BOLIVIA

EDUCATION
Sectoral (Thematic) Report

January - December 2018

©UNICEF Bolivia/2018/Duranboger

A group of Maropa indigenous children rest with their grandfather at
Reyes Municipality in the Amazonas Department of Beni.
The grandparents are key for the organization of the bilingual nests.

Prepared by:
UNICEF Bolivia
March 2019

Table of Content

Abbreviations and Acronyms

AECID	Spain International Development Cooperation Agency
CBDE	Bolivian Campaign for the Right to Education
CENVICRUZ	Juvenile Justice Center "New Life Santa Cruz"
CEPAT	Specialized Centre for Prevention and Therapeutic Response
CESC	Socio-Communitarian Education Councils
EiE	Education in Emergencies
ERCE	Regional Comparative and Explanatory Study
EVAC	End Violence Against Children
ILO	International Labor Organization
IPELC	Plurinational Institute for the Study of Languages and Cultures
LAC	Latin American and the Caribbean
LLECE	Latin American Laboratory for Assessment of the Quality Education
MESCP	Socio-Communitarian Productive Education Model
MoE	Ministry of Education
NGO	Non-governmental Organization
OEI	Organization of Ibero-American States
OOSC	Out-Of-School Children
OPCE	Plurinational Observatory of Educational Quality
SDG	Sustainable Development Goal
SEP	Plurinational Education System
SP	UNICEF Strategic Plan 2018-2021
STEM	Science, Technology, Engineering and Mathematics
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations for Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNODC	United Nations Office for on Drugs and Crime
VAC	Violence Against Children
WHO	World Health Organization

A. Executive Summary

During the reporting period, UNICEF made great strides to advance results for children and adolescents - girls and boys - in the Bolivian education sector with a focus on access, completion and transition; quality and learning outcomes; and skills development. Support in these areas was contextualized and adapted to fit within Bolivia's Education Law (2010) and the specific "socio-communitarian productive education model", which puts great emphasis on intraculturality, interculturality, plurilingual education, "decolonizing'' education and "productive education", embodying the crucial role given to education in the radical social transformation proposed by the Morales government.

As 2018 was the first year of the Country Office's 2018 – 2022 Country Programme (CP) implementation, UNICEF Bolivia set important foundations for programmes in the four Output result areas: 1. National and subnational institutions responsible for education have improved capacity to use data systems, monitor and support quality education; 2. The education system, particularly in selected areas, has increased capacity to plan, implement, and monitor innovative and flexible learning modalities for adolescents, including in emergency situations; 3. The education system in selected municipalities has increased capacity for preventing, detecting, reporting and referring cases of violence against children; and 4. Families, community representatives, children and adolescents engage in education management committees, and influence the design and delivery of quality education services in selected municipalities and school districts.

UNICEF Bolivia promoted intersectoral interventions in schools to ensure that children and adolescents' needs are holistically addressed. In the area of WASH in Schools, UNICEF promoted collaboration between the Ministry of Education and the Ministry of Environment and Water and an agreement was reached to develop national WASH in Schools standards. With regard to Education and Child Protection, the first ever training was organized with Specialized Centres for Prevention and Therapeutic Response (which attend child and adolescent victims of sexual violence) to train 43 district-level education authorities and 250 teachers from the Cochabamba and Pando departments. In addition, UNICEF is generating evidence on adolescent participation in schools and connecting student governments with wider participation mechanisms such as the municipal children and adolescent committees.

In 2018, UNICEF implemented strategic interventions geared towards the Outcome and four Outputs through annual workplans developed with the Ministry of Education, the Plurinational Institute for the Study of Languages and Cultures (IPELC), the Plurinational Observatory for Quality Education (OPCE) as well as with the Municipality of La Paz and the Departmental Government of Santa Cruz. Some of the high-level milestones and achievements of 2018 in the sector include:

1. Effective policy dialogue and technical assistance to the Ministry of Education for the successful organization of the Regional Meeting of Ministers of Education of Latin America

and the Caribbean organized in Bolivia in July 2018, which brought together high-level representatives from virtually all Latin American and the Caribbean (LAC) countries and led to the "*Cochabamba Agreements: Regional Solidarity for Achieving SDG4-E2030 in Latin America and the Caribbean*".

