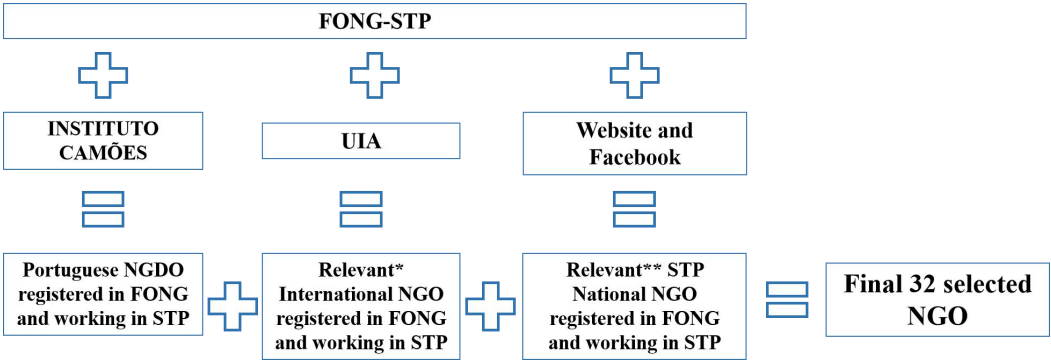


Figure 2.2 - Systematization of the process of choosing NGO.

* If registered in the UIA (dimension criteria)

**If registered in Facebook or Website (information criteria)

This methodology is not perfect and some NGO working in São Tomé e Príncipe were probably not included, but based on this crossing of different information sources concrete and clear data were compiled.

The next concern was on the relation between the identified NGO and sustainable development objectives, particularly the SDG. The UIA database already includes information on SDG addressed by each NGO, based on its name and objectives. Aiming to assure some consistency, the same type of approach was adopted for the NGDO and the national STP NGO.

The obtained information was organized in a database built in *ACCESS* and was object of treatment and statistical analysis. For a thoughtfully assessment of SDG worked by the NGO it was decided to select the SDG addressed by more than 50 per cent of the identified NGO. Their targets and indicators were carefully analysed, in order to understand and identify potential sources of information that could allow to understand trends. For this, two particular periods were defined: a period immediately before the adoption of The 2030 Agenda for Sustainable Development (before 2015), and another period after (after 2015). This process was based on the dissemination platform of the Global SDG Indicators Database (URL11) and on the platform Our World Data (URL12) complemented by available data at the Instituto Nacional de Estatística (INE) of STP. The first platform provides access to data compiled by the United Nations System in preparation for the Secretary-General's annual report, and the second presents data across all available indicators based on official statistics from the United Nations and other international organizations. Figure 2.3 shows the structure of the database created and used within this thesis.

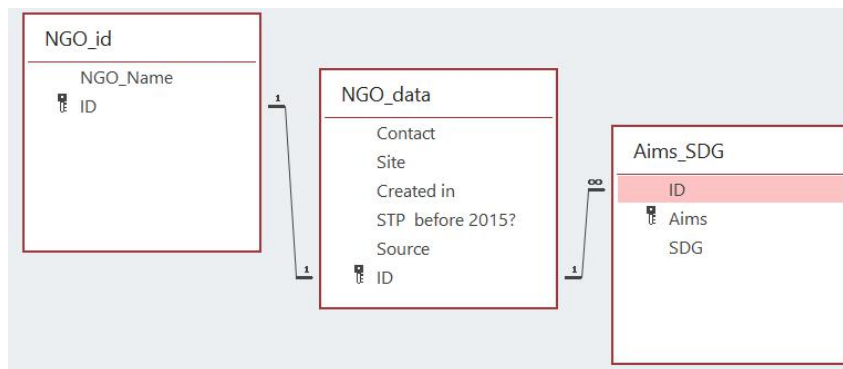


Figure 2.3 - Database structure.

According to Gertler *et al.* (2018), the basic question of impact assessment is a problem of causal inference. Assessing the impact of a program on a series of results is equivalent to assessing the program's causal effect on these results. Despite the awareness that many other factors can influence the indicators over time (e.g. policies and/or environmental changes), the impact of the identified NGO in the sustainable development of STP was directly assessed through the evolution of the different indicators.

Moreover, a particular NGO case study was assessed. Yin (2001) states that a case study represents an empirical investigation and comprises a comprehensive method, with data planning logic, collection and analysis, that enables to understand the complex real-life activities in which multiple sources of evidence were used (Noor, 2008). Notwithstanding, there are some disadvantages. Case studies have been criticised by some authors because there is a lack of scientific rigour and a difficulty in generalizing the obtained results (Johnson, 1994).

Although there is no consensus among the academics, the NGO MOVE – *Damos crédito à Esperança*, was worked as case study applying the same type of SDG indicators analysis and complementing it with specific information collected on the field. A characterization of the case study NGO was carried out, involving document and databases analyses as previously done in relation to São Tomé e Príncipe characterization. Reports analyses, field observation and informal conversations with members of the MOVE structure were also included. All MOVE projects were compiled and organised towards a clear assessment of their impact on the SDG in STP.

For this, MOVE entrepreneurs were contacted and a survey was applied. The survey was sent to entrepreneurs through social networks, as a google form. That survey was based on SDG indicators and adapted to the target audience. Its construction was done considering Glewwe (2005) recommendations: each question must be written in its entirety, the survey must include precise definitions of all the main concepts and the questions should be as short and simple as possible, with common terms.

After the application of the survey, particular MOVE information was updated in order to further understand the evolution of the indicators. Here too, causality was inferred between the NGDO MOVE's work with entrepreneurs and indicators. These data were then compared with the previous data for other NGO.

This adopted methodology had its origin in the six specific objectives and the research question of this investigation. It allowed obtaining results in relation to: the number of NGO with activity in each SDG; the SDG indicators in relation to NGO activities; the strengths and weaknesses of NGO activities for sustainable development. It also provided the needed information for the delivery of some recommendations for improvements.

3. São Tomé e Príncipe

São Tomé e Príncipe is a Portuguese-speaking small insular country in the Gulf of Guinea, 350 km off the western equatorial coast of Central Africa. It is the second smallest country in Africa, after the Republic of Seychelles, and it is composed by two islands - São Tomé with 859 km² and Príncipe with 142 km² - both volcanic and characterized by tropical climate, with two distinct seasons influenced by the mountainous topography and two heavy rain periods. Figure 3.1 presents a map of São Tomé e Príncipe.



Figure 3.1 - São Tomé e Príncipe location (URL13).

The country is administratively divided into seven districts, six of them in São Tomé (Água Grande, Cantagalo, Caué, Lembá, Lobata, Mé-Zochi) and one in Príncipe (Pague). Its capital city is São Tomé in Água Grande district. Part of the country is covered by the Parque Natural Ôbo (30% of São Tomé archipelago and 50% of Príncipe archipelago), which is characterized by a great diversity in terms of fauna and flora, studied by diverse NGO. Furthermore, in 2012, Príncipe was considered a World Biosphere Reserve by UNESCO (URL14).

3.1. Brief History

São Tomé e Príncipe was not inhabited until 1470 when the Portuguese sailors João de Santarém and Pero Escobar discovered it. The colonization of the two archipelagos started in 1494, by immigrants and slaves from other Portuguese colonies. Figure 3.2 depicts a historical and social chronology of STP.

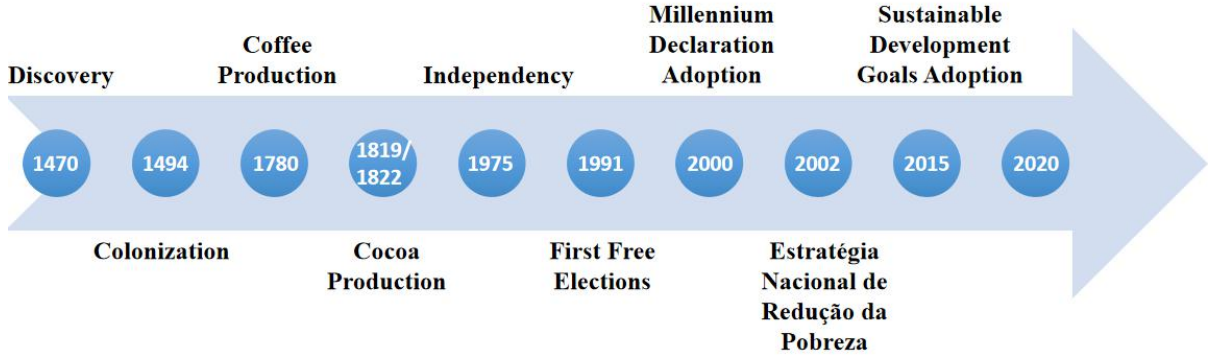


Figure 3.2 - Historical and social chronology of São Tomé e Príncipe.

With the success of sugar production in other colonies and the good conditions for agriculture, the Portuguese governor of São Tomé e Príncipe spread all over the country roças (large farms held by private owners) and implemented a large sugar production. This production ruined between XVII and XVIII centuries, and was replaced by coffee (started in 1780) and cocoa (started between 1819 and 1822). This new economic cycle represented a mark in São Tomé e Príncipe history and during the XIX and XX centuries, the country became the world largest producer of cocoa, exporting to the biggest chocolate producers in the world.

In 1974, with the carnation revolution and the end of the dictatorship regime, the Portuguese empire collapsed. This Portuguese historic event caused the beginning of colonies independence process. When São Tomé e Príncipe became independent, in 1975, the roças’ owners left the country and the government nationalized all the territory. Even though independence was achieved in 1975, the country only held its first free elections in 1991.

In 2000, as a member of the United Nations, the country was present in the Millennium Summit, where the Millennium Declaration with the Millennium Development Goals were stated, and adopted by STP. Two years later, in order to get a better MDG integration, São Tomé e Príncipe elaborated, as principal tool, the *Estratégia Nacional de Redução da Pobreza* (URL 15). In 2015, the UN SDG were adopted in the country by national authorities, who prioritized the goals 1, 8, 9, 14 and 16 (URL16).

Table 3.1 includes recent (2015-2020) social data about São Tomé e Príncipe, namely: estimated population in 2020; ethnic groups; predominant religion; life expectancy; average age; literacy and school life expectancy.

Table 3.1 - Social data adapted from the Central Intelligence Agency (URL17).

Estimated population (2020)	211 122
Ethnic groups	Mixed-African (angolares, forros, servicais, tongas), European (primarily Portuguese), Asians (mostly Chinese)
Religion	Christian (70%)
Life expectancy	Around 66 years
Average age	19.3 years old (61,36% overall pop. is under 25 years old)
Literacy	92.8% overall pop
School life expectancy	12 years

3.2. Poverty

According to the African Economic Outlook 2020 (URL18), São Tomé e Príncipe is a fragile country and non-resource exporter. Moreover, São Tomé e Príncipe was considered as “vulnerable” and “poor” in the final report of The International Conference on Small Island Developing States (2014). The reasons for the vulnerability were summarized in four points: 1) the small dimension; 2) the insularity; 3) the ecosystems’ fragility; and 4) the large exposure to the strong human pressure in natural resources. The reasons for the poor classification were related to the weakness of the economy and the lack of capacity to create value and generate employment.

Nowadays, São Tomé e Príncipe has, according to the World Bank, a better performance than the Sub-Saharan Africa (SSA) average regarding the United Nations Development Program (UNDP) Human Development Index, and significant progress in improving other social indicators has been registered (URL19). It is ranked as 137th in 187 countries concerning human development (URL20) and the urban areas and south districts, like Caué and Lembá, are the country’s poorest regions (URL19). Although São Tomé e Príncipe does not perform the worst regarding poverty incidence in SSA, the percentage of population vulnerable to poverty is one of the highest (URL21) and 32.3% of population lives below the income poverty line, \$1.90 a day (URL20). Figure 3.3 shows the share of the population living in extreme poverty in Africa, in 2016.

