

planning and implementation processes; to engage in inter-sectoral planning for the maximization of resources

- **Inclusive education for all children** irrespective of their type of vulnerability. The aim is to promote Child Friendly School approach and cater to the supply and demand inherent in mainstreaming children with any type of special needs and particularly those with disabilities in an enabling environment for employability and lifelong learning.
- **Transitioning from home school: from primary to lower education or alternative education programmes.**
- **Guidance and counselling**
- **Health, Nutrition and Family Life Education** including safe, protective home, school, community environments and life skills education ; prevention of teen pregnancy; sexual and reproductive health services for adolescent boys and girls; nutrition in pregnancy; prevention of STIs and HIV;
- **Parenting** throughout the life cycle.

With these thematic areas, it is hoped that this type of intervention will decrease drop- out rates and engender active participation, successful completion and prepare children with good education and skills to further develop their great potentials.

UNICEF's Comparative Advantage

UNICEF's rights based and equity agenda and its emphasis on monitoring for results across all programmatic areas offer a comparative advantage above other agencies. Its ability to structure monitoring guidance against global and regional standards will be critical in helping the governments to track progress against agreed global commitments. For example, in ECD in Guyana, UNICEF's emphasis on correct interpretation and accurate tracking of developmental milestones against early learning development standards globally and across sectors – health, education and child protection will identify bottlenecks, at –risk and successes. It will highlight inequities and likely solutions. It will help to identify strategic combination of interventions at the right time. The cross cutting nature of the Country Programme allows for varied and integrated evidence generation and the use of better administrative data to inform the formation/revision of policy and contribute to the eradication of child poverty.

UNICEF track record as a trusted and 'on the ground' partner by the Governments of both Guyana and Suriname and its excellent partnerships with development partners at international, national and sub-national levels including NGOs and Faith-Based Organizations (FBOs) add to its comparative advantage . For example, UNICEF's technical support in child friendly schooling earned a sustained partnership with the World Bank and IADB, the two Agencies which offer formal training of teachers and establishment/refurbishment of schools respectively to the Government while UNICEF has much scope to conduct pilots, strengthening capacity, and influence policy. UNICEF in both countries acts as an important convener of partners. It will keep doing so as cross- sectoral cooperation in both ECD and education sectors is still a considerable bottleneck which should be jointly analysed and addressed.

Theory of Change

Education is a human right and a wise investment, providing economic, health and societal benefits to the country, its communities and citizens. Denying children the right to quality education beginning at early childhood, has far reaching impacts on the rights and opportunities of future generations to survive, thrive and fulfil their potential.

The theory of change (ToC) for Life Long Learning in UNICEF Guyana and Suriname starts at the impact level, with the understanding that *If* every child's right - especially the most disadvantaged -, to quality education in protective environments is realized **then**, all boys and girls will access learning suited to their

abilities, circumstances and cultural practices, participate fully in learning and increase their performance levels. The ToC therefore sets out to create the environment for developing and implementing a systematic approach to address the major bottlenecks identified in the system namely ineffective implementation of existing policies/frameworks; weak inter-sectoral governance and coordination and quality assurance in all learning and development settings; uneven budgetary allocations across the education and health continuum; inequity in access and quality of quality services?; social cultural practices/ beliefs and norms that conspire against good parenting and child rearing practices.

Outcome: Improved education and developmental outcomes and equitable and inclusive learning environments across the life cycle for the most disadvantaged boys, girls and adolescents by 2021 including in emergencies.

To accomplish this, UNICEF will focus on delivering results in three programme output areas:

- Equitable and inclusive early childhood services especially for the most vulnerable girls and boys;
- Promotion of positive learning and inclusive environment for all children and adolescents;
- Strengthening institutional for planning, monitoring including disaster risk reduction.

Achieving these outputs will be critical steps towards achieving the outcome.