2. Sectoral leadership in education assumed by UNICEF: UNICEF co-leads the local education sector group with the Spanish Agency for International Development Cooperation (AECID) and the Organization of Ibero-American States (OEI), thereby providing overall coordination to all international cooperation stakeholders in the country and an interface with the Ministry of Education. In addition, UNICEF leads the UNDAF Result Area 1 around inclusive social services, including education, which implied leadership and inter-agency collaboration with UNESCO, UNFPA, UNODC and the Office of the Resident Coordinator.

3. Opening the conversation at the institutional level on the articulation between education, skills and training for young people with the Ministry of Planning and Development, the Ministry of Education, the National Programme for Employment, and private sector chambers, in line with the Generation Unlimited global partnership.

Some overall challenges were faced in 2018, amongst which the reluctance of the Ministry of Education to produce or share education data on learning assessments. This can be explained by the increasing politicization of the Bolivian context due to the upcoming presidential elections in 2019. In addition, the Ministry of Education is one of the government ministries that currently receives less international aid as education is seen as a State prerogative and the space for international cooperation seems to be closing up. However, despite existing political sensitivities, UNICEF has managed to remain a relevant and trusted ally to the Ministry of Education thanks to the quality and relevance of technical assistance provided coupled with political savviness.

B. Strategic Context of 2018

Bolivia is one of the world's most culturally diverse countries. 42 per cent of the Plurinational State of Bolivia's 11.3 million people are indigenous, representing 37 nations. Thirty-eight per cent or 4.3 million are children and 66 per cent of them live in cities. The important role of education in the radical social transformation proposed by the Morales government is central in the 2010 Education Law. The Ministry of Education's (MoE) priority is to implement a strictly Bolivian education model promoting intraculturality, interculturality and plurilingual education while "decolonising'' education and ensuring a "productive education".

Net enrolment in initial education reached 74 per cent, in primary education 96 per cent and in secondary 84 per cent in 2016. Primary enrolment almost achieved universalization thanks to redistributive social protection policies like the "Bono Juancito Pinto". In general, enrolment is slightly higher for girls, although girls face several specific barriers. Eighty-nine per cent of the 2.8 million students enrolled attend public schools and 6,291 have disabilities. Bolivia devoted 7.7 per cent of its annual budget to education, a higher percentage than most South American countries, albeit from a smaller national budget.

However, children and adolescents still face difficulties in accessing and completing secondary school – four out of 10 do not complete secondary school. Furthermore, 151,000 adolescents in Bolivia are out of school and adolescents in rural areas and from indigenous communities are particularly vulnerable to missing out. Key factors for school drop-outs include the necessity to engage in an economic activity, adolescent pregnancies, and the perceived lack of relevance of education to access better employment and socio-economic status.

C. Results Achieved in the Sector

Output 2.1: National and subnational institutions responsible for education, have improved capacity to design and implement policies and a monitoring system to support the quality of education with focus on inter-, intra- and multilingual education in at least two of the four departments receiving UNICEF support.

Results related to this Output Area were achieved by supporting two main counterparts. Firstly, the Ministry of Education in the areas of statistics production and education planning on the one hand; and Education in Emergencies (EiE) coordination, preparedness and response on the other. In addition, several meetings were held with the Minister of Education, which led to effective policy dialogue and advocacy. Secondly, we developed and implemented a workplan with the Plurinational Observatory for Education Quality, a specialized institution of the Ministry of Education in charge of monitoring, measuring and accrediting education in order to generate relevant, timely and reliable information to improve decision-making linked to education quality.

Key milestones and results achieved in 2018 include:

- Supporting Bolivia's leadership role in the regional SDG4-E2010 agenda. The Regional Meeting of Ministers of Education of Latin America and the Caribbean organized in Bolivia in July 2018 brought together high-level representatives from virtually all LAC countries and led to the "*Cochabamba Agreements: Regional Solidarity for Achieving SDG4-E2030 in Latin America and the Caribbean*", which establishes the adoption of the Regional Roadmap for the Implementation of SDG4-E2030 in Latin America and the Caribbean, an instrument that will support the countries' efforts to achieve the targets of Sustainable Development Goal 4.

- Facilitating establishment of South-South Cooperation between the Bolivian Ministry of Education of and the Guatemalan Ministry of Education. The agreement covers three main areas of collaboration: 1. Linguistic nests for the revitalization of indigenous languages in early childhood; 2. Social participation in education and the role of community education committees in the formulation and implementation of education policies; and 3. Alternative education.