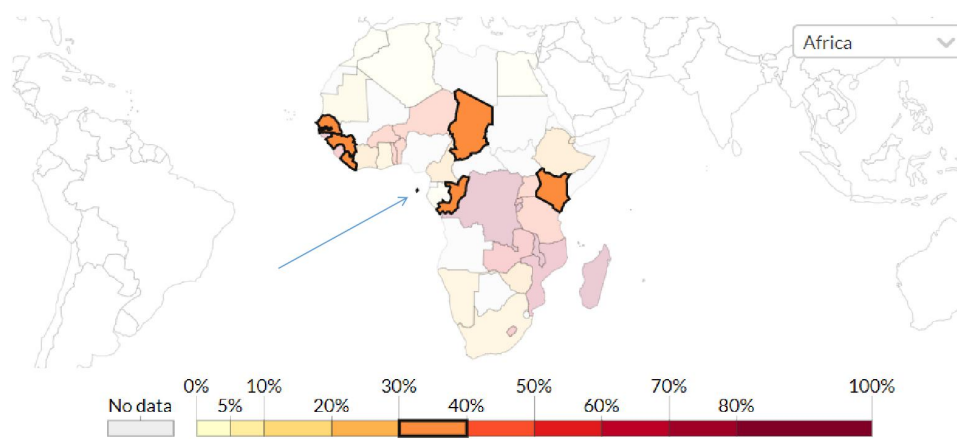


Figure 3.3 - Share of the population living in extreme poverty in 2016 (URL22).

The poverty and precariousness levels have been increasing without offering better alternatives in short time. Only in the long time the benefits of oil exploration are expected (Feliciano *et al.*, 2008). The history of oil in São Tomé e Príncipe dates back to 1879 when traces of the existence of oil were found. After years of failed attempts to initiate oil activity, in 1997 São Tomé government gave the first steps in the legal and institutional structuring of the sector. In 2001, a join exploration zone with Nigeria was established (URL23).

Once it becomes an oil producer, the country might suffer some changes, which may be positive or negative, depending on the management of oil resources carried out by the government. A planned, sustainable and concerted management tailored to the needs of the population can be beneficial and bring an improvement in the living conditions of its citizens (Mendonça, 2015).

3.3. Education

According to the *Instituto Nacional de Estatística* of São Tomé e Príncipe, the country has a compulsory education with 12 years of duration (between 6 and 18 years old). In addition, the *Plano Nacional de Ações da Educação Para Todos: 2002-2015* states that the educative system has a pre-scholar education, scholar education and extra-scholar education. It goes even further empathising that: pre-scholar education complements family education; scholar education, including basic, secondary and higher education and integrates leisure activities too; the extra-scholar education occurs either in a formal or a non-formal environment.

As reported by *Boletim Estatístico da educação: 2015-2016*, in the last years the number of public and private schools has increased, mainly secondary schools and pre-school. Despite this increase, a considerable number of children is not attending pre-school, which may compromise their cognitive development, and consequently, their participation and success in basic education.

On the other hand, non-formal education assumes a multiple character with several initiatives and approaches, where the work done by NGOs has been extremely important (Ministério da Educação, 2002). Their initiatives promote a communitarian development, from the eradication of literacy, to professional formation helping people with their first job or their enterprises, passing by empowering people in agriculture communities for a more conscious and sustainable production.

All of these combined efforts resulted in a literacy of 92.8% of overall population as showed in Table 3.1. It is possible to split this indicator into other three for a broader analysis, as presented in Figure 3.4, which illustrates the literacy rate among the population aged 65 years and older, the literacy rate among the population aged 15-24 years and the literacy rate among the population aged 15 years and older. According to this, older population presents a lower literature rate, but it is possible to understand the effects of educational efforts in younger people (15-24 years) with recent rates higher than 90% and also similar ones between women and men.

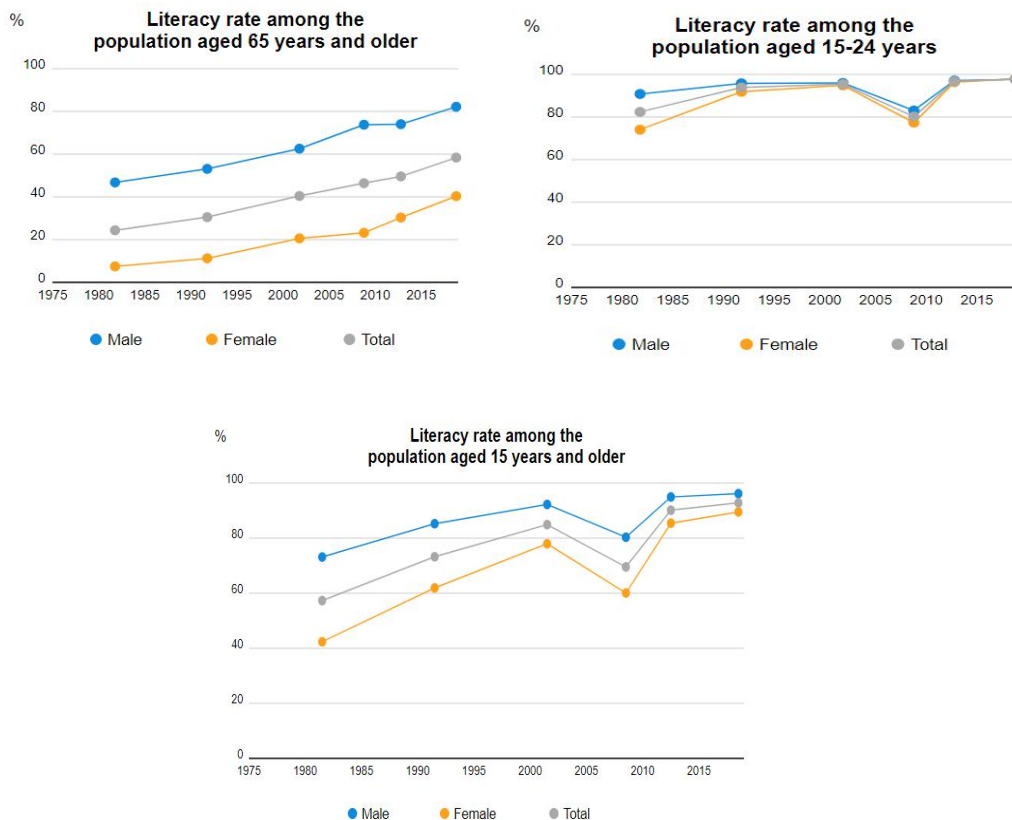


Figure 3.4 - Literacy rate among the population aged 65 years and older; aged 15-24 years; 15 years and older (URL24).

3.4. Economic development and entrepreneurship

Forty-five years have passed since the independence of São Tomé e Príncipe, and the country is no longer the cocoa-exporter it had been before. The agriculture activity was not ready for the nationalization process and the productions were left to the farmers, who had no preparation to manage the roças. The large-scale production ruined in few years and the farmers started producing just for self-consumption. The tropical weather conditions and the lack of maintenance degraded a large number of roças, transforming the opulent houses in ruins.

The country has a strong human and natural resources potential, but according to Amaro (2009) the colonialist logic of roças could have created in some components of the population an over-rooted habit of subordination and subservience that inhibits the capacity for initiative, and thus inhibits development.

The general consumer price index (CPI), for group of products, reached 119.83 in 2018 (URL25), which means that the cost of living for consumers, the value they have to spend over time to maintain a certain standard of living, is increasing, as showed in Figure 3.5 and according to the 2019 Human Development Report (URL26), 13.3% of total labour force is unemployed.

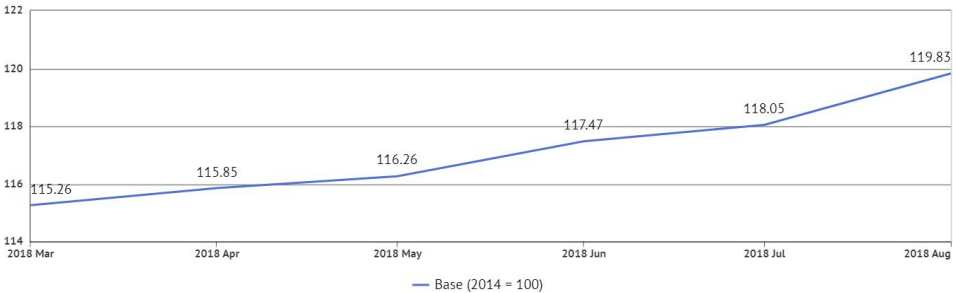


Figure 3.5 - General CPI of São Tomé e Príncipe, for group of products, between 2016-2018 (URL25).

Furthermore, the country is highly dependent on external aid. The real Gross Domestic Product (GDP) (in average) grew a solid 4.8% during 2013-2017 (URL27). The reasons for this grow are the increase of Services and Construction and the Foreign Direct Investment (a consequence from the oil exploration and tourism), which implies a high degree of vulnerability and exposure to foreign aid.

In the last decade, tourism acquired an important position in São Tomé e Príncipe economy. According to the World Travel and Tourism Council, the total contribution to the national GDP from the tourism industry in 2019 was 10.3% (URL28).

The expectations related to oil exploration since the 2000s have fuelled hopes for increased autonomy from international financial aid. However, as with the emerging tourism sector, the oil related activities have not absorbed a significant portion of the working population.

Most of the people is still working in what is called informal economy (Feliciano et al., 2008).

According to the International Labour Office (2002:53) the concept of informal economy considers “all economic activities of workers and economic units that are not covered - by legislation or practice - by the official provisions that frame, regulate and discipline them; excluded illicit and criminal activities (arms, drugs, smuggling)”. The passenger transport segment (hiaces, táxis, mototáxis) and the parallel foreign exchange market are two good examples of the informal economy in STP. The first constitutes the operating space for a large number of workers, where competition is high, and the second, relatively more recent, includes several operators self-organized in functional and structured networks to carry out foreign exchange operations (especially to tourists and expatriates (Feliciano et al., 2008).

Because of the frequent combination between formal and informal activities, and the essence of the not registered informal economy, it is not possible to provide estimates for the population engaged in informal activities. However, given the discouraging social and economic indicators, the precariousness of this sector is easily inferred.

3.5. Summary

São Tomé e Príncipe is an island nation off the western coast of Africa. Due to its small dimension STP faces challenges that are typical of small states and affect its ability to deal with shocks and achieve a balanced budget. Thus, it is considered as poor and vulnerable because of the weakness of the economy and the lack of capacity to create value and generate employment. This makes the percentage of population vulnerable to poverty one of the highest in SSA. Despite this, STP has a significant progress in improving other social indicators.

It is a country of young people, with 19.3 years old as the average age, but also with 66 years as life expectancy. This makes even more important a high-quality education, based in formal, informal and non-formal education. The capacity for initiative has to be improved and promoted.

The heritage left by the Portuguese is still present. The country continues to rely on agriculture. Furthermore, STP is highly dependent on external aid, tourism, the expectations related to oil exploration and on informal economy.

Despite the difficulties, STP has a huge potential in terms of human and natural resources that should be properly managed and explored under a sustainable development framework.

Nowadays, according to PNUD (2020) and taking into account the COVID-19 implications in STP, it is estimated that the volume of imports will decrease between 2.3% and 3.9% of GDP. In short term, a deterioration of the external balance is anticipated. In the probable scenario, it is estimated a reduction in the number of total tourism receipts equivalent to 54.6% of total tourism receipts in 2019.

4. The impact of NGO on the Sustainable Development of São Tomé e Príncipe

Despite its small dimension, STP has a large number of NGO working there. In the 80s the social sector on São Tomé e Príncipe emerged due to the post-dependency scenario and the state fragility. At that time NGO were very much related to technical agriculture issues.

In the 90s, with the country's democratization process, the associative movement became more relevant promoting the appearance of different types of associations. This allowed a strong engagement of the civil society through the performance of associations in areas such as education, health, social, sports, culture, environment, agriculture and fishing.