The theory of change is based on the belief that **since** basic structures are in place **and if** development and learning strategies are designed to utilise as far as possible the best education and health practices of the Guyana and Suriname Governments so as to build on what exists, **then** ownership and sustainability can be guaranteed.

If new strategies are implemented systematically across the life cycle beginning with early childhood, **then** the desired results are highly possible over a five year period. To contribute to this Outcome, the focus will be on delivering results in three programme output areas and strengthening inter sectoral cooperation.

Assumptions, risks and mitigation measures

UNICEF will focus on three outputs which will contributing to the overall outcome. However, it is important to acknowledge that there are series of assumptions and risks in achieving the outcome, largely go beyond UNICEF's control.

The main assumptions behind the three outputs contributing to the outcome, the key associated risks and the key related mitigation measures are:

- Evidence based approaches make a difference in the realization of children's rights. Good succession plans adopted. It is here assumed that the policy proposals will be based on strong evidence and fully implemented.
 - Key risks: Slow government bureaucracy impedes implementation. Thematic policies not implemented. Weak sector strategies impede successful implementation. Lack of data on equity/unwillingness to share by government.
 - Key mitigation measures: Support to improve institutional capacity on programme management. Support to improve the education administrative data collection system. Generate evidence for improvement of education effectiveness and advocate to maintain the existing commitments and priorities at the appropriate time. Strengthen inter-sectoral cooperation.

- Budgets of all relevant ECD Ministries rationalized to increase support for ECD and basic education. The availability of adequate finance and in a timely manner, to support each country's contributions to the achievement of these result, is important. This should be thought out and prioritised from the start. Governments should be supported to make the necessary and sufficient allocations and to play a leading role in the mobilisation of resources if necessary.
 - Key risks: Economic crisis may reduce the countries' capacity in financial investment in children that limits the scope for resource mobilization.
 - Key mitigation measures: Continue advocate to the governments on the importance of investing in children. Support the government to improve investment effectiveness.

- Consensus on importance of partnership continues. In the proposed strategies it is assumed that effective local coordination can harmonize partner support to governments and that information systems across Ministries are established, improved and will contribute to decision making
 - Key risks: Independent education system and lack of interests in cross-sectoral partnership. Reluctance to share data; limited systems and capacity for costing and budgeting and low demand for/use of disaggregated data for decision making
 - Key mitigation measures: Advocate and strengthen the capacity of education ministries on developing integrated education development strategies and support Health in All Policy (Suriname) and other inter-sectoral initiatives.

The Country Office will build on the successes and lessons learned over the recent cycle namely: (1) ***the convergence approach*** resulted in the maximization of human and financial resources across programmes namely health, education and child protection; effective inter-sectoral planning and implementation. In both cases, the pilot programmes addressed inclusivity and equity issues for secondary school children in dormitory schools in the hinterland of Guyana and ECD in Maternal health targeting the indigenous populations. (2) ***Systematic coaching and monitoring interventions*** for sub regional management levels with linkages to national plans and monitoring systems. Furthermore, the development of SitANs in both countries in 2016 together with UN General Comments on the CRC and CEDAW will be advantageous used to match the vibrancy, forward thinking and political will of the newly installed Governments in Guyana and Suriname. These examples, together with Government's embrace of and trust in UNICEF's technical support are the pillars for numerous opportunities to gain results for children in Guyana and Suriname.

Output 1 - Early Childhood Development: Strengthened capacity and frameworks for increased access to quality, equitable and holistic early childhood development for girls and boys (ages 0-8) and their families by 2021, including in emergencies

Rational for Focusing on this output

The best start for children begins with universal access to quality ECD environments. However, multiple bottlenecks have caused the gaps of development in the early childhood period. The data in both countries are alarming, and a good ECD system can prevent and limit further protection, education and health challenges. Hence this is considered a key inter-sectoral focus of this programme.