- Capacity-building for the Plurinational Observatory of Educational Quality's new team to carry out learning assessments and to participate in the forthcoming Regional Comparative and Explanatory Study (ERCE) developed by the Latin American Laboratory for Assessment of the Quality of Education (LLECE). Key topics that were discussed and strengthened include: developing assessment tools, carrying out learning assessments, and statistical analysis of information on the quality of education, including learning outcomes. In addition, OPCE organized regional dialogues with the education community in four departments around defining and debating "quality education". These interventions represent a milestone towards the related indicator target: "1 report on learning outcomes and educational quality published by the Ministry with support from UNICEF by 2022".

- Capacity-building of the Ministry of Education to establish a functioning Education in Emergencies (EiE) coordination mechanism at the national level and in two departments. These interventions represent a milestone towards the related indicator target: "4 districts affected by civil strife, conflict, natural disaster or another emergency that have clear strategies for ensuring children's right to education by 2022".

In terms of challenges, the main difficulty related to Output 1 faced in 2018 is the reluctance of the Ministry of Education to produce or share education data on learning assessments. This can be explained by the increasing politicization of the Bolivian context due to the upcoming presidential elections in 2019.

With regards to partnerships in this result area, UNICEF coordinated the UNDAF Result Group on inclusive social services, ensuring liaison and alignment with UNFPA, WHO, UNESCO and UNODC, as well as co-led the education sector group with AECID and OEI, responding with agility to the request of the Minister of Planning to articulate education cooperation with the government's National Employment Plan and labor insertion of young people. In this context, strategic discussion re: articulation around the education – training – employment continuum were held with the ILO, World Bank, and Inter-American Development Bank. Regarding other partners, it is worth mentioning the contribution of UNESCO's Regional Bureau for Education in Latin America and the Caribbean in organizing several capacity-building opportunities on learning assessment throughout the year, in collaboration with the Latin American Laboratory for Assessment of the Quality of Education (LLECE). UNICEF Bolivia supported the participation of key official and technical staff in these regional opportunities.

Output 2.2: The education system, particularly in the four departments receiving UNICEF support, have increased capacity to plan, implement and monitor innovative and flexible learning modalities for vulnerable and marginalized adolescents.

Results related to this Output Area were achieved through UNICEF's support to the Ministry of Education (MoE), the Plurinational Institute for the Study of Languages and Cultures, and coordination with the Departmental Government of Santa Cruz and the private sector.

Key milestones and results achieved in 2018 include:

- Implementation of the "socio-communitarian productive education model" (MESCP) in 145 school clusters in the nine departments of the country, covering 35 indigenous people. 713 schools, including 102,826 students and 5,413 teachers in preschool, primary and secondary levels directly benefitted from UNICEF Bolivia's support on key social themes – prevention of violence, teenage pregnancies, HIV, trafficking and drug use; disaster risk management through teacher training and development of school safety plans; and community-based early education, building on the "bilingual nests" where young children learn in their mother tongue; and an education programme for parents and caregivers.

- Designing alternative education modalities and creating skills development and employability opportunities for vulnerable adolescents and young people, in line with the Generation Unlimited global partnership. UNICEF supported the MoE to conduct a situational analysis and develop a national programme to improve education services for adolescents in conflict with the law. In addition, thanks to UNICEF's direct advocacy, three teachers were assigned to the CENVICRUZ detention center in Santa Cruz thereby significantly increasing access to relevant education for 150 adolescents. These interventions represent a milestone towards the target indicator: "Number of children/adolescents studying lower secondary education through alternative modes of delivery (formal or nonformal, e.g. evening school, weekend school and distance learning) with support from UNICEF".

- Development of a Protocol for the reinsertion into school of children and adolescent victims of human trafficking, responding to the national law on preventing and responding to human trafficking, which established the prevention campaigns that the MoE will lead to raise awareness amongst students as well as reaffirms the right to education of child trafficking victims. The MoE also developed training materials for teachers working in border areas.

- UNICEF has been generating partnership opportunities with the private sector around digital education and skills to prepare disadvantaged adolescents with the new skills and knowledge needed for work. In addition, UNICEF Bolivia has built the foundation for an exciting initiative on Girls in Science, Technology, Engineering and Mathematics (STEM) through which the private sector will offer scholarships and mentorships to vulnerable adolescent girls so that they can gain twenty-first century skills and boost their self-esteem. This initiative directly contributes to the Gender Action Plan and the targeted adolescent girls' priority on "girls' secondary education and skills".

