

Office of the Secretary of the UNICEF Executive Board

Template for delegations commenting on the draft country programme documents

2023 first regular session

Draft country programme document commenting period for Cabo Verde common country programme document: 7 to 25 November 2022 [18:00 EST]

Draft country programme document commenting period for Algeria; Bolivia (Plurinational State of); Central African Republic; Costa Rica; Dominican Republic; Ecuador; Haiti; Iran (Islamic Republic of); Lebanon; Nepal; Pacific Islands (multi-country programme); Palestinian children and women in Jordan, Lebanon, the Syrian Arab Republic and the State of Palestine (area programme); Sao Tome and Principe; and Venezuela (Bolivarian Republic of): 15 November to 5 December 2022 [18:00 EST]

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: *European Union*

Draft country programme document: *Palestinian children and women in Jordan, Lebanon, the SAR and the State of Palestine*

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)
General comments		UNICEF appreciates the comments made by the European Union Delegation.

<p>Comments on specific aspects of the draft country programme document</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> <p>1. <u>General remark on Jordan</u></p> <p>The document focuses on Palestinians and does not seem to follow a “one-refugee approach”, which is what we aim for.</p> <p>2. <u>Education (Lebanon)</u></p> <p><u>Programme rationale para. 7 and 8 as well as priorities para. 23:</u> lack mention to MEHE’s 5-Year general education plan as overarching policy. Also lack mention to the new aid modality to the education sector developed by UNICEF (the TREF – Transition and Resilience Education Fund).</p> <p>Program rationale is short and children/teacher focussed but lack reference to learning losses due to C-19 and school closures with strikes. Extended para on teachers mentioning issue of salary and quality of teaching, but lack mentioning the issue of access and motivation of teachers to schools (even if UNICEF does not plan to support incentives for children). Also lack mention to the education system-level, at risk of collapsing and learning crisis. Lack of mention to non-formal education and lack of transition to formal education and need to revise the pathway. Finally, focus on children with disabilities but without flagging inclusive education current model and expansion as we do not start from scratch.</p> <p><u>Learning and skills para. 22 to 24:</u></p> <p>Suggestion to reformulate para 22 (a) through dividing into 2 para in order to distinguish support to schools from children:</p> <p>(a) Provide financial support for marginalized children to remove financial barriers in access to education</p>	<p>1. <u>Jordan</u></p> <p>This Area Programme Document provides an opportunity from the regional perspective to further focus on the most vulnerable Palestinians in four countries as it aims to support Palestinian refugee children and women.</p> <p>However, under the Jordan Country Programme Document that was approved by the Executive Board in September 2022, UNICEF in Jordan focuses on the most disadvantaged populations to realise the rights of every child starting with the most vulnerable and deprived, regardless of nationality. This is aligned to the ‘one-refugee approach’ in terms of planning, fundraising, and implementation of programmes as all the services and assistance are provided in a non-discriminatory manner ensuring all children within the focus populations have access to equitable protection, assistance, and services regardless of their nationality.</p> <p>2. <u>Lebanon</u></p> <p>UNICEF appreciates the comments from the EU on the Education programme. We note that the comments refer to the draft Lebanon Country Programme and not the Area Programme Document. The following comments respond to the queries on the draft Lebanon CPD:</p> <p>UNICEF’s flagship modality to support Lebanon’s Education system (formal public and Multiple Flexible Pathways) is</p>
------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>(b) Provide funds to enable schools to operate and provide a safe and inclusive environment;</p> <p>Suggestion to merge former para. (c) and (d) for:</p> <p>(c) Construct and rehabilitate schools with ensuring the climate resilience of infrastructure and the presence of basic facilities.</p> <p>Still in para 22 suppress the mention “The program will also” and continue directly with (e) to (h) as it is still about access to education.</p> <p>I do not see the added-value of para (g) Seek to overcome barriers limiting the access of refugee children to education and accelerate delivery of gender-responsive pedagogy; as it is already covered by former para.</p> <p>Overall para 22 could be reorganised per level of support: children/households, schools, teacher / quality of teaching, noting that system is para 23.</p> <p>Sentence under from para 23 should be linked to para 22 as on incentives for children, therefore on access and not on system strengthening.</p> <p><i>23. To increase demand for quality and inclusive education, UNICEF will provide <u>incentives to attract and retain children in learning and to strengthen positive parenting and parent-child relationships.</u></i></p>	<p>TREF and its purpose is to support achievement of the 5 Year General Education Plan.</p> <p>The draft CPD programme rationale includes a focus on learning recovery (including teacher professional development) as a priority programme to respond to disruption to learning (especially foundational literacy, numeracy and life skills) over the past four years due to school closures.</p> <p>Teacher motivation, attendance and capacity are vital elements to ensure all children receive quality and inclusive education which develops the skills children need to learn and to thrive. TREF is supporting move to more timely and efficient payments for Special Contract teachers so that they remain motivated to attend regularly, and through priority 5 Year Plan programmes on learning recovery and digital learning, UNICEF will build the capacity of teachers in both morning and afternoon shifts to provide quality teaching and learning.</p> <p>Noted on including risk informed planning to ensure resilience of the education system overall, especially relevant given complex crises which are affecting ability of schools to function.</p> <p>On including incentives for children under access, agreed.</p> <p>Multiple Flexible Pathways are a key element in UNICEF’s learning and skills agenda. This includes supporting MEHE to refresh Lebanon’s NFE framework to ensure MFP programmes operate at scale, are value for money, and support transitions for the most marginalized children into further learning and training opportunities.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------