Access to adequate services. Insufficient ECD facilities and services - especially for the 0 to 3 age group - with limited human resources, inadequate knowledge and capacity to provide quality ECD services, and lack of intersectoral cooperation are some key bottlenecks. In the two countries, there is an insufficient public provision of ECD, and majority of nursery schools and day care centres are privately run.

Additionally, there is less provisioning for the 0-2 year age group as opposed to the pre-school years. Schools and early childhood care and educational environments are not fully inclusive, accessible and welcoming for all, especially for children with disabilities, children with actual or perceived different sexual orientation, those with learning challenges including language barriers, those from Amazon indigenous and maroon group with limited ECD services available in their nearby communities. Main challenges pertain the areas of lacking of comprehensive regulatory and supervisory systems for ECD and pre-schooling services, quality of ECD and pre-schooling personnel training (including inclusive and child-centered pedagogical content). Additionally personnel for ECD and pre-schooling is scarce and inadequately prepared. There is also a need to focus on systematic preparation and participation of families, quality and accessibility of ECD and pre-schooling infrastructure, and, extent ensuring adequate transitions from home to Early learning and School readiness services and to primary school, among others. With the recent outbreak of Zika virus, it has been further identified that lack of capacity of service providers in early detection of children with disabilities, proper growth monitoring and social and psychological support to those children and families with special needs are critically needed.

Social-cultural practices and believes/social norms. Lack of knowledge, inadequate attitude and inappropriate practices of care givers, communities and societies on early childhood care create gaps in demanding the ECD service. Some bottlenecks include limited understanding of the importance of quality ECD across sectors and among caregivers; improper parenting knowledges, skills and practices that pay little attention to good nutritional, early stimulation and hygiene practices and which encourage and condone punitive disciplinary practices, for instance, in Guyana, 69.7 per cent of children age 1 – 14 years experienced psychological aggression or physical punishment⁷.

Enabling environment which links to inter-sectoral coordination of and budget allocation to ECD programmes that are spread across different ministries is not in place. There are limited data and analysis on public financing for ECD and the situation of ECD in particular for children with disabilities and special needs. Data is neither analysed nor used to support policy and programme development. These bottlenecks combine to stifle access to and demand for quality ECD programming in both countries.

In response to these challenges, the ECD programme, will support the development of integrated ECD policies and strategies for enhancing access to quality culturally appropriate services. It will enhance governments' capacities to give the birth to three age group (with emphasis on the first 1,000 days of life), the best start in life and the right start to school. Emphasis on ECD inter-sectoral coordination, management of data, research and analysis, parent education will support the scaling up of systematic ECD approaches and effectively monitor the developmental progress of boys and girls.

Key strategies and areas of work in this output

UNICEF **Guyana** has developed good experience in ECD through involving most relevant sectors in the current programme cycle and therefore in Guyana ,UNICEF will contribute to strengthen countries' capacity in enhancing access to early childhood development services. Emphasis will be placed in complementing and scaling-up existing local models.. The programme will also ensure a focus on early detection of disabilities, and provide families with necessary services and support.

. **Suriname** is at a nascent stage of ECD programming but, with the IaDB's support, the Suriname Office will focus on integrated coordination mechanism in the country. Emphasis will be placed in

⁷ Ibid

complementing and scaling-up existing local models and learn from each other through South-South Cooperation. In both countries, the programme will maximise on **advocacy, technical support** to government, other partners involved in developing integrated ECD policies and standards, and **leveraging of resources**. UNICEF will adopt an **evidence-based programming by demonstrating models' effectiveness** and advocating for inclusion. In Guyana, the focus will be to build capacity to establish and apply quality standards consistent with child-centred and child-friendly education for ECD, provide ECD leaders to effectively lead to plan and systematically monitor national and subnational programmes, and provide knowledge information to caregivers and service providers to improve knowledge, attitude and behaviours on ECD through development of ECD **Communication for Development** strategy.