In 2001, due to NGO proliferation, the FONG-STP was created, in order to coordinate, represent and promote the strengthening of NGO operating in STP. A large number of NGO operating in São Tomé e Príncipe are affiliated with FONG-STP and currently 108 are registered.

According to Cravo *et al.* (2010) the first organizations with NGO status emerging in STP were international, but over time this trend has been reversed and, currently, most of NGO that are developing actions in the country are national. They are mainly targeting health, environmental protection, social intervention and education, their work tends to cover the entire national territory and they base their activity mostly in volunteering work that is not permanent. Regularly, NGO perform partnerships among themselves and with other action partners (eg. government) creating synergies for greater impact.

4.1. SDG and NGO in STP

As mentioned previously in the methodology a selection of 32 NGO working in STP (Annex A) has been done by crossing several databases contents. They are mainly national and they all have work or missions in STP since at least 2015 (implementation year of SDG). Considering their characteristics, which are included in the built and filled in database, it was possible to identify the SDG worked by each NGO. Figure 4.1 shows the list of SDG and Figure 4.2 presents the distribution of NGO that have been working in each SDG.



Figure 4.1 - Sustainable Development Goals.

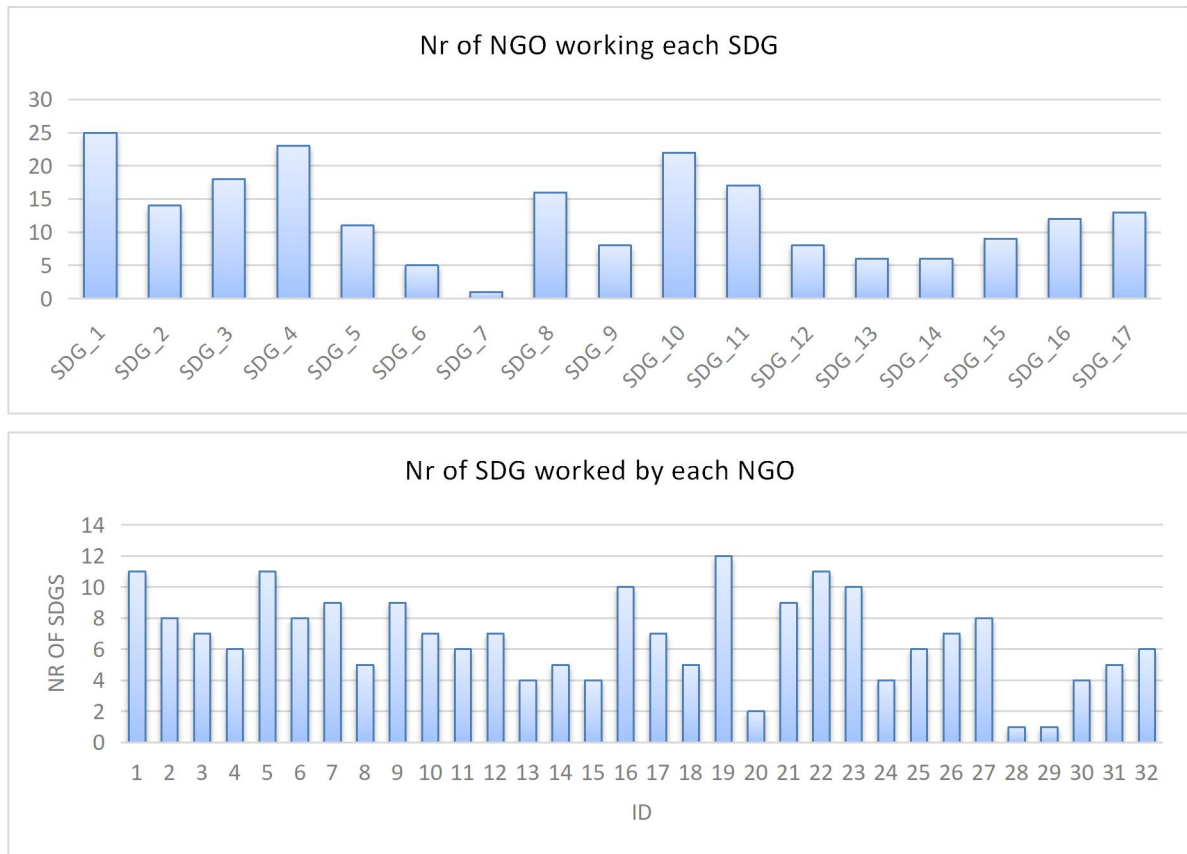


Figure 4.2 - Number of NGO working in each SDG; Number of SDG worked by each NGO.

The main worked SDG include eradication of poverty, promotion of good health and well-being, development of quality education, ensure decent work and economic growth, reduction of inequalities and make sustainable cities and communities, which correspond to SDG 1, 3, 4, 8, 10 and 11, respectively. The SDG with more incidence of work (25 NGO) is SDG1 - No Poverty, and SDG7 -

Affordable and Clean energy is the one with less NGO working on it. Six SDG are worked by more than 50% of the accessed NGO, namely: 1, 3, 4, 8, 10 and 11.

Furthermore, each NGO develops its work impacting, in average, 7 SDG. The maximum number of SDG (12) is worked by NGO19 and the minimum (1) by NGO 28 and 29, as shown in Figure 4.2. Thus, the idea that SDG are expected to show positive growth trends over the past few years is reinforced once the average of SDG worked by each NGO is not very high and each NGO should have been able to focus its activities on the development of these objectives.

4.2. The impact of NGO in STP

Based on the previous analysis of the NGO database information about the relation between NGO and SDG a stronger progress is expected for SDG1, SDG4, SDG10, SDG3, SDG11 and SDG8. Sachs *et al.* (2020) produced a very important report with up to date quantified information about SDG indicators and targets per country, which allows to understand the occurred recent progress (Annex B shows an example of the available data for STP). A comparison has been made between the expected and the occurred SDG progresses, as illustrated in Figure 4.3. The previously six identified SDG are highlighted by a circle.

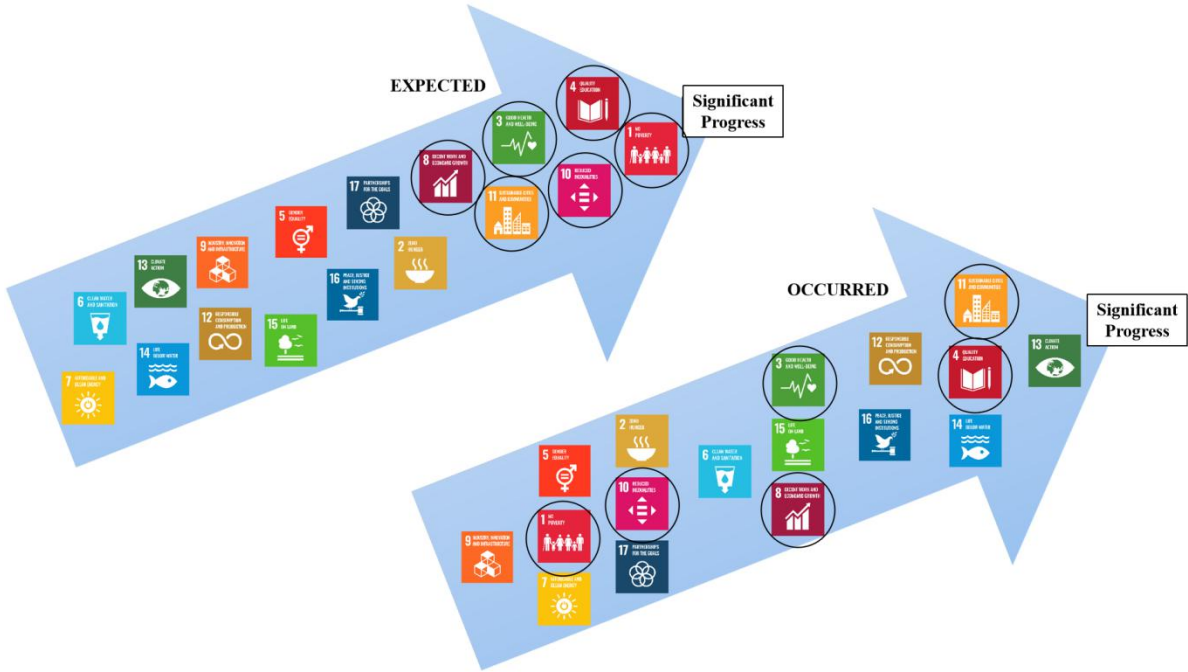


Figure 4.3 - Expected and occurred (according to the Sachs *et al.* (2020) report) of STP progress towards the SDG. Circles indicate the SDG identified as impacted by STP’s NGO.

A comparative observation of expected and occurred STP progress towards the SDG, allows to understand that SDG1 has not been progressing as expected. SDG4 and SDG11 progressed as expected, indicating that NGO could be impacting these areas. In relation to the other three identified SDG (3, 8 and 10), for which a considerable progress is expected, the data confirms the expectation for the first two, but SDG10 presents a lesser progress than expected.

Moreover, SDG7 has a slow progress, confirming the NGO analysis of data, although the slower progress corresponds to SDG9. SDG13 has an opposite trend between expected and occurred progress, with minor expectations and high observed progress. SDG14 shows a significant progress that was not expected regarding the NGO's impact; it could probably represent the National Authorities's work once this is one of their priorities. On the other hand, as already mentioned, the SDG1 (No Poverty) is one with lower progress, against all expectations, NGO's activities and National Authorities priorities.

Aiming to go further in the evaluation of the impact of NGO and in order to identify the reason for some apparent inconsistencies, a detailed study was carried out for the six identified SDG worked by more than 50% of NGO. Their targets and indicators (which list is included in Annex C) were carefully analysed to understand and find potential sources of information that could allow to better comprehend trends. A particular period was defined, a period immediately before the adoption of The 2030 Agenda for Sustainable Development (before 2015) and another period after (after 2015). As previously mentioned in the methodology chapter this process was based on the dissemination platform of the Global SDG Indicators Database (URL11) and on the platform Our World Data (URL12) complemented by available data from the INE STP and the World Bank. The results are presented and discussed on the next pages.

4.2.1. SDG 1 - End Poverty in all its forms everywhere

To eradicate poverty in all its forms is one of the main challenges of the humanity. Although the number of people living in extreme poverty has dropped, many are still suffering to satisfy basic necessities. Nowadays, South Asia and SSA are responsible for 80% of people that lives in extreme poverty. Table 4.1 presents the values and trends of this SDG indicators for STP.

Table 4.1 - Values and evolution of targets and indicators regarding goal 1 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
1.1	1.1.1 - Proportion of population below the international poverty line, by sex, age employment status and geographical location (urban/rural)	32.3%	2010	INCREASING
1.2	1.2.1 - Proportion of population living below the national poverty line, by sex and age	66.2%	2010	DECREASING
	1.2.2 - Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	19.3%	2014	NO INFORMATION
1.4	1.4.1 - Proportion of population living in households with access to basic services	Improved water source: 97.1%; Electricity: 64.5%; Improved sanitation facilities: 34.7%; Cleaner cooking fuels and technologies: 17.9%	2015	INCREASING (exception for clean cooking fuels and technologies decreasing - decreasing)
1.5	1.5.1 - Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population	0	2017	STAGNATING
1.a	1.a.2 - Proportion of total government spending on essential services (education, health and social protection)	Health - 13.4% Education - 13.3%	2014	STAGNATING DECREASING

Table 4.1 shows that in São Tomé e Príncipe, in 2010, 32.3% of the population was living below the extreme poverty line, an increase of 2.5% since 2000. In 2017, this percentage continued increasing and achieved 34.5%. Despite this, the proportion of population living below the national poverty line was approximately 66.2% in 2010, a decrease of 2.1% when compared to the 2000 value. Additionally, 19.3% of men, women and children of all ages were living in poverty, in all its dimensions, in 2014 and in 2017 this indicator increased 21.5% resulting in a value of 40.8%.

