Delegation name: Denmark

Draft country programme document: South Africa

Delegations are kindly invited to use this template to share their comments on any of the draft CPDs being presented during the forthcoming Board session.

In accordance with Executive Board decision 2014/1, country programme documents (CPDs) 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 will be made public on the Executive Board website, and considered by the respective regional office, in close consultation with the country office and the concerned Government.

<table>
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<tr>
<th>General comments</th>
<th>Thank you for the opportunity to comment. How does UNICEF intend to reflect in the CPD and adapt activities in light of the COVID-19 outbreak?</th>
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| Comments on specific aspects of the country programme document | · The Country Programme needs to further integrate issues of climate change into the programme rationale, priorities and partnerships. It is duly noted the Programme already mentions the effects of ‘children on the move’ or climate migration. However, in South Africa, and the Southern African region, the effects of climate change are also severely affecting food security, physical security and access to education for many children and adolescents. This affecting their developmental growth and prospect for education, employment and the other risks of migration and physical well-being. This can be integrated into the context reflection (programme rationale) and priorities, activities and partnerships of the Programme.  
· Perhaps there could be a little more reflection on child labour in the informal sector. Many households in South Africa rely on children or adolescents to work in informal shops or other formal/informal trading as a source of income.  
· Overall, the paragraphs throughout the Programme Rationale, explain issues relevant for children and adolescents/young people. The difference between the circumstances for children and adolescent/youth could be more clearly defined. Besides the age difference, there are conditions and developmental differences between these groups and sometimes that is not easy to distinguish in the text. Unless this is intentional, perhaps the first few paragraphs can address issues for younger children, and this could be followed by the paragraphs on adolescents and young people.  
· Page 2, paragraph 5 – Perhaps it would be good to add more details on the number of children in primary and secondary schools, having access to basic education. |
This paragraph also mentions the drop-out rate - perhaps it would be good to mention one or two of the reasons for dropping out of school (poor poverty, lack of access, teenage pregnancy etc.).

- Page 8, paragraph 35 – This paragraph sounds like the private sector will always keep their commitment to providing resources for children and child rights; however, this may not always be consistent. Perhaps concrete examples can be given of corporate social responsibility funds etc.?