The main challenge faced in 2018 is that the MoE did not carry out the study on Out-Of-School Children (OOSC) and Adolescents in Bolivia, as planned in the 2018 workplan, because of alleged competing priorities. The OOSC study has been rescheduled for 2019 and UNICEF is exploring alternative implementation mechanisms, through a consultancy firm for instance as it corresponds to target indicator "# of studies conducted and disseminated at the departmental level, with support from UNICEF, that contain evidence regarding the situation of boys and girls not in school".

With regards to partnerships in this result area, UNICEF generated unprecedented dialogue between the MoE and local governments to improve education services for adolescents in conflict with the law. UNICEF also successfully responded to the Minister of Planning's request to articulate our support in the education sector with the National Plan for Employment and with private sector companies. Several companies and one chamber of commerce were approached to explore internship, apprenticeship and mentorship opportunities for vulnerable adolescents and youth. UNICEF engaged in strategic dialogue with Technovation Bolivia to support a digital education program for adolescent girls.

Output 2.3: The education system in the four departments receiving UNICEF support have increased capacity for preventing, detecting, reporting and referring cases of violence

Results related to this output were achieved through UNICEF Bolivia's support to the Ministry of Education, the Municipal Government of La Paz, and the Departmental Government of Santa Cruz.

Key milestones and results achieved in 2018 include:

- Helped develop important national institutional frameworks to prevent violence against children (VAC) in and through schools: 1. The national plan for living together pacifically in schools for the period 2019 – 2025 (this plan is in an advanced stage and will be completed in 2019); 2. The violence prevention programme for the period 2019 – 2025, which outlines specific objectives and tools to train teachers and implement activities in schools; 3. The protocol for the prevention and response to interpersonal and digital violence between students; and 4. The protocol for the prevention and response to hierarchical violence, i.e violent disciplinary methods and other behaviours from education personnel towards students. These interventions represent a milestone towards the target indicator: "Existence of well-defined legal/policy frameworks to address gender-based violence in and around schools".

- Fostered collaboration and coordination between the national education system and decentralized child protection services, such as the Specialized Centres for Prevention and Therapeutic Response (CEPAT) which attend child and adolescent victims of sexual violence: UNICEF facilitated training for 43 district-level education authorities in Cochabamba and 250 teachers from the Cochabamba and Pando departments on the prevention of sexual violence in schools and the role of the education system on this issue. As a result, the MoE and the departmental government committed to initiate joint work in the next year. These interventions represent a milestone towards the target indicator: "# of municipalities with protocols and coordination mechanisms established between the Plurinational Educational System and the child protection services to deal with violence against boys and girls in schools, with support from UNICEF".

- Built institutional capacity of the Departmental Government of Santa Cruz: This led to the development of a strategy to implement interventions to prevent violence in schools in the department, which is the largest in terms of population size in the country. The strategy foresees the development of guidance and tools in the next year. These interventions represent a milestone towards the target indicator: "per cent of schools in chosen school nucleus that implement activities to prevent violence against boys, girls and adolescents in schools, in the municipalities supported by UNICEF".

- Publication of a study entitled "School climate and bullying" by the municipal government of La Paz: This study contains useful evidence on bullying in schools, and in particular the linkages between family violence and school violence.

- Participation in the global UNICEF EVAC campaign and organized an #ENDviolence Youth Talk with 32 young leaders aged 14 to 24 from all around the country. Disseminated the call for the #ENDviolence School Superhero Comic Contest to comics fan groups in Bolivia, reaching over 50,000 people.

Several challenges persisted in 2018, including the acceptance of violence in the country and the lack of a sense of urgency to tackle VAC in schools; the lack of knowledge of the laws and regulations preventing VAC in schools on the part of authorities and teachers; and the absence of dialogue and coordination between the very centralized education system and decentralized institutions and instances.

With regards to partnerships in this result area, UNICEF Bolivia partnered with the Chulumani symphonic orchestras network, which organized a gathering of 12 symphonic orchestras from Bolivia, Colombia and Peru – bringing together over 530 musicians. Most of the musicians were adolescents and young people. UNICEF also facilitated a series of capacity-building sessions on the prevention of violence, with a focus on sexual violence, for children and adolescents on the one hand, and music teachers and orchestra directors on the other, as well as for accompanying parents.