Key areas of work in this output area will include:

- In both countries, advocate and support the development of integrated ECD policies and standard.
- In both countries, develop partnership with development partners and private sectors on Cooperative Social Responsibilities in ECD areas and resource mobilization
- In Suriname, focus on child survival matters
- In Guyana, provide technical support to build institutional capacity building for ECD on coordination, planning, implementation, registration, licencing, monitoring and evaluation/reporting
- Provide technical support and global expertise on capacity building for quality health and stimulation, ELDS and developmental milestones
- In Guyana, support community based pilot initiatives based on existing experience and advocate for scale up. Support to increase public sensitivity and knowledge, attitude and behaviour change for caregivers and service providers.
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Output 2 – Positive learning and inclusive education: *Strengthened national capacities to deliver, equitable, quality and relevant primary and secondary education, including in emergencies, for all children and adolescent with specific focus on transitioning strategies and protective environments*

Rational for Focusing on this output

Multiple bottlenecks account for the inequity and lack of quality in primary and secondary education: outdated curriculum; limited programmes for inclusive education; unqualified teachers especially at the secondary level; and language barriers to the indigenous and Maroon's children who must adapt to learning in the national languages.

Access to adequate services. The education systems in Guyana and Suriname are challenged to assure quality learning experiences facilitated by strong leaderships and well-trained caregivers and teachers who utilize child-centred teaching methods and foster strong child and parental involvement. The rigid examination systems gives little room to heuristic learning, talent development and, specifically, does not effectively address the gender differentials. A mis-match of curricula to children's interests and aptitudes; gaps in services and programmes for children with disabilities and appropriate spaces for adolescents' informal learning and interaction; rugged terrain and high transportation costs in Guyana and difficulties in reaching secondary schools in Suriname severely impact attendance, active participation and successful completion especially among the most disadvantaged children⁸. In Guyana, inflexible term schedules

⁸ Adapted from Guyana and Suriname SitAn 2016

offer no opportunity to children who miss large portions of learning due to harvesting activities on family farms. Indigenous children in the hinterland who are away from school due to weeks of flooding must fit into schedules for end of term and national assessments conducted at Grades 4, 6 and 9. These assessments, conducted in English or Dutch only, put the indigenous children at the greatest disadvantage when their mother tongue is not considered and where the teachers are un- or underqualified and do not know the mother tongue. This gap in responding to cultural and language diversity is also evident in Suriname where the mother tongue is different from the language of instruction.

Pupils' support units whose mandate dictate that they cater to the needs of students with learning and social and behavioural challenges are constrained by limited competencies to cope with the new social issues and trauma children face during the tumultuous adolescent phase. This is compounded by insufficient parental guidance, poor coping skills and other protective factors combined. Some children fall into the trap of juvenile delinquency and are further threatened by the limited considerations to provide relevant curricula for continued learning including for children in contact with the law.

Sectoral and bottleneck analyses have shown that ineffective implementation of existing and lack of thematic policies impede children's participation and progress. The children most affected by such deficiencies are the pregnant girls and teen mothers, children affected by alcohol and substance abuse, behaviour management and natural disasters who, often times, have limited or no opportunity to continue schooling.

Under-performance of the school system in the two countries is partially attributed to poor quality of leadership among school and education managers. There are no systems in place for training in school leadership; no set of standards for education leaders and managers for appraisal; and, no comprehensive strategy for determining and improving quality/effective school leaders through continuous professional development programmes. Equally, there does not seem to be clear guidelines for the induction and appointment of teachers and education leaders at various levels.

Parents-Teachers' Associations are not effective and in most cases, meetings are attended by women. The absence of men is a major contributor to the under-performance of boys.

Social-cultural practices and believes/social norms. High poverty levels and the attractiveness of financial gains from especially the extractive industries lure boys away from school and cause young girls to fall prey to the guile of unscrupulous employers and other adults and subjected to the horrors of trafficking in persons. Currently teen pregnancy and suicide rates are high. Children with disabilities normally are hidden at home and discriminated. Parents are lack of knowledge and practical measures to take their education responsibilities and address children with learning difficulties and behaviour problems and in Suriname, those children and adolescents are intended to be sent to institutional care.