Being at risk of poverty can have a severe impact on a person's ability to meet their basic needs, such as being able to afford adequate housing, which is defined by the United Nations as a safe and secure home and community to live in peace and dignity (UN, 2009). Regarding basic sanitary facilities, living conditions in STP have improved. In 2015, 97.1% of the overall population lived with an improved water source, 64.5% with electricity, 34.7% with improved sanitation facilities and 17.9% with cleaner cooking fuels and technologies.

Access to health care and education services may help in poverty eradication and exclusion. Thus, in 2014 the government invested 13.4% and 13.3% of its total spent, on health and education services, respectively.

Even knowing that data are not so recent as wanted, and despite the weak improvement signal, it is still possible to realise that efforts have been made towards the achievement of SDG1. It is not a significant progress as expected based on the 25 NGO's working to end poverty in all its forms everywhere and on National Authorities priorities, but a weak progress. Therefore, NGO have impact in poverty although this impact is not fully channelled to progress, because of many challenges.

The *Associação para a Cooperação e o Desenvolvimento* is one of the NGO that works with the objective of reaching this goal. Together with two other NGO, since January 2019, it has been developing a sustainable food policy program. This program is aimed at strengthen the participation of the civil society and its capabilities to discuss and monitor the implementation of public policies with an impact on the access and management of natural resources, poverty reduction and food and nutritional insecurity. It has as main beneficiaries about 50.000 people in poverty and the population residing in STP.

4.2.2. SDG 3 - Ensure healthy lives and promote well-being for all at all ages

Good health is not only of value to the individual as a major determinant of quality of life, well-being and social participation, it also contributes to general social and economic development. Thus, the ability to achieve the targets of the SDG on good health and well-being is strongly linked to other areas related to sustainable development. Ensuring that people live long and healthy lives also means reducing the causes of premature death, improving the external health determinants and ensuring access to healthcare for all. Table 4.2 presents the values and trends of this SDG indicators for STP.

Table 4.2 - Values and evolution of targets and indicators regarding goal 3 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
3.1	3.1.1 Maternal mortality ratio	156	2015	DECREASING
	3.1.2 Proportion of births attended by skilled health personnel	92.50%	2014	INCREASING
3.2	3.2.1 Under-5 mortality rate	32.40	2017	DECREASING
	3.2.2 Neonatal mortality rate	14.40	2017	DECREASING
	3.3.2 Tuberculosis incidence per 100,000 population	99.00	2016	INCREASING
	3.3.3 Malaria incidence per 1,000 population	17.80	2015	DECREASING
	3.3.4 Hepatitis B incidence per 100,000 population	5467	2017	INCREASING
	3.3.5 Number of people requiring interventions against neglected tropical diseases	199686	2015	INCREASING
3.4	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease	18.50%	2016	DECREASING
	3.4.2 Suicide mortality rate	2.30	2016	STAGNATING
3.5	3.5.2 Alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol	6.8 liters of pure alcohol	2016	NO INFORMATION
3.6	3.6.1 Death rate due to road traffic injuries	15.92	2017	DECREASING
3.7	3.7.1 Proportion of women of reproductive age (aged 15–49 years) who have their need for family planning satisfied with modern methods	50.30%	2014	INCREASING
	3.7.2 Adolescent birth rate (aged 10–14 years; aged 15–19 years) per 1,000 women in that age group	96.26	2016	DECREASING
3.8	3.8.1 Coverage of essential health services	49.60	2015	INCREASING
3.9	3.9.1 Mortality rate attributed to household and ambient air pollution	111.40	2017	DECREASING
	3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene	29.66	2016	DECREASING
	3.9.3 Mortality rate attributed to unintentional poisoning	1.06	2017	DECREASING
3.b	3.b.1 Proportion of the target population covered by all vaccines included in their national programme	93.69%	2016	INCREASING
	3.b.2 Total net official development assistance to medical research and basic health sectors	\$3.65 billion	2015	DECREASING

In STP, and according to Table 4.2, the maternal mortality ratio decreased from 330 per 100000 live births in 1990 to 156 per 100000 live births in 2015. The mortality rate of children under 5 years old fell from 85 per 1000 live births, in 2000, to 32.4 per 1000 live births, in 2017. Also, the proportion of births attended by skilled health personnel had increase from 81.70% in 2009 to 92.5%, in 2014, and the neonatal mortality ratio was 14.4 deaths per 1000 live births in 2017. These trends are showing that efforts are being made to achieve this goal, but probably NGO do not have a strong direct contribution to these indicators.

Communicable diseases, such as HIV, tuberculosis, malaria and hepatitis B, are highlighted as targets in the Sustainable Development Goals. While 28.60 out of 1000 people were infected with malaria in 2010, the rate had fallen to 17.80 per 1000 people by 2015. However, the trends for tuberculosis, hepatitis B and people requiring interventions against neglected tropical diseases had an opposite behaviour: between 2013 and 2016, incidence of tuberculosis per 100000 people increased from 96 to 99; between 2013 and 2017, incidence of hepatitis B per 100000 individuals increased from 5400 to 5467. These increases are related to the increasing number of people requiring interventions against neglected tropical diseases, between 2014 and 2015 (199686 in 2015). It is, however, important to notice that this rate had fallen between 2013 and 2014, from 410000 to 194850.

These data indicate that probably the efforts to end epidemics like AIDS, tuberculosis, malaria and neglected tropical diseases and to combat hepatitis B, are focused mainly in malaria.

Regarding mortality from non-communicable diseases the indicator fell from 18.60%, in 2015, to 18.50%, in 2016, and suicide death rate is stagnated in 2.30 individuals per 100000 people, for the same period of time.

Furthermore, people aged 15 years and older consumed, in 2016, 6.8 liters of pure alcohol per capita. In 2017, 15.92 per 100000 people were killed in road accidents. Nevertheless, this number has been fallen since 2007.

In relation to the proportion of women of reproductive age who have their need for family planning satisfied with modern methods the trend has been increasing since 2009 and had in 2014 the value of 50.30%. This, coupled with the decrease trend of adolescent birth rate per 1000 women (96.26 in 2016), shows good results.

In 2015, the coverage of essential health services was 46.60%, a number that has been increasing since 1990.

Regarding indicators related to the effects of environmental pollution on health, air pollution nowadays is identified by the World Health Organization as one of world's main environmental concerns. Air pollutants are emitted both naturally and as a result of human activities, mainly fuel combustion. In 2017, STP registered 111.40 deaths per 100000 individuals caused by outdoor ozone and particular matter, and indoor fuel pollution. Indoor air pollution is the main cause of air pollution attributable deaths with 74.23 per 100000. Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene was 29.66 per 100000 people and mortality rate attributed to unintentional poisoning was 1.06 per 100000 individuals, in 2017. These three indicators have been showing positive trends, which means progress in the corresponding target, but NGO should have a stronger role in communicating and helping people to adopt better practices.

Ninety-three point sixty-nine per cent of children received all vaccines included in the national programme, in 2016 and \$3.65 billion were applied in medical research and basic health sectors in 2015.

All these data confirm that this goal is making a good progress, and the 18 NGO working on this SDG, most of them having it as the main area of intervention, have probably a relevant contribution. However, the progress is not so quickly as wanted, meaning that NGO are having an impact in good health and well-being, but have to continue their work and develop more efforts.

One good example for reducing the alcohol's consumption in STP is the HELPO NGO, that developed a project called *População Materno-infantil sem álcool em São Tomé e Príncipe*. This NGO is contributing to ensure healthy lives and to promote well-being by diagnosing the consumption of alcoholic beverages by the maternal and child population; training health professionals in the performance of the consumption of alcoholic beverages and good food practices during pregnancy and breastfeeding; launching a national information campaign on the risk of alcohol consumption in the health and nutritional status of mothers and children.

4.2.3. SDG 4 - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG4 seeks to ensure access to equitable and quality education along all stages of life, as well as to increase the number of young people and adults having relevant skills for employment, decent jobs and entrepreneurship. The goal also envisages the elimination of gender and income disparities in access to education. Education and training are key drivers for development and jobs as they help to improve employability, productivity, innovation and competitiveness. In a broader sense, education is also a precondition for achieving many other Sustainable Development Goals. Table 4.3 presents the values and trends of this SDG indicators for STP.

Table 4.3 - Values and evolution of targets and indicators regarding goal 4 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
4.2	4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being	54.5%	2014	NO INFORMATION
	4.2.2 Participation rate in organized learning (one year before the official primary entry age)	51.17%	2015	INCREASING
4.3	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months	13.41%	2015	INCREASING
4.5	4.5.1 Parity indices for all education indicators on this list that can be disaggregated	0.98 GPI	2015	NO INFORMATION
4.6	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	97.44% MALE - YOUTH	2015	INCREASING
		97.20% FEMALE - YOUTH	2015	INCREASING
		95.64% MALE - ADULT	2015	INCREASING
		87.96% FEMALE - ADULT	2015	INCREASING
4.a	4.a.1 Proportion of schools offering basic services, by type of service	Electricity - 100% upper and lower secondary; 86.96% primary school Basic handwashing and basic drinking water - 100% lower and upper secondary; 88.04% primary school Computers - 100% upper secondary; 89.66% lower secondary; 58.7% primary school Single-sex sanitation - 100% upper and lower secondary; 71.74% primary school	2017	STAGNATING
4.b	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	\$470 million	2015	DECREASING

According to Table 4.3, in 2015, 51.17% of the children were engaged in pre-primary or primary education in the year prior to the official entrance age for primary school, and in 2014 54.5% of children under 5 years old were developmentally on-track in at least three of the following four domains: literacy-numeracy, physical, socio-emotional and learning.

Related to the elimination of all discrimination in education, in 2015, the gender parity index (GPI) regarding the total net enrolment rate in primary school was 0.98. The GPI for the primary

school life expectancy was 0.95 and for the primary school completion rate was 1.19. The first and the second ones have a negative trend (decreasing) and the last one a positive trend (increasing).

In 2015, 97.44% of males aged between 15 to 24 years old can, on their everyday life, both read and write understanding a short simple statement, this same indicator was 97.2% for females, and this indicator is increasing over time. For the same year, 95.64% of males, older than 15, can read and write a short simple statement on their everyday life and 87.96% of females too. These values are also increasing.

In terms of schools with basic services the numbers were high, regarding 2017. One hundred per cent of upper and lower secondary and 86.96% of primary schools have electricity; 100% of upper and lower secondary and 88.04% of primary schools have access to basic hand-washing facilities and drinking water; 100% of upper secondary, 89.66% of lower secondary and 58.7% of primary schools have access to computers. Furthermore, 100% of upper and lower secondary schools have access to single-sex basic sanitation and 71.74% of primary schools too.

Moreover, in 2015, \$470 million were allocated to scholarships, defined as financial aid awards for individual students and contributions to trainees. This was the lowest value since 2006.

Regardless some indicators with negative trends, most of them present an increasing trend and high-quality values. This emphasizes the significant progress towards the Education SDG and its targets achievement. The NGO's activities are impacting positively these indicators and targets achievement, and consequently the SDG4. Like in the previous SDG, NGO have possibly a role in this successful trend and the 23 NGO directly working for the education improvement in STP have to be highlighted. Bearing in mind that NGO develop much of their work through non-formal and informal education, it would also be relevant to have data on these concepts.

As referred, this SDG is the second one with more NGO working on it. The Instituto Marquês de Valle Flôr is one of them. This NGO is implementing, until September 2022, a program that aims to contribute to the educational system improvement of São Tomé e Príncipe through: contributing to increase the skills and professional qualification of the teaching staff of secondary education; promoting the development of institutional capacities; contributing to improve the functioning of the education system.