Output 2.4: Families, community representatives, children and adolescents engage in education management committees, and influence the design and delivery of quality education services in eight of the municipalities receiving UNICEF support.

UNICEF Bolivia signed an agreement with the NGO Bolivian Campaign for the Right to Education (CBDE by its acronym in Spanish) to support social participation in education by strengthening student governments and Socio-Communitarian Education Councils and training their members on education demand and quality issues. The mapping of student organizations, student governments, youth associations and adolescents or other types of organizations related to education is underway. This study is being carried out at national level as well as in the departments of Cochabamba and Pando to better understand national regulations that support their participation, and to describe the roles and functions that each of them has within the education system.

Based on this analysis and mapping, a strategy will be defined to strengthen such organizations, particularly the student governments (supporting their establishment in each schools and targeted education districts), and subsequently to promote their participation in the Socio-Communitarian Education Councils (CESC), within the framework of Education Law 070. Together with this process, Socio-Communitarian Education Councils will be created, strengthened and trained in the fulfilment of their roles in each school and education district. These interventions represent a milestone towards the target indicator: "per cent of Socio-Communitarian Education Councils in which boys and girls participate in the municipalities supported by UNICEF".

At the same time, the CBDE is developing a handbook and resources for a leadership course to train members of the student governments on preventing teenage pregnancies, violence and promoting gender equality (de-patriarchalization) as well as analysis of education issues. This course and this training will allow adolescents and students to participate actively in the Plurinational Education System (SEP) and have a voice in school management planning, curriculum planning, and in demanding attention to topics of their interest, including relevant and quality education. These interventions represent a milestone towards the target indicator: "per cent of student governments that include activities for transforming gender roles and for developing positive masculinity (de-patriarchalization)".

The main challenges faced in 2018 is the absence of any institutional backing for the student government. Although the Education Law 070 indicates that each school should have a student government, there is no body that supports or monitors their establishment or activities. The mapping that UNICEF initiated in 2018 will fill a major information gap.

With regards to partnerships in this result area, UNICEF coordinated with the Ministry of Education and with the Vice-Ministry for Decolonization to advance community participation. Both of these entities have laws that obligate them to support student participation in schools. UNICEF entered into a partnership with the Bolivian Campaign for the Right to Education and the following joint interventions were carried out: 1. Mapping the normative frameworks related to student participation and the various mechanisms that currently exist in schools (student governments, student brigades and student federations); 2. Developing a handbook and resources for a student leadership course on preventing teenage pregnancies, violence and promoting gender equality (de-patriarchalization) as well as analysis of education issues; 3. Community mobilization and awareness-raising to promote the right to education for all.

On a related note, UNICEF partnered with the NGO Children as Actors Transforming Society, to map adolescent participation organizations and adolescent leaders throughout the country, and to organize two dialogue sessions with municipal and departmental authorities on how to implement the national Code for Children and Adolescents regarding children and adolescent committees. In addition, a consultation with 32 adolescent and youth leaders from the nine Bolivian departments was organized to seek their perceptions and ideas regarding the results of the World Values Survey in Bolivia, the Generation Unlimited priorities, and the #ENDviolence global campaign.

D. Financial Analysis

This section combines revenue, funding gaps and expenses within the CP for which Thematic Funds have been received, for a full analysis of the resources required and available.

In the first year of implementation of the new Country Programme 2018-2022, the thematic pool 22 "Learn" have registered a total Implementation of USD 1,312,880 including Regular Resources (RR), Other Regular Resources (ORR) and Other Resources Emergency (ORE). Due to this implementation, the expense of the thematic funds (USD 498,557) represents the 51% of the total expenditure of the Other Regular Resources (USD 976,195) registered during the year.

It Is Important to notice that the programmatic implementation is registered though the optimal use of resources to achieve the Intended outcomes and Intermediate results. The matrix management of the resources has given us not only challenges to face a matrix budget results focus but also Important advances due to the Internal and external coordination to assure that the funds are being Implemented within the framework of transparency and efficiency of spending.

Below, the financial analysis as per the global thematic reporting instructions.

Please notice that the financial information detailed below is preliminary and should only be used for reference.