Key strategies and areas of work in this output

To support access to inclusive quality primary and secondary education, the programme will address data gaps and identify invisible and excluded children. It will promote access and inter-cultural education in conformity with cultural beliefs and traditions; bilingual education for children belonging to the indigenous and maroon communities, support actual inclusion of children with disabilities; and strengthen capacities of teachers and other professionals on inclusive and inter-cultural education, social cohesion and equity; and reduction of drop-outs. UNICEF will also foster a dialogue among key stakeholders on the

quality of education with a particular focus on assessment of learning outcomes and equity gaps and way for improvement

The programme will provide guidelines and tools and assist in implementing standards and holistic support strategies to achieve children and adolescents' education, learning and development outcomes Institutional **capacity building** on application of child- and adolescents-centred pedagogy in schools. Capacity building for key stakeholders to support families and primary caregivers in strengthening their parenting competencies in providing nurturing responsive learning environments will be undertaken. Capacity building in Education in emergencies and DRR will be implemented to ensure effective response and continuation of education and early childhood services during emergencies. **Advocacy** and policy dialogue at different levels will be strengthened to secure commitment to improve inter-sectoral policies, coordinating mechanisms and sustainable financing for learning and development programmes. Advocacy and **C4D strategies** to address key barriers bottlenecks, specifically those relating to the social and cultural norms, including on corporal punishment and gender-related discrimination towards education will be a key strategy. Finally, specific attention will be given to **gender issues** in order to respond to the widening achievement difference between boys and girls and the regional trend that boys are at higher risk of dropping out of the basic education cycle.

Key areas of work in this output area will include:

Both countries, will:

- a) Support the Institutionalisation of child Friendly Schools Framework and development/enforcement of national Child Friendly School standards.
- b) , develop and implement parenting education and strengthening the support systems
- c) support children in transitioning across grades, levels and types of schools through overcoming learning barriers and Life Skills Education/ HFLE
- d) Guyana will support systems strengthening and national programming to address equity/disparities for all children in the school system
- e) In Guyana, will develop institutional capacity for holistic comprehensive programme for children with disabilities. Curriculum development/adaptation for the deaf and the blind and the establishment and application quality standards consistent with child centered and child and adolescent friendly education
 - In Guyana, support to well-functioning learning national assessments and responsive mechanisms at primary and secondary levels

Output 3 - Education Systems Planning: *Increased institutional capacity for inclusive quality education through improved planning, monitoring and DRR efforts*

Rational for Focusing on this output

The insufficient institutional capacity on development of education sectoral policies, plans, budget and monitoring and evaluation system is one of the key bottlenecks for a sustainable inclusive education system in both Guyana and Suriname.

Enabling environment. The legislation and policy bottlenecks are multifaceted. First, in both countries, the standards and regulations are slow to be fully enacted. The Suriname's new Education law was drafted over 5 years ago but still yet to be approved. Lack of or failure to gazette standards and regulations impede quality assurance. Secondly, when enacted, there is ineffective implementation of some of these

policies, sometimes due to a lack financial resources or lack of political will. Although education budget shares great proportion in the government annual budget plan, most of the funds go for recurrent cost and very few for implementation of policy programmes. Uneven budgetary allocations across the education and health continuum, with personnel costs frequently higher than learning/pedagogical /stimulation related inputs negatively impact learning outputs. This fact contributes to the direct and hidden education costs for parents such as transportation, none core subject books. Thirdly, most Education Acts are explicit in their recognition of corporal punishment – they legalize and facilitate it. In Guyana, the Education Act legalizes and facilitates corporal punishment, giving the power to the head teacher only, to administer same though frequently it is administered by classrooms teachers in cases that may not warrant it or are not specified in Education Act. Finally, there is lack of specific sectoral thematic policies, e.g. bilingual education, re-entry policy for ex-pregnant teens, alcohol and substance abuse, and children in conflict with laws, Disaster and Risk Reduction, etc. Equity in access and quality are compromised by inadequate collection and use of data to support decision making; lack of information of services available and their importance to children’s learning and development and facilities that are not fully inclusive and welcoming for all especially for children with disabilities and those with learning challenges.