4.2.4. SDG 8 - Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

This goal recognises the importance of sustainable economic growth meaning generating employment opportunities for all and improving working conditions for those already employed. It also recognises the relevance of high levels of economic productivity for the creation of well-paid

quality jobs, as well as resource efficiency in consumption and production. Table 4.4 presents the values and trends of this SDG indicators for STP.

Table 4.4 - Values and evolution of targets and indicators regarding goal 8 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
8.1	8.1.1 Annual growth rate of real GDP per capita	1.63%	2017	DECREASING
8.2	8.2.1 Annual growth rate of real GDP per employed person	2.80%	2018	INCREASING
8.4	8.4.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP	Per capita: 3.24 t; Per unit: 2.48 kg/\$	2017	DECREASING
8.5	8.5.2 Unemployment rate, by sex, age and persons with disabilities	13.47%	2017	INCREASING
8.7	8.7.1 Proportion and number of children aged 5–17 years engaged in child labour	12.76%	2014	NO INFORMATION
8.10	8.10.1 (a) Number of commercial bank branches per 100,000 adults and (b) number of automated teller machines per 100,000 adults	(a) 25.53	2017	STAGNATING
		(b) 28.17	2017	INCREASING
8.a	8.a.1 Aid for trade commitments and disbursements	\$5.58 million	2017	DECREASING

The annual growth rate of real GDP per capita increased from -1.52% in 2000 to 1.63% in 2017. The annual growth rate of real GDP per employed person had also increased, both in the short and in the long term, from -2.30% in 2000 to 2.80% in 2018.

Domestic material consumption increased from 2.74 metric tons per capita in 2000 to 3.24 in 2017. The total unemployment rate declined from 14.4% in 2000 to 13.47% in 2017. On the other hand, the proportion of children aged 5-17 years engaged in child labour was 12.76% in 2014.

There was an increase, in 2017, in the number of automated teller machines per 100000 adults to 28.17 and the number of commercial banks branches per 100000 adults did not considerably changed. Also, the aid for trade commitments and disbursements, for the same year, was \$5.58 million, which means a decrease when compared to 2016 (\$23.31 million).

Sixteen NGO have been identified as working this SDG indicators and targets. However, their impact is not so remarkable as expected. This could be explained by the fact that some of the NGO are not directly focused on this SDG. Notwithstanding, SDG8 has had a good progress, which has to be stronger in the near future.

The Programa de apoio à preservação da biodiversidade e dos ecossistemas frágeis em São Tomé e Príncipe is being developed by the NGO OIKOS. The programme aims to promote green economy in STP, characterized by sustainable and inclusive development and resilience to climate change. Although the main focus is the improvement of biodiversity's protection and threaten

ecosystems this programme is contributing to SDG8 by identifying and enabling alternative and sustainable income-generating activities to reduce illegal and unsustainable exploitation of forest resources.

4.2.5. SDG 10 - Reduce inequality within and among countries

Reduce inequality within and among countries calls for nations to reduce inequalities in income as well as those based on age, sex, disability, race, ethnicity, origin, religion or economic or other status within a country. The goal also addresses inequalities among countries, including those related to representation, and calls for the facilitation of orderly and safe migration and mobility of people. Political, economic and social policies should be universal and pay particular attention to the needs of disadvantaged and marginalized communities. Table 4.5 presents some values and trends of this SDG indicators for STP.

Table 4.5 - Values and evolution of targets and indicators regarding goal 10 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
10.6	10.6.1 Proportion of members and voting rights of developing countries in international organizations	0.54% - international finance corporation 0.53% - international monetary fund 0.53% - international bank of reconstruction and development 0.52% - UN general assembly	2018	STAGNATING
10.a	10.a.1 Proportion of tariff lines applied to imports from least developed countries and developing countries with zero-tariff	69.87%	2017	INCREASING
10.b	10.b.1 Total resource flows for development, by recipient and donor countries and type of flow (e.g. official development assistance, foreign direct investment and other flows)	\$39.71 million - total assistance for development received	2017	INCREASING

In agreement with Table 4.5, in 2018, 0.54% was the proportion of members from developing countries in the International Finance Corporation, 0.53% in the International Monetary Fund, 0.53% in the International Bank for Reconstruction and Development and 0.52% in the UN General Assembly.

The proportion of tariff lines applied to imports from least developed countries and developing countries with zero-tariff was 69.87%, in 2017. Furthermore, the received total assistance for development was \$39.71 million, a value that is increasing.

Unfortunately, and notwithstanding the 22 NGO directly or indirectly addressing this SDG, there are not enough data to clearly analyse the indicator trends in STP for this SDG and the lack of data does not allow to evaluate the particular impact of NGO. The few available data indicate a satisfactory progress, but data availability about SDG10 targets and indicators is necessary and urgent to properly manage the needed achievements.

The New Life MOVE’s project contributes to the reduction of inequality in STP. It aims to insert inmates into society by making reusable bags with advertising tarps from a telecommunications company in STP, promoting circular economy. Hence, it contributes to aware society for the use of alternative solutions to plastic bags and, at the same time, for the training, rehabilitation and reintegration of inmates as citizens who can make their contribution to society.

4.2.6. SDG 11 - Make cities and human settlements inclusive, safe, resilient and sustainable

The SDG11 aims to renew and plan cities and other human settlements in a way that offers opportunities for all, with access to basic services, energy, housing, transportation and green public spaces, while reducing resources use and the environmental impact. Table 4.6 presents the values and trends of this SDG indicators for STP.

Table 4.6 - Values and evolution of targets and indicators regarding goal 11 (adapted from URL11 and URL12).

Target	Indicator	Value	Year	Trend
11.1	11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing	Slums: 86.6%	2014	NO INFORMATION
11.5	11.5.1 Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population	0	2017	STAGNATING
11.6	11.6.2 Annual mean levels of fine particulate matter (PM2.5) in cities (population weighted)	25.6 µg/m ³	2016	INCREASING

As shown in Table 4.6 the proportion of urban population living in slums, informal settlements or inadequate housing was 86.6%, in 2014. Deaths, missing persons and directly affected persons due to disasters are not reported. In 2016, the annual population-weighted average mean concentration of fine suspended particles of less than 2.5 microns in diameter (PM2.5) was

25.6 micrograms per cubic meter. This is above the maximum level for safety set by the World Health Organization (WHO) of 10 micrograms per cubic meter.

Notwithstanding, the scarce available data, the trend is not very good and the role of the 17 NGO working this SDG seems to be not relevant.

Leigos para o Desenvolvimento is one of the 17 NGO working this SDG11. This NGO has a project that consists in a community group that brings together, on a regular and continuous basis, organizations, institutions and groups existing in the community, providing a space for sharing experiences and resources, identifying and solving problems of the community.

4.3. Summary

Table 4.7 summarizes the outcomes of the analysis regarding the potential impact of NGO in the six selected SDG in STP.

Table 4.7 - NGO's impact on each SDG progress.

SDG	Progress		Nr of NGO	Impact
1	Stagnating		25	Weak
3	On track		18	Relevant
4	Moderately Improving		23	Relevant
8	Moderately Improving		16	Moderate
10	Moderately Improving	No Information	22	No Information
11	Stagnating		17	Weak

The NGO's impact on the progress of SDG1 is weak. Based on the 25 NGO working to end poverty in all its forms everywhere it was expected a more significant progress than the one that was noticed. Furthermore, national authorities have been doing efforts towards the achievement of this SDG, too. Thus, NGO have impact in Poverty although this impact is not fully channelled to the improvement of the poverty indicators, because of many challenges.

In relation to SDG3 it is possible to conclude that the 18 NGO working on it have a relevant impact on good health and well-being in STP. This goal is making a good progress; however, it is not so fast as wanted, which means that NGO have to continue their work and develop more efforts to achieve this SDG.

Regarding SDG4, the 23 NGO activities are impacting positively the indicators, targets and consequently the SDG, showing a relevant impact. However, progress is moderately improving, which indicates that NGO need to continue working for the education improvement.

Even though 16 NGO are working the SDG8, their contribution is not so visible as expected, having a moderate impact on this goal. Notwithstanding, the promotion of sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all has had a moderately improving progress. NGO have to focus on this SDG in order to have a stronger impact and, consequently, a more significant progress in the near future.

There are 22 NGO contributing to SDG10, however there is not enough data to evaluate their impact. The few available data indicate a moderately improving progress, but is not possible to properly evaluate the needed achievements.

Despite the 17 NGO addressing SDG11, there is a stagnating trend of the progress of its indicators. Therefore, the impact of the NGO's efforts seems to be weak in relation to inclusive, safe, resilient and sustainable cities and human settlements.

A main, and in some way expected, conclusion of this assessment is that, unfortunately, there is a significant lack of data not allowing a clear analysis of the impact of NGO in the sustainable development of São Tomé e Príncipe. Thus, and in order to promote more efficiency, it is necessary and urgent to monitor, register and analyse the work developed by NGO towards the sustainable development of the country.

Moreover, it was assumed that the impact of the identified NGO in the sustainable development of STP was directly related to the evolution of the different indicators, despite the awareness that many other factors can influence the indicators over time. It is important to study, for example, policies and environmental changes to get over the limitation of direct causal inference.

5. Case Study: MOVE

Based on the NGO acting in STP and contributing to sustainable development it was possible to identify their important role for the progress of some SDG, in particular the ones related to:

- Healthy lives and well-being for all at all ages.
- Inclusive and equitable quality education and lifelong learning opportunities for all.

However, due to data difficulties and to the limitation of direct causal inference, the study of a particular NGO activity could help confirming the impact of NGO in the STP sustainable development.

5.1. MOVE - Damos Crédito à Esperança

Move is as Portuguese NGDO founded by students back in 2009. MOVE was created believing in entrepreneurship as a way to fight poverty and aimed to boost entrepreneurial skills among the poor and support their entrepreneurial initiatives through training and micro-consulting activity.

It is a January 2009 day and a plane is taking off from Portugal. Inside the cabin is a group of six young people whose destiny is a six month period in Moçambique and the main goal is to find ways to make business growth and to provide solid solutions to people life's. They are the team chosen to start the MOVE Microfinance project. Meanwhile in Portugal the organizational structure and partnerships come to be defined and in 2010, MOVE - *Associação de Microcrédito e Empreendedorismo* - was officially registered. In January 2011, MOVE expanded to another Portuguese-speaking African country: São Tomé e Príncipe. Also in 2011, in August, MOVE began its mission in the youngest country of 21st century, Timor Leste. MOVE Microfinance project core activities in the fields were microcredit, training and consultancy in loco.

MOVE's dream is to give the opportunity to its entrepreneurs of working their business fragilities and finding a partner who wants to leverage their qualities. This partner lives in the will of young people in Portugal, who have the technical knowledge and the capacity to make happen. This started in Moçambique and then it was replicated in different countries.

More recently, in August 2017, two volunteers, driven by "It is time to look inside, it is time to have impact in Portugal", left continental Portugal and went to Açores, São Miguel. One and a half month later, MOVE started activities in this field.

Nowadays, through training and micro-consulting projects, MOVE is present in three places, São Tomé e Príncipe, Timor Leste and Açores. Its mission is to contribute to a world where ideas and hard work receive a fair return, and its vision is to create positive and lasting impact on entrepreneurs and others by adding value to communities based on enhancing people's abilities. In 2019, MOVE trained

1140 young people in areas like citizenship (195), entrepreneurship (370), soft skills (270) and financial records (305). It contributed to the creation of 14 new micro-consulting projects, turned 5 independent and followed other 49 projects.

Always with the idea that MOVE supports entrepreneurs - active and aspiring – and with the ultimate goal of influencing better decisions and developing sustainable ideas and businesses, as a direct way of fighting poverty, the current MOVE management team is proposing a new strategy for the 20-23 period. In this new 20-23 strategy, MOVE suggests that the training and micro-consulting divisions will be merged and programmes, modules in programmes, and implementation tools in programs, will be organised based on a funnel perspective.