Table 1: Planned budget in the CP for 2018 (RR and ORR)

Thematic Sector	22 LEARN	
BOLIVIA		
Planned and Funded for the Country Programme 2018		
(In USD Dollar)		
Intermediate Results	**Funding Type[1]**	**Planned Budget[2]**
2.1. Policies, standards and M&E system for quality education (22-01 Equitable access to quality education / 22-02 Learning Outcomes)	RR	37,913
	ORR	146,475
2.2. Innovative and flexible learning modalities for adolescents (22-01 Equitable access to quality education / 22-02 Learning Outcomes)	RR	82,144
	ORR	317,363
2.3. Prevention, detection, reporting and reference of violence in the education system (22-02 Learning Outcomes)	RR	82,144
	ORR	317,363
2.4. Community engagement for the design and delivery of quality education services (22-01 Equitable access to quality education / 22-02 Learning Outcomes/ 22-03 Skills	RR	50,550
	ORR	195,300
Total Budget		**1,229,252**

[1] RR: Regular Resources, ORR: Other Resources - Regular *(add ORE: Other Resources - Emergency, if applicable)*

[2] Planned budget for ORR *(and ORE, if applicable)* does not include estimated recovery cost (only programmable amounts).

Table 2: Country-level thematic contributions to the CD in 2018:

Thematic Pool	22 LEARN		
BOLIVIA			
Thematic contribution received for thematic pool by UNICEF Bolivia in 2018			
(In USD Dollars)			
Donors	**Grant Number***	**Contribution Amount**	**Programmable Amount**
SIDA - Sweden	SC1899040030	449,735	413,757
Swedish Committee for UNICEF	SC1899040032	133,308	122,643
Total		**583,043**	**536,400**

The table below details the total allotments received during 2018 due to the thematic contributions by funding source purpose and donor.

It is important to notice that the table above does not include any budget allotment received from global or regional Thematic Funding during 2018.

Table 3: 2018 Expenditure by key results areas:

Thematic Pool	22 LEARN			
BOLIVIA				
2018 Expenditure by key results areas				
(In USD Dollars)				
		Expenditure Amount*		
Organizational Targets	**Other Resources - Emergency**	**Other Resources - Regular**	**Regular Resources**	**All Programme Accounts**
22-01 Equitable access to quality education	-	374,661	11,656	386,317
22-02 Learning outcomes	1,227	550,307	321,610	873,144
22-03 Skills development		51,226	2,192	53,418
Total	**1,227**	**976,195**	**335,458**	**1,312,880**

(*) All expense amounts are provisional and subject to change

Table 4: Expenditures of thematic contributions by results area

Thematic Pool	22 LEARN			
BOLIVIA				
2018 Expenditures of thematic contributions by results area				
(In USD Dollars)				
Organizational Targets	**Expenditure Amount***			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	0	187,060	-	187,060
22-02 Learning outcomes	0	297,109		297,109
22-03 Skills development	0	14,388		14,388
Total	**0**	**498,557**	**-**	**498,557**

(*) All expense amounts are provisional and subject to change

Table 5: Expenses by specific intervention codes

Fund Category	All Programme Accounts
Year	2018
Business Area	Bolivia - 0510
Prorated Goal Area	22 Learn
Fund Sub-Category	(Multiple Items)

Row Labels	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including ir	10,446
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning	-695
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learn	-7
22-01-05 Provision of (formal and non-formal) multiple-levels or alternative pathways of educatic	-248
22-01-06 System strengthening - inclusive education for children with disabilities	50,884
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile.	248,378
22-01-08 System strengthening - risk informed programming, includingclimate, resilience, disaster	20,487
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school gran	2,451
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	41,708
22-01-14 Education Management Information System (EMIS) (excluding learning assessment sys	8,415
22-01-99 Technical assistance - Equitable access to quality education	10,820
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	1,196
22-02-05 Provision or procurement of accessible learning materials for children with disabilities	2,968
22-02-07 Provision of early learning / pre-primary education teachertraining	2,572
22-02-11 Provision of inclusive teacher training for children with disabilities	4,267
22-02-14 System strengthening - early learning / pre-primary policy,leadership, and budget	9,479
22-02-15 System strengthening - early learning / pre-primary standards and governance	5,266
22-02-16 System strengthening - early learning / pre-primary teaching and learning environment (i	4,620
22-02-17 System strengthening - curricula and learning materials design (excluding early learning /	5,170
22-02-18 System strengthening - learning assessment systems	206,037
22-02-19 System strengthening - mother tongue / multilingual education	98,715
22-02-21 System strengthening - community participation and social accountability, e.g. school ma	58,772
22-02-24 Education humanitarian cluster/humanitarian sector coordination	15,275