Key strategies and areas of work in this output

UNICEF will promote and support the capacity building on generation of knowledge grounded in existing evidence and best practices. This will aim at supporting the design and implementation of appropriate lifelong learning policies and implementation strategies; analysis and mapping of policies, services and monitoring frameworks (including gaps) in lifelong learning and transitioning; evaluate the policy implementation of delivery of existing services for inclusion and equity in line with the best practices and where applicable, propose alternative models, and assess the impact of relevant and sustained budget allocation towards implementation of appropriate lifelong learning and developmental policies and strategies. Where applicable, documenting modelling for evidence / Innovation: a). of programmes that enhance gender participation and learning achievement across the life cycle; b). small-scale community based interventions considering capacity and sustainable funding that could be replicable nationally.

UNICEF will support the capacity building of education counterparts to apply quality standards consistent with child-centred and child- friendly education across the education continuum and beginning in early learning and development; for education and health leaders to effectively lead, plan and systematically monitor national and subnational programmes Institutional capacity building on application of child- and adolescents-centred pedagogy in schools and school welfare programmes, and education in emergencies and DRR to ensure effective response and continuation of education and early childhood services during emergencies. Capacity building on education planning, budgeting, monitoring and evaluation will be supported.

UNICEF will support advocacy and policy dialogue at different levels to secure commitment to improve inter-sectoral policies, coordinating mechanisms and sustainable financing for learning and development programmes.

The component will have a strong emphasis on integrating climate change in education, through advocacy with policy makers, integration into existing curricula and education programme, particularly in secondary education, development capacity of teaching staff and staff of organizations involved in formulation and implementation of non-formal education programmes. This will strengthen children and adolescents’ resilience and knowledge to climate change, and their potential impact on reducing

climate change. This will aim also at developing pupils' capacity to be agents for change, including having solid skills to obtain green jobs, and creating innovative ways to reduce climate change.

Key areas of work in this output area will include:

Both countries, will:

- - a) provide technical support in building capacity and conducting education research /evaluations to generate evidence for policy discussion and programme planning.
 - b) Provide technical support to develop policy and strategy development including thematic education policies on ECD, inclusive education and DRR in education, etc
- Guyana will
 - a) \support to establish / strengthen ECD monitoring and tracking systems across sectors – ELDS and developmental milestones
 - b) Develop education policy/sector plan that includes , multilingual education to allow children to learn in mother tongue in early years – policy environment, alignment, resource allocation community engagement

