

## Office of the Secretary of the UNICEF Executive Board

### Template for delegations commenting on the draft country programme documents

2022 annual session

*Draft country programme document commenting period: 22 March to 11 April 2022*

Delegations are kindly invited to use this template to share their comments on the draft country programme document being presented to the Executive Board during the forthcoming session.

Delegation name: Netherlands

Draft country programme document: Tanzania

In accordance with Executive Board decision [2014/1](#), draft country programme documents are considered and approved in one session, on a no-objection basis. All comments received by the Office of the Secretary of the Executive Board before the deadline stated above will be posted on the Executive Board website, and considered by the requesting country, in close consultation with UNICEF.

	Delegation's comments	Response(s)
<b>General comments</b>	<p>a) Pleased to see the emphasis on cross cutting programming and prioritization of multi-sectoral work.</p> <p>b) Youth is only occasionally mentioned as actors. It would be important to focus more strongly on empowering youth and treating them as <u>actors</u> and not only as beneficiaries. Meaningful youth participation and creating space for the youth's role as leaders and change agents are an important part of creating the 'enabling environment' that is referred to in the document.</p> <p>c) We applaud the emphasis of UNICEF on gender-responsive and -transformative programming, whereby the focus is not only on girls and women, but also on boys and</p>	<p>a) Thank you for the comment which recognizes the importance UNICEF attaches to this area of work.</p> <p>b) Youth participation is central to the effective implementation of the CPD. To illustrate with an example, UNICEF facilitates youth active engagement with Parliamentarians on issues affecting children and the youth. UNICEF also leverages the power of U-Report to capture the voices of adolescents on various aspects of life. During the development of the CPD, UNICEF held consultations with Adolescents and Young people.</p> <p>c) The result quoted refers to the Planet Outcome of the UNSDCF framework. UNICEF supports this outcome through the WASH programme, as well as UNICEF's</p>

	<p>what they can do (e.g., gender transformative programming for HIV, has programming focused on men and boys). However, sometimes it is not completely clear what is envisaged with this lens within programming. For example: ‘by 2027 people (...) benefit from more inclusive and gender-responsive management of natural resources, climate changes’. Could you elaborate on this?</p> <p>d) Little attention is paid to people/children with disabilities, despite the aim of leaving no one behind. What will be done to promote the rights and inclusion of children and youth with disabilities?</p>	<p>active engagement on disaster risk reduction including climate action. The WASH programme will be working with the Government of Tanzania to transition to the development of climate resilient water supply systems thereby increasing the year-round reliability and availability of water sources close to homes. This will in turn relieve women and girls from the drudgery of collecting water from a distance as well as mitigating the potential threat of violence women and girls face when doing so. It will also ensure mothers and caregivers have clean and safe water available thereby contributing to children’s health and nutrition outcomes and will at the same time remove one barrier to girls’ consistent attendance at school.</p> <p>UNICEF is addressing gender responsive and transformative programming through a variety of programme implementation approaches based upon the UNICEF Tanzania Gender Action Plan which outlines detailed sectoral results for gender transformative programming.</p> <p>d) The CPD adopts a human right based approach to programming. This includes a focus on leaving no one behind, especially children with disabilities and other vulnerable groups. In preparation for this the CPD, UNICEF conducted a Situation Analysis for Children with Disabilities which has led to prioritizing the following actions:</p> <p>Strengthening the human resource capacity to deliver integrated services including for people with disabilities at facility and community levels.</p> <p>Supporting the government, CSOs, and communities to provide inclusive quality learning opportunities including technology supported learning for all children</p>
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		<p>from pre-primary, primary, secondary, and non-formal education with attention to children with disabilities</p> <p>Working with partners across sectors, including social protection and HIV, to target interventions towards children at greatest risk of experiencing child protection violations, including children with disabilities.</p>
<p><b>Comments on specific aspects of the draft country programme document</b></p>	<p><i>(Delegations providing comments may wish to include details, such as the page number, paragraph number, or page of the annexed results and resources framework.</i></p> <ul style="list-style-type: none"> <li>e) Under the Programme Rationale related to the consequences of COVID-19 on education we miss the mentioning that schools were closed for four months in 2020, which was of great influence on school-going children and youth. Now only the economic consequences of COVID-19 are mentioned.</li> <li>f) Page 7 point 21: good to read that special attention is given to (adolescent) girls and the topics gender and violence in relation to education. However, the importance of the relation between school drop-outs and radicalisation is missing.</li> </ul>	<ul style="list-style-type: none"> <li>e) UNICEF acknowledges the disruption of learning due to the school closure in 2020 as a result of the COVID-19 pandemic. This was not highlighted in the document as Tanzania experienced one of the shortest closures of schools globally. During this period UNICEF continued to support distance learning opportunities via home learning packages and radio programmes.</li> <li>f) UNICEF acknowledges the link between school dropout and potential for radicalisation of out of school children in certain parts of the country. Given the sensitivities of the matter UNICEF is working with UN sister agencies to closely monitor the situation and develop approaches to counteract the risks.</li> </ul>