Training, micro-consulting and networking are the MOVE tools and each MOVE's programme includes the three. There are three programmes: Wake - from zero to idea, Shake - from idea to project, Make - from project to sustainability.

5.2. MOVE and Sustainable Development in STP

MOVE started its activities in São Tomé e Príncipe focused on the opening of micro-credit contests with training in small business management. However, some years later, this approach changed and MOVE invested in MOVE and partnership projects. Nowadays, MOVE's mission is to keep up: entrepreneurs through MOVE projects in order to promote the country's development; collaboration with other NGO, promoting the multiplication of their work; training, in formal, informal and non-formal ways, for young and adults.

In 2019, MOVE worked with about 100 people, in MOVE micro-consulting projects, partnership projects and support projects. Also, 5 projects became independent and other 5 projects were created.

As mentioned before, MOVE believes in entrepreneurship and education as effective ways for fighting poverty. Therefore, it is important to study its impact in SDG1, SDG4 and SDG8. MOVE activities can also affect other SDG, such as goal 2, goal 5, goal 9, goal 10, goal 11 and goal 12. However, this potential impact would be an indirect consequence and not a main outcome of this NGDO. For example, receiving a quality education (SDG4) enables people to break the cycle of poverty (SDG1), which in turn helps to reduce inequalities (SDG10) and reach gender equality (SDG5).

In order to better understand MOVE's impact a survey was designed (see Annex D) aimed to collect information about the three SDG directly worked by MOVE, based on their indicators and targets. Considering the current situation in the world (the pandemic), it was not possible to apply the survey in person, to all the entrepreneurs and trainees who have contact and work with MOVE, as expected. The solution found to face this problem was the creation of a google forms sent by

facebook. Although, this is possibly the most effective way for contacting São Tomé's people at distance, it also presents some weaknesses, namely the reduced access to the internet and, sometimes, energy. Moreover, when a survey is conducted in person, there is more empathy, which promotes the non-emergence of non-response. According to Gertler et al. (2018), the non-response comes when it is impossible to collect complete data for some units of the sample. Hence, when a unit of the sample chooses not to respond to a survey it can make the sample less representative and create bias in the evaluation results.

The initial sample was composed by 100 people (according to MOVE's databases), however, due to internet restrictions it was possible to contact 29 people only (with the google forms). From those 11 replied to the questionnaire. Although this number is well below the desired one, obtained results and their analysis are presented assuming that the answers to the survey represent the potential impact of MOVE activities in the different indicators. When possible, MOVE results are compared with the national values, as shown in Table 5.1.

Table 5.1 - MOVE survey and National values for the indicators of SDG 1, 4 and 8 (adapted from MOVE survey and URL11 and URL12).

Target nr	Indicator nr	MOVE	National
Goal 1: End Poverty in all its forms everywhere			
1.1	1.1.1	54.6%	32.30%
1.3	1.3.1	45.4%	No information
1.4	1.4.1	Improved water source: 63.6%; Electricity: 100%; Improved sanitation facilities: 45.5%; Clean cooking fuels and technologies: 0%	Improved water source: 97.10%; Electricity: 64.51%; Improved sanitation facilities: 34.70%; Clean cooking fuels and technologies: 17.88%
	1.4.2	100%	No information
1.5	1.5.1	18.2%	0
Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all			
4.4	4.4.1	81.1%	No information
4.6	4.6.1	100%	97.44% MALE - YOUTH 97.20% FEMALE - YOUTH 95.64% MALE - ADULT 87.96% FEMALE - ADULT
4.a.	4.a.1	Electricity - 100% upper secondary; Basic handwashing and basic drinking water - 100% upper secondary; Computers - 100% upper secondary; Single-sex sanitation - 100% upper secondary;	Electricity - 100% upper and lower secondary; 86.96% primary school Basic handwashing and basic drinking water - 100% lower and upper secondary; 88.04% primary school Computers - 100% upper secondary; 89.66% lower secondary; 58.7% primary school Single-sex sanitation - 100% upper and lower secondary; 71.74% primary school
Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all			
8.5	8.5.1	1500 STD/ month 310 h/month 21 days/month	No information
8.6	8.6.1	0%	No information
8.10	8.10.2	54.54%	No information

In terms of the general characterisation, from the 11 respondents:

- 33.33% are women,
- 83.3% live in urban areas,
- 66.7% are students

- 50% are aged between 15-17 years, 16.7% are aged between 18-24 years and 33.3% are aged between 25-49 years old.

Fifty-four point six per cent of the respondents live below the international poverty line (\$1.90, corresponding to 39.32 STD in 18/8/2020). Forty five point four per cent of people are registered in social protection, with 60% of this value allocated to men, and 80% are employed. In relation to the proportion of population living in households with access to basic services, 63.6% lives with an improved water source, 100% with electricity, 45.5% with improved sanitation facilities and 0% is cooking with clean fuels. The oil is the most used fuel (100%), followed by firewood (81.8%) and by coal (36.4%). Regarding to legally recognized documentation the answer was 100% positive. Two people (18.2%) claimed to have been affected by flooding due to natural causes.

Concerning the proportion of youth and adults with information and communication technology skills:

- 81.1% know how to work with a computer,
- 72.7% know how to use a computer to do a work,
- 54.5% know how to do a presentation in computer.

One hundred per cent of the population in a given age group is achieving a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. One hundred per cent of the students stated that their school offers basic services.

Referring to the goal 8, in average each individual works 21 days per month, 310 hours per month and receives 1500 STD per month. One hundred per cent of youth (aged 15-24 years) are in education or employed and 54.54% of adults (15 years and older) have an account at a bank.

Since there are no data available, a temporal assessment cannot be made. Thus, a comparison between the values presented and the national values was performed. This comparison has to be carefully analysed, because the size and characteristics of the two samples (MOVE respondents and national population) are different.

Regarding poverty, the population living below the poverty international line is 54.6% for MOVE sampled population comparing to 32.30% for national population. This comparison can indicate that the work developed is not having the desired impact, but can also be indicative that, as mentioned before, MOVE works with people in more unfavourable situations, thus presenting a higher value for this indicator. A temporal assessment of the impact of this NGDO on this indicator would be an added value. The proportion of population covered by social protection systems presents a good value, however on a national level there is not a value to compare with. Referring to the proportion of population living in households with access to basic services, the values of improved water source and clean cooking fuels and technologies are better nationally, and the data concerning electricity and improved sanitation facilities are better for the MOVE sampled. This could mean that the NGDO

is impacting this indicator, nevertheless, work has to be continued in order to improve the assessment and also to improve the impact.

Concerning the education's goal the proportion of youth and adults with information and communications technology skills suggests a good value, although there is no national value to compare. The proportion of population in a given age group achieving at least a fixed level of proficiency in functional literacy and numeracy skills exhibits a better value than at national level, for all groups. In addition, the value for the proportion of schools offering basic services is identical to the value presented nationally.

Respecting to the promotion of sustained inclusive and sustainable economic growth the values presented could be better. Notwithstanding, without national data or temporal data it is not possible to properly assess the impact of MOVE on this goal.

5.3. Summary

It is easy to conclude that is urgent to collect and process data. Furthermore, this collection and treatment must be continuous and systematic. A more regular assessment of sustainable development indicators will allow a better comparison and measurement of the impact of MOVE and other NGO. It is also worth mentioning the importance of having data at national level for these indicators.

Despite the difficulties inherent to lack of data, in particular the representativeness of the survey results, the analysed targets indicate that MOVE is having an impact on the population, more specifically on SDG1 (No poverty), SDG4 (Quality Education) and SDG8 (Decent work and Economic Growth).

Conclusions

In the beginning of the XXI century reality shows how urgent is to change behaviours and to adopt the sustainable development rationale. The role of NGO in developing countries is fundamental for this comprehensive and challenging objective, which cannot be accomplished through isolated initiatives.

The sustainable development's concept and the allied concepts, such as poverty, education and economic development, were very useful for this work and allowed a deeper and more conscious approach. Notwithstanding, it is needed furthering the concepts, promoting a broader and holistic discussion, without ever forgetting the importance of coherence of the theoretical framework. This holistic sustainable development approach should stimulate cooperation and innovation to reach the part of the population that is still living in poverty, with difficult access to education, and health care, gender and social discrimination and a deficient diet.

Poverty limits people's opportunities to achieve their full potential, to participate actively in society and to access quality services. It is a multidimensional phenomenon and tends to persist over time and to be transmitted across generations. Therefore, the relation between poverty and sustainable development has to be emphasized. Ending poverty in all its forms and places is an indispensable requirement for sustainable development, with impacts in other aspects of life, such as health, education, gender equality, among many others that are related with sustainable development. Consequently, the role of NGO in this poverty reduction across the world, particularly in Africa, is relevant and their impacts deserve to be monitored and discussed.

Education in developing countries has to be adapted to the local conditions and needs, and hence it is more and more important not to stick to formal education in order to achieve the targets of each SDG. For this reason, there is a need to make non-formal and informal education more accessible to people. NGO and international agencies, public institutions, civic social groups, trade unions, employers, public-private partnerships and media organizations have a particular role providing informal and non-formal education. These approaches of education allow to meet the needs of different people, namely in developing countries, but also in developed ones.

Furthermore, NGO can help developing and promoting entrepreneurship characteristics among developing countries people. Understanding the best way to do it and how to monitor the progress is a challenge that has to be tackled in order to be more efficient. Entrepreneurship is also meaningful to end poverty and achieve sustainable development.

The main question addressed by this thesis concerns the impact of NGO on the sustainable development of São Tomé e Príncipe. The main, and in some way expected, conclusion is that,

unfortunately, data are not enough for a clear analysis of the impact of NGO in the sustainable development of the country. The use of key performance indicators is recommended and their selection and evaluation allowed to conclude that NGO are impacting the sustainable development, namely regarding ensuring healthy lives and promoting well-being for all at all ages, ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Nevertheless, this impact could be much higher and better. Thus, and in order to promote more efficiency, it is suggested to properly monitor, register and analyse the work developed by NGO towards sustainable development.

It was assumed that the impact of the identified NGO in the sustainable development of STP was directly related to the evolution of the different indicators, despite the awareness that many other factors can influence the indicators over time. It is important to study, for example, policies and environmental changes to overcome the limitation of direct causal inference.

Therefore, NGO, government and other institutions and entities should work together and combine efforts more frequently in order to attain a more positive evolution of sustainable indicators and, consequently, accomplish the Sustainable Development Goals, which achievement is far below the expectations for 2020.

The MOVE in STP case study confirms these conclusions, actions have to be taken in order to reply to the urgent need for a continuous and systematic collection and processing of data. A more regular assessment of sustainable development indicators will allow a better comparison and measurement of the NGO's impact and will also promote the availability of data at national level.

For sustainable development to be increasingly present in the world, and particularly in STP, it is essential to have sustainable policies suitable aimed at the promotion of SDG. Thus, policies must address sustainable development and focus on the fundamental rights of present and future generations, endowed with intertemporal responsibility and reducing inequalities in the country and between countries. Therefore, policies should not be focused on economic growth *per se*, but should privilege development based on sustainability, combining its different dimensions.

A policy committed to the society's well-being must focus on fighting poverty and hunger, stimulating health and well-being. It must promote access to quality education and gender equality, improve water source and sanitation facilities, clean energy, decent job and economic development, through innovation and infrastructure projects that allow the reduction of inequalities. Sustainable communities must also be fostered, where there is responsible consumption and production to help fight climate change, environmental pollution and make life possible under water and on land. Such objectives will also guarantee peace, justice and the creation of strong institutions with partnerships aimed at SD.

In STP there is an opportunity to avoid the adoption of public policies that do not promote sustainable development and to learn how properly integrated action proposals can benefit social, economic and environmental development. One example is the integration of the circular economy approach in STP projects and policies.