Row Labels	▼	Expense
22-02-25 Education Management Information System (EMIS) (excluding learning assessment sys		2,995
22-02-26 Education sector planning including coordinating role, SDG 4, etc.		251,593
22-02-28 School Related Gender-based Violence (SRGBV)		131,437
22-03-06 System strengthening - gender equitable skills development (excluding SRGBV)		52,685
22-03-07 System strengthening - life skills (for personal empowerment, active citizenship, etc.)		1,469
22-03-10 Education Management Information System (EMIS) (excluding learning assessment sys		232
26-02-01 Situation Analysis or Update on women and children		5,531
26-02-07 Data dissemination		46
26-02-08 Programme monitoring		46,861
26-03-01 Advocacy and partnership-building for social behaviour change		3,152
26-03-04 Community engagement, participation and accountability		11,710
26-03-06 Research, monitoring and evaluation and knowledge management for C4D		78
26-06-01 Parliamentary engagement for policy advocacy		615
26-06-04 Leading advocate		14,071
27-01-06 HQ and RO technical support to multiple Goal Areas		24,073
28-07-04 Management and Operations support at CO		-40,646
Grand Total		**1,312,880**

Table 6: Planned budget for 2019

Thematic Pool	22 LEARN			
BOLIVIA				
2019 Planned budget and available results				
(In USD Dollars)				
Intermediate Result	**Funding Type**	**Planned Budget [1]**	**Funded Budget [1]**	**Shortfall [2]**
2.1. Policies, standards and M&E system for quality education (22-01 Equitable access to quality education / 22-02 Learning Outcomes)	RR	37,913	35,156	(2,757)
	ORR	109,856	793,190	-
2.2. Innovative and flexible learning modalities for adolescents (22-01 Equitable access to quality education / 22-02 Learning Outcomes)	RR	82,144	76,171	(5,973)
	ORR	238,022	269,314	-
2.3. Prevention, detection, reporting and reference of violence in the education system (22-02 Learning Outcomes)	RR	82,144	76,171	(5,973)
	ORR	238,022	151,348	(86,674)
2.4. Community engagement for the design and delivery of quality education services (22-01 Equitable access to quality education / 22-02 Learning Outcomes/ 22-03 Skills development)	RR	50,550	46,874	(3,676)
	ORR	146,475	7,206	(139,269)
Sub-total Regular Resources		**252,751**	**234,371**	**(18,380)**
Sub-total Other Resources - Regular		**732,375**	**1,221,058**	**(225,943)**
Total for 2019		**985,126**	**1,455,429**	**(244,323)**

E. Future Work Plan

Looking at the future, more challenging times might be lying ahead linked to recent low energy prices which impact particularly public funding at department and municipal levels, due to their high dependency on direct tax on hydrocarbons. In 2019, the general elections will have a predominant influence in the trend of affairs, in the midst of growing political polarization, changing economic trends, political shifts in the region, and the rise of regional conservative religious movements, to mention a few.

Our Education program will continue to focus on its four key result areas, in line with the UNICEF Strategic Plan Outcome Area 2 results and SDG4: policy dialogue, with a focus on measuring and improving learning outcomes; access to culturally relevant education and to alternative education modalities for vulnerable adolescents; preventing violence in and through school; and community and student participation. In the area of measuring and improving learning outcomes, Bolivia will take part at the end of 2019 in the regional learning assessment led by the Latin American Laboratory on Quality Education. This may open up space for UNICEF to strengthen its technical assistance for policy reform based on the learning assessment results. In addition, 2019 has been branded by the UN globally as the International Year of Indigenous Languages, and Bolivia is planning a series of celebrations and technical events. UNICEF will support the organization of a regional symposium on inter-cultural and bilingual education. With regards to alternative education modalities, preventing VAC in schools and strengthening student governments, the program will accelerate results for children with the launch of several institutional programmes led by the MoE. UNICEF's support to the dissemination of these programmes and facilitation of inter-institutional coordination will be key to bringing about concrete results for children. In addition, UNICEF will consolidate its programming around adolescent protection and health - focusing on preventing teenage pregnancies HIV and violence through the Education System; addressing menstrual hygiene management and adolescent nutrition issues; and exploring new themes such as adolescent mental health.

