

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		

<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><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><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>(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>	
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