Circular economy is a production and consumption model that involves sharing, reusing, repairing and recycling existing materials and products, extending their life cycle. Despite being a somewhat difficult concept to operate, if properly assimilated it will allow STP to work on reducing the waste and increasing the efficiency of the natural resources use. Basically, when a product reaches the end of its life cycle, its materials are kept within the economy whenever possible, and can be used over and over again, thus creating more value.

On the other hand, there is an urgent need to rethink the water supply and sanitation network, which does not necessarily have to follow the classic design of the networks of the called developed countries.

Moreover, another opportunity for STP has to do with the urban solid waste management system and with an adequate system of separation and selective collection. Raising awareness and training the population of São Tomé e Príncipe on the benefits of adopting good environmental practices will have to be a priority for the different actors in the field, including the government, schools, NGO, private institutions and community leaders.

In addition to these more practical suggestions, there is research work to be done. It is really important to systematically continue filling in the developed database, and monitoring, recording and analysing the work performed by NGO. Moreover, it is urgent to find a way to obtain quantified information adapted to countries like São Tomé e Príncipe. Furthermore, research on the concepts discussed in this thesis has to be continued, promoting a broader and holistic discussion about them. Finally, investigating how to increase the frequency and efficiency of partnerships between NGO, government and other institutions and entities will promote a stronger evolution towards sustainable development.

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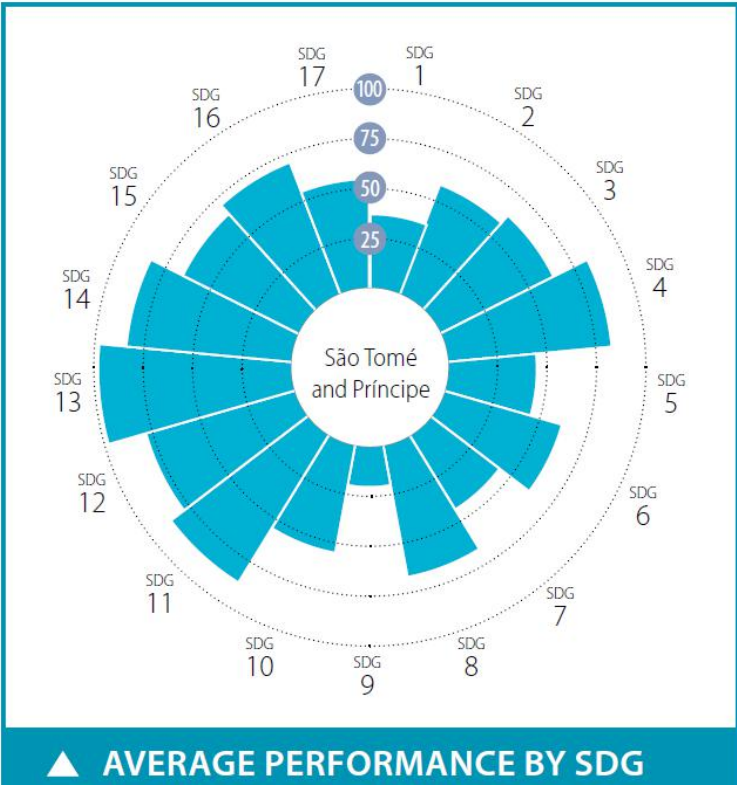
Annexes

Annex A – List of selected NGO

NGO_Name	ID
ADRA-STP	1
ALISEI	2
Caritas-STP	3
Leigos para o desenvolvimento	4
OIKOS	5
ACTUAR	6
Instituto Marquês Valle Flôr	7
Helpo	8
MOVE	9
Mundo a Sorrir	10
TESE	11
WACT	12
ADAPPA	13
ADADER	14
ADSTP	15
Cruz Vermelha STP	16
Fundação da Criança e da Juventude	17
Fundação Novo Futuro	18
MARAPA	19
Núcleo da Federação das Mulheres Paz Mundial	20
Santa Casa da Misericórdia	21
STEP-UP	22
ZATONA ADIL	23

ASMJ	24
Café COMAROMA	25
Terra Crioula	26
Terra Verde	27
CIPSTP	28
Ké Morabeza	29
ASCENDERE	30
ADM Estrela	31
Fundação Príncipe Trust	32

Annex B – Sachs *et al.* (2020) SDG data for São Tomé e Príncipe



(Sachs *et al.*, 2020)

Annex C – SDG targets and indicators data for STP

Target	Indicator	Value	Year	Trend
Goal 1. End Poverty in all its forms				
1.1 - By 2030, eradicate extreme poverty for all people living on less than \$1.25 a day	1.1.1 - Proportion of population below the international poverty line, by sex, age employment status and geographical location (urban/rural)	32.30%	2010	INCREASING
1.2 - By 2030, reduce at least by half the proportion of men,women and children of all ages living in poverty in all its dimensions according to national definitions	1.2.1 - Proportion of population living below the national poverty line, by sex and age	66.20%	2010	DECREASING
	1.2.2 - Proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions	19.3%	2014	NO INFORMATION
1.3 - Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable	1.3.1 - Proportion of population covered by social protection floors/systems, by sex, distinguishing children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable	No data		NO INFORMATION
1.4 - By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and	1.4.1 - Proportion of population living in households with access to basic services	Improved Water source - 97.10% Electricity - 64.51% Improve sanitation facilities - 34.70% Clean cooking fuels and technologies - 17.88%	2015	INCREASING (EXCEPTION FOR CLEAN COOKING FUELS AND TECHNOLOGIES - DECREASING)

financial services, including microfinance	1.4.2 - Proportion of total adult population with secure tenure rights to land, (a) with legally recognized documentation, and (b) who perceive their rights to land as secure, by sex and type of tenure	No data		NO INFORMATION
1.5 - By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters	1.5.1 - Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population	0	2017	STAGNATING
	1.5.2 - Direct economic loss attributed to disasters in relation to global gross domestic product (GDP)	No data		NO INFORMATION
	1.5.3 - Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030	No data		NO INFORMATION
	1.5.4 - Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies	No data		NO INFORMATION
1.a - Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions	1.a.1 - Total official development assistance grants from all donors that focus on poverty reduction as a share of the recipient country's gross national income	No data		NO INFORMATION
	1.a.2 - Proportion of total	Health - 13.39%	2014	STAGNATING

	government spending on essential services (education, health and social protection)	Education - 13.32%		DECREASING
1.b - Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions	1.b.1 - Pro-poor public social spending	No data		NO INFORMATION
Goal 3. Ensure healthy lives and promote well-being for all at all ages				
3.1 By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births	3.1.1 Maternal mortality ratio	156	2015	DECREASING
	3.1.2 Proportion of births attended by skilled health personnel	92.50%	2014	INCREASING
3.2 By 2030, end preventable deaths of newborns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births	3.2.1 Under-5 mortality rate	32.40	2017	DECREASING
	3.2.2 Neonatal mortality rate	14.40	2017	DECRASING
3.3 - By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	3.3.1 Number of new HIV infections per 1,000 uninfected population, by sex, age and key populations	No data		NO INFORMATION
	3.3.2 Tuberculosis incidence per 100,000 population	99.00	2016	INCREASING
	3.3.3 Malaria incidence per 1,000 population	17.80	2015	DECREASING
	3.3.4 Hepatitis B incidence per 100,000 population	5467	2017	INCREASING

	3.3.5 Number of people requiring interventions against neglected tropical diseases	199686	2015	INCREASING
3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	3.4.1 Mortality rate attributed to cardiovascular disease, cancer, diabetes or chronic respiratory disease	18.50%	2016	DECREASING
	3.4.2 Suicide mortality rate	2.30	2016	STAGNATING
3.5 Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol	3.5.1 Coverage of treatment interventions (pharmacological, psychosocial and rehabilitation and aftercare services) for substance use disorders	No data		NO INFORMATION
	3.5.2 Alcohol per capita consumption (aged 15 years and older) within a calendar year in litres of pure alcohol	6.8 liters of pure alcohol	2016	NO INFORMATION
3.6 By 2020, halve the number of global deaths and injuries from road traffic accidents	3.6.1 Death rate due to road traffic injuries	15.92	2017	DECREASING
3.7 By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes	3.7.1 Proportion of women of reproductive age (aged 15–49 years) who have their need for family planning satisfied with modern methods	50.30%	2014	INCREASING
	3.7.2 Adolescent birth rate (aged 10–14 years; aged 15–19 years) per 1,000 women in that age group	96.26	2016	DECREASING
3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and	3.8.1 Coverage of essential health services	49.60	2015	INCREASING
	3.8.2 Proportion of	No data		NO

access to safe, effective, quality and affordable essential medicines and vaccines for all	population with large household expenditures on health as a share of total household expenditure or income			INFORMATION
3.9 By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination	3.9.1 Mortality rate attributed to household and ambient air pollution	111.40	2017	DECREASING
	3.9.2 Mortality rate attributed to unsafe water, unsafe sanitation and lack of hygiene (exposure to unsafe Water, Sanitation and Hygiene for All (WASH) services)	29.66	2016	DECREASING
	3.9.3 Mortality rate attributed to unintentional poisoning	1.06	2017	DECREASING
3.a Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate	3.a.1 Age-standardized prevalence of current tobacco use among persons aged 15 years and older	No data		NO INFORMATION
3.b Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade-Related Aspects of Intellectual Property	3.b.1 Proportion of the target population covered by all vaccines included in their national programme	93.69%	2016	INCREASING
	3.b.2 Total net official development assistance to medical research and basic health sectors	\$3.65 billion	2015	DECREASING
	3.b.3 Proportion of health facilities that have a core set of relevant essential medicines available and affordable on a sustainable basis	No data		NO INFORMATION

Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all																												
3.c Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States	3.c.1 Health worker density and distribution	No data		NO INFORMATION																								
3.d Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks	3.d.1 International Health Regulations (IHR) capacity and health emergency preparedness	<table border="1"> <caption>2018 Health Emergency Preparedness Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Risk Communication</td> <td>40%</td> </tr> <tr> <td>Human resources</td> <td>35%</td> </tr> <tr> <td>Zoonotic events and the human-animal interface</td> <td>32%</td> </tr> <tr> <td>Health Service Provision</td> <td>27%</td> </tr> <tr> <td>IHR Coordination and National IHR Focal Point Functions</td> <td>24%</td> </tr> <tr> <td>Points of entry</td> <td>15%</td> </tr> <tr> <td>Legislation and Financing</td> <td>12%</td> </tr> <tr> <td>Chemical events</td> <td>10%</td> </tr> <tr> <td>National Health Emergency Framework</td> <td>8%</td> </tr> <tr> <td>Radiation emergencies</td> <td>5%</td> </tr> <tr> <td>Food safety</td> <td>5%</td> </tr> </tbody> </table>	Category	Percentage	Risk Communication	40%	Human resources	35%	Zoonotic events and the human-animal interface	32%	Health Service Provision	27%	IHR Coordination and National IHR Focal Point Functions	24%	Points of entry	15%	Legislation and Financing	12%	Chemical events	10%	National Health Emergency Framework	8%	Radiation emergencies	5%	Food safety	5%	2018	
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Radiation emergencies	5%																											
Food safety	5%																											
	3.d.2 Percentage of bloodstream infections due to selected antimicrobial-resistant organisms	No data		NO INFORMATION																								
Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all																												
4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	No data		NO INFORMATION																								
	4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)	No data		NO INFORMATION																								
4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education	4.2.1 Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex	54.5%	2014	NO INFORMATION																								