The Education program will also strengthen its work in two areas that will require attention in the coming year and beyond, thereby directly contributing to the SP Outcome Area 2 result on skills development and the Generation Unlimited partnership (pillar 2). First, we will respond to the government's request to support a better articulation between education and employability and will initiate interventions in the area of vocational and career guidance and counselling on the one hand, and in the area of "soft" skills on the other. We also have plans to engage private companies with regards to youth labor insertion as part of the corporate social responsibility programs. Second, we will be looking to foster public-private partnerships to strengthen access and quality of education through ICT, including building digital skills of adolescents and youth, including for the most vulnerable, such as adolescents living in institutions and in conflict with the law.

Should the programme incur funding shortfalls or benefit from insufficient flexible resources, the achievement of planned targets will be extremely challenging. However, UNICEF would conduct a prioritization exercise to ensure that key results for children are identified and worked towards, while carrying out aggressive resource mobilization efforts to overcome the situation.

F. Expression of Thanks

UNICEF Bolivia could not appreciate more the generous support by and the strategic partnership with the Government of Sweden to our country programme for the period 2018-2022. With such a contribution comes a responsibility for UNICEF to make sure that the solidarity of the Swedish people is matched by results in the lives of children, especially the most vulnerable.

G. Annex: Human Interest Storie (included)

UNICEF school backpacks raised the self-esteem of the boys and girls who were victims of the floods in Candelaria, Guanay

By Juan Carlos Palacios

The grandparents and siblings from Mayté Villanueva stand on their family house that was destroyed by the flooding last February 2018.

"When we got the backpacks from UNICEF, we were very happy because I could take all my school supplies to school," says Mayté Vásquez Lipa, a 12-year-old from the Leco community, Candelaria, which is in the Guanay Municipality. In February, severe floods ravaged Candelaria, destroying the homes of 32 families. School was canceled, and all the school supplies were lost. This affected the self-esteem of the children especially.

The children had to take refuge in their homes. We saw that were sad, downcast. There were families who had lost everything, but the backpacks provided by UNICEF have been of great help. They were just the thing, especially for raising the children's morale. They raised the children's spirits and helped them to begin to get over the psychological effects," indicated the President of Candelaria, Grover Piloy, in discussing the rains and flooding which began in January.

The provision of backpacks to 200 children and adolescents helped to ensure their right to education in that sector of the Yungas of La Paz. The backpacks were taken to the area by the Ministry of Education, the state institution with which UNICEF coordinated for the provision of the backpacks to the children and adolescents of a community that suffered two floods over the space of just three months – the first on Christmas Day, 2017 and the next, and worse, on February 22 of

this year. About the latter, Piloy indicated that disasters of such great magnitude generally occur every 10 to 15 years.

"At least 312 persons were affected, 32 houses were destroyed. That represents families who lost their property, their essential belongings," he explained.

The president of the community confirmed that the river swept away the desks and tables, leaving only mud. After that, school was suspended and some of the classrooms were used as shelters.

"I was scared." "I cried."

Mayte with her school bag donated by UNICEF.

Mayté remembered that as the water rose, they didn't have time to collect anything from their home. "We couldn't even save the sugar. I helped my grandfather take what he could to a higher place. He took tomatoes, cumin and cans of tuna fish. I was scared," she remembers. She adds that the next day it was impossible to go to school because the school was full of mud.

Another girl, Scarlet Luna Villanueva, who is ten years old, says that she heard something falling. She went outside and saw how the houses were being destroyed. The same thing happened to her grandmother's home, and she began to help her. "I ran. The things were falling. I helped her to take things out in jute bags: pots, rice, vegetables. We went up there," she says, pointing to a higher spot in the community. "I was very scared. Everything was covered in mud the next morning. I cried with my grandfather."

Finally, Lissette Marisa Delgado told us that she was very scared because of the sudden rise of the water. "The flood took all my things from one day to the next. The water reached up to here. We were all watching," she told us. "You couldn't get by, not even with a car. And from the next day, we didn't have school. We didn't have school for a week," she added.

Piloy tells us that the children lived in fear of another flood and that you could see that in their attitudes. "They didn't smile," he said. "We got help from those who were not affected to prepare shared meals, for the children and their families. Even now, there are no roofs for some families who are still living in the homes of other families. They are not at ease because, since they are living in someone else's home, they are not as free. They cannot play, run, laugh," he added.