	4.2.2 Participation rate in organized learning (one year before the official primary entry age), by sex	51.17%	2015	INCREASING
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	13.41%	2015	INCREASING
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	No data		NO INFORMATION
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	0.98 GPI	2015	
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	97.44% MALE - YOUTH	2015	INCREASING
		97.20% FEMALE - YOUTH	2015	INCREASING
		95.64% MALE - ADULT	2015	INCREASING
		87.96% FEMALE - ADULT	2015	INCREASING
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	No data		NO INFORMATION
4.a Build and upgrade education facilities that are child, disability	4.a.1 Proportion of schools offering basic services, by	Electricity - 100% upper	2017	STAGNATING

and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	type of service	and lower secondary; 86.96% primary school Basic handwashing and basic drinking water - 100% lower and upper secondary; 88.04% primary school Computers - 100% upper secondary; 89.66% lower secondary; 58.7% primary school Single-sex sanitation - 100% upper and lower secondary; 71.74% primary school		
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries	4.b.1 Volume of official development assistance flows for scholarships by sector and type of study	\$470 million	2015	DECREASING
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1 Proportion of teachers with the minimum required qualifications, by education level	No data		NO INFORMATION
Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all				
8.1 Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries	8.1.1 Annual growth rate of real GDP per capita	1.63%	2017	DECREASING

8.2 Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors	8.2.1 Annual growth rate of real GDP per employed person	2.80%	2018	INCREASING
8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services	8.3.1 Proportion of informal employment in total employment, by sector and sex	No data		NO INFORMATION
8.4 Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-Year Framework of Programmes on Sustainable Consumption and Production, with developed countries taking the lead	8.4.1 Material footprint, material footprint per capita, and material footprint per GDP	No data		NO INFORMATION
	8.4.2 Domestic material consumption, domestic material consumption per capita, and domestic material consumption per GDP	Per capita: 3.24t Per unit: 2.48KG/\$	2017	DECREASING
8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	8.5.1 Average hourly earnings of employees, by sex, age, occupation and persons with disabilities	No data		NO INFORMATION
	8.5.2 Unemployment rate, by sex, age and persons with disabilities	13.47%	2017	INCREASING
8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	8.6.1 Proportion of youth (aged 15–24 years) not in education, employment or training	No data		NO INFORMATION
8.7 Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms	8.7.1 Proportion and number of children aged 5–17 years engaged in child labour, by sex and age	12.76%	2014	NO INFORMATION
8.8 Protect labour rights and promote safe and secure working environments for all workers,	8.8.1 Fatal and non-fatal occupational injuries per 100,000 workers, by sex and	No data		NO INFORMATION

including migrant workers, in particular women migrants, and those in precarious employment	migrant status			
	8.8.2 Level of national compliance with labour rights (freedom of association and collective bargaining) based On International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status	No data		NO INFORMATION
8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	8.9.1 Tourism direct GDP as a proportion of total GDP and in growth rate	No data		NO INFORMATION
8.10 Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all	8.10.1 (a) Number of commercial bank branches per 100,000 adults and (b) number of automated teller machines (ATMs) per 100,000 adults	25.53 (A) 28.17 (B)	2017 2017	STAGNATING INCREASING
	8.10.2 Proportion of adults (15 years and older) with an account at a bank or other financial institution or with a mobile-money-service provider	No data		NO INFORMATION
8.a Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade related Technical Assistance to Least Developed Countries	8.a.1 Aid for Trade commitments and disbursements	\$5.58 million	2017	DECREASING
8.b By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization	8.b.1 Existence of a developed and operationalized national strategy for youth employment, as a distinct strategy or as part of a national employment strategy	No data		NO INFORMATION
Goal 10. Reduce inequality within and among countries				
10.1 By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average	10.1.1 Growth rates of household expenditure or income per capita among the bottom 40 per cent of the population and the total	No data		NO INFORMATION

	population			
10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status	10.2.1 Proportion of people living below 50 per cent of median income, by sex, age and persons with disabilities	No data		NO INFORMATION
10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard	10.3.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law	No data		NO INFORMATION
10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality	10.4.1 Labour share of GDP	No data		NO INFORMATION
	10.4.2 Redistributive impact of fiscal policy	No data		NO INFORMATION
10.5 Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations	10.5.1 Financial Soundness Indicators	No data		NO INFORMATION
10.6 Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions	10.6.1 Proportion of members and voting rights of Developing countries in international organizations	0.54% - international finance corporation 0.53% - international monetary fund 0.53% - international bank of reconstruction and development 0.52% - UN general assembly	2018	STAGNATING
10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies	10.7.1 Recruitment cost borne by employee as a proportion of monthly income earned in country of destination	No data		NO INFORMATION
	10.7.2 Number of countries with migration policies that facilitate orderly, safe, regular and responsible migration and mobility of	No data		NO INFORMATION

	people			
	10.7.3 Number of people who died or disappeared in the process of migration towards an international destination	No data		NO INFORMATION
	10.7.4 Proportion of the population who are refugees, by country of origin	No data		NO INFORMATION
10.a Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements	10.a.1 Proportion of tariff lines applied to imports from least developed countries and developing countries with zero-tariff	69.87%	2017	INCREASING
10.b Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes	10.b.1 Total resource flows for development, by recipient and donor countries and type of flow (e.g. official development assistance, foreign direct investment and other flows)	Total assistance for development received - \$39.71 million	2017	INCREASING
10.c By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent	10.c.1 Remittance costs as a proportion of the amount remitted	No data		NO INFORMATION
Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable				
11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums	11.1.1 Proportion of urban population living in slums, informal settlements or inadequate housing	Slums: 86.6%	2014	NO INFORMATION
11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons	11.2.1 Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities	No data		NO INFORMATION
11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory,	11.3.1 Ratio of land consumption rate to population growth rate	No data		NO INFORMATION

integrated and sustainable human settlement planning and management in all countries	11.3.2 Proportion of cities with a direct participation structure of civil society in urban planning and management that operate regularly and democratically	No data		NO INFORMATION
11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage	11.4.1 Total per capita expenditure on the preservation, protection and conservation of all cultural and natural heritage, by source of funding (public, private), type of heritage (cultural, natural) and level of government (national, regional, and local/municipal)	No data		NO INFORMATION
11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations	11.5.1 Number of deaths, missing persons and directly affected persons attributed to disasters per 100,000 population	0	2017	STAGNATING
	11.5.2 Direct economic loss in relation to global GDP, damage to critical infrastructure and number of disruptions to basic services, attributed to disasters	No data		NO INFORMATION
11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management	11.6.1 Proportion of municipal solid waste collected and managed in controlled facilities out of total municipal waste generated, by cities	No data		NO INFORMATION
	11.6.2 Annual mean levels of fine particulate matter (e.g. PM2.5 and PM10) in cities (population weighted)	15.43 µg	2016	INCREASING
11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities	11.7.1 Average share of the built-up area of cities that is open space for public use for all, by sex, age and persons with disabilities	No data		NO INFORMATION
	11.7.2 Proportion of persons victim of physical or sexual harassment, by sex, age, disability status and place of occurrence, in the previous 12 months	No data		NO INFORMATION
11.a Support positive economic, social and environmental links	11.a.1 Number of countries that have national urban	No data		NO

between urban, peri-urban and rural areas by strengthening national and regional development planning	policies or regional development plans that (a) respond to population dynamics; (b) ensure balanced territorial development; and (c) increase local fiscal space			INFORMATION
11.b By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015–2030, holistic disaster risk management at all levels	11.b.1 Number of countries that adopt and implement national disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015–2030	No data		NO INFORMATION
	11.b.2 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with national disaster risk reduction strategies	No data		NO INFORMATION
11.c Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials	No suitable replacement indicator was proposed. The global statistical community is encouraged to work to develop an indicator that could be proposed for the 2025 comprehensive review.	No data		NO INFORMATION

(adapted from URL11 and URL12)

Annex D – Survey to MOVE’s entrepreneurs

Questionário

Caros empreendedores e alunos do Clube de empreendedorismo,

Sou a Joana Miranda (ex-fellow MOVE) e no âmbito da minha tese de mestrado em Economia, do Instituto Universitário de Lisboa, estou a desenvolver um estudo que tem por objetivo investigar o impacto das organizações não-governamentais no desenvolvimento sustentável de São Tomé e Príncipe.

O vosso contributo é muito importante para compreender melhor a realidade de São Tomé e Príncipe.

Para tal, só têm de responder a este pequeno questionário, até ao dia 31 de Agosto!!

Demora apenas 5 minutos do vosso dia.

As participações são anónimas e confidenciais.

Seria ótima contar com a vossa ajuda!!

Desde já agradeço a atenção e o tempo disponibilizado,

Espero que continuem todos bem e que ultrapassem estes tempos de pandemia da melhor forma.

*** Required**

1. 1 - Nome do Projeto apoiado pelo MOVE *

2. 2 - Sexo *

Mark only one oval.

Feminino

Masculino

3. 3 - Idade *

Mark only one oval.

- 15-17 anos
- 18-24 anos
- 25-49 anos
- Mais de 49 anos
- Other: _____

4. 4 - Qual a sua zona de residência? *

5. 5 - No caso de ser mulher - Está grávida?

Mark only one oval.

- Sim
- Não
- Talvez

6. 6 - Tem documentos de identificação? *

Mark only one oval.

- Sim
- Não

7. 7 - Qual a sua situação atual? (Selecione mais do que uma alternativa se se aplicar ao seu caso) *

Check all that apply.

- Empregado
 Desempregado
 Estudante

Other: _____

8. 8 - O Projeto acompanhado pelo MOVE é a base do seu emprego? *

Mark only one oval.

- Sim
 Não, tenho outro trabalho

9. 9 - Está inscrito na Segurança Social? *

Mark only one oval.

- Sim
 Não

10. 10 - Tem uma conta no Banco? (Individual ou partilhada) *

Mark only one oval.

- Sim
 Não

11. 11 - Quanto costuma gastar por dia em coisas pessoais: *

Mark only one oval.

- 0 - 20 STD
- 21 - 40 STD
- 41 - 60 STD
- Mais de 60 STD

12. 12 - A sua casa tem acesso a: (Selecione mais do que uma alternativa se se aplicar ao seu caso) *

Check all that apply.

- Eletricidade
- Saneamento Básico (esgotos)
- Água potável para consumo
- Nenhuma das opções anteriores

13. 13 - Qual a fonte de energia usada em sua casa para cozinhar? *

Check all that apply.

- Gás
- Carvão
- Lenha
- Petróleo
- Outra

14. 14 - Já foi afetado por alguma das seguintes opções? (Selecione mais do que uma alternativa se se aplicar ao seu caso) *

Check all that apply.

- Ciclone
- Tsunami
- Terramoto (tremor de terra)
- Inundação (por causas naturais)
- Incêndio (por causas naturais)
- Deslizamento de terras
- Nenhuma das opções anteriores

Other: _____

15. 15 - Selecione as opções verdadeiras (Selecione mais do que uma alternativa se se aplicar ao seu caso) *

Check all that apply.

- Sei ler
- Sei escrever
- Sei fazer contas simples
- Sei mexer num computador
- Sei fazer um trabalho escrito no computador
- Sei fazer uma apresentação no computador

16. 16 - No caso de ser estudante do ensino secundário - selecione as opções verdadeiras (Selecione mais do que uma alternativa se se aplicar ao seu caso)

Check all that apply.

- A minha escola tem eletricidade
- A minha escola tem água potável para consumo
- A minha escola tem casas de banho masculinas e casas de banho femininas
- A minha escola tem água e sabão para lavar as mãos
- Se precisar de fazer um trabalho posso utilizar a internet da escola
- Se precisar de fazer um trabalho posso utilizar o computador da escola

17. 17 - No caso de estar empregado - Quantos dias por semana trabalha?

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7

18. 18 - No caso de estar empregado - Quantas horas trabalha por dia?

Mark only one oval.

- 0 - 4h
- 5 - 8h
- 9 - 12h
- Other: _____

19. 19 - No caso de estar empregado - Qual o seu salário mensal?

Mark only one oval.

- Menos de 1000 STD
- 1000 - 1500 STD
- 1501 - 2000 STD
- 2001 - 2500 STD
- 2501 - 3000 STD
- Mais de 3000 STD
- Não sei
- Other: _____