Key assumptions, risks and mitigation measures for education outputs

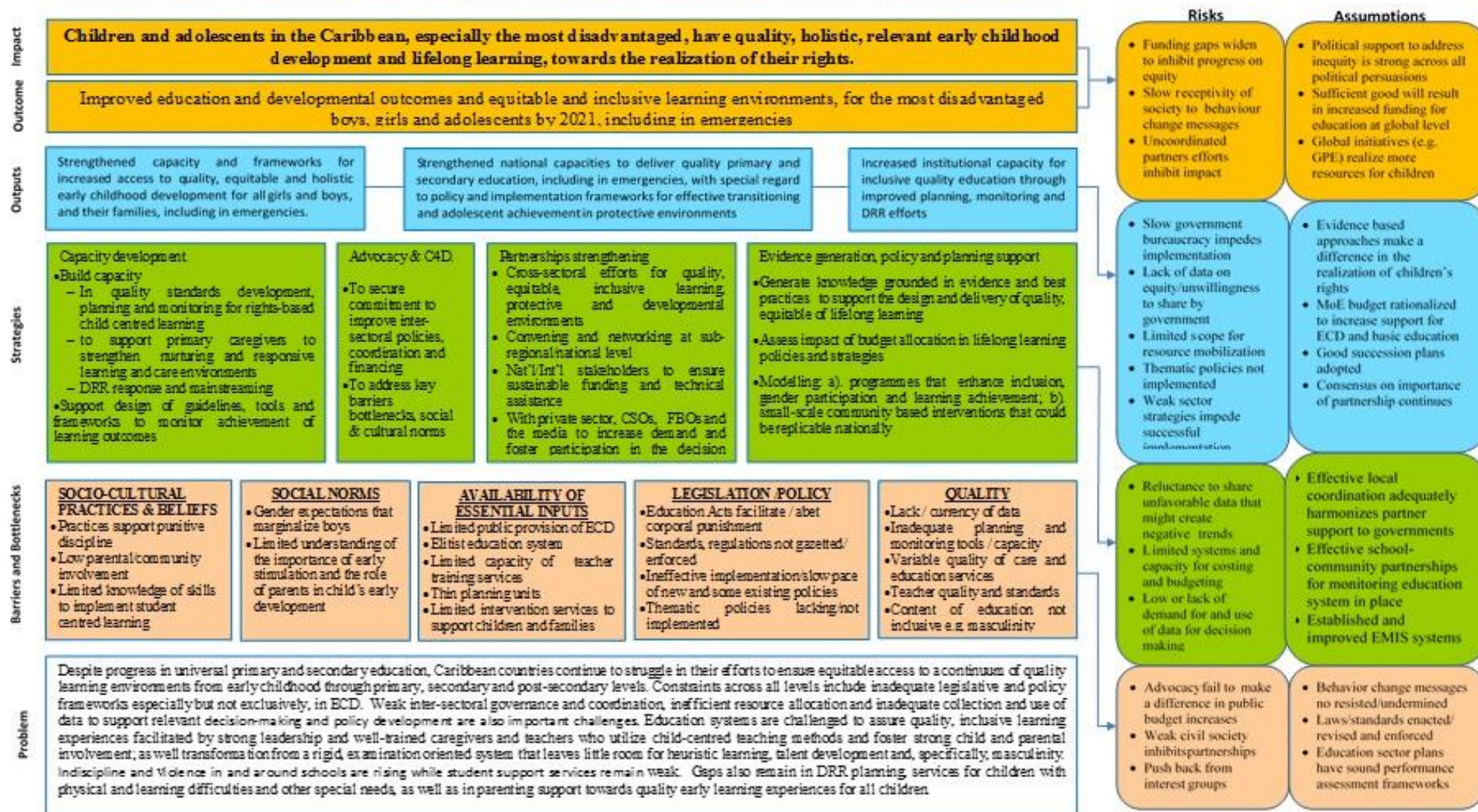
In order to achieve the education programme results, it is assumed that effective local coordination adequately harmonizes partner support to governments. Effective school-community partnerships for monitoring education system should be in place, and a good EMIS systems are established and improved, possibly with the support of other development partners, such as WB and IaDB.

The key risks may include: reluctance to share unfavourable data that might create negative trends, limited systems and capacity for costing and budgeting and low or lack of demand for and use of data for decision making.

In mitigation of the risks, UNICEF will work closely with the education ministries and other development partners to ensure the key assumptions and risks are addressed by either UNICEF or other partners including the government themselves.

Figure 1: Theory of Change – Lifelong learning Programme

Caribbean Multi-Country Sustainable Development Framework (MCSDF) Lifelong Learning Theory of Change



[REDACTED]

[REDACTED]

Note for the Record

Subject: **Environmental Impact Assessment (EIA)**

As part of the development of the [REDACTED] and in accordance with recommended practice, the UNICEF Country Office [REDACTED] has undertaken an initial screening of all proposed activities within each draft programme component to assess their potential impact on the environment.

The Country Office applied the recommended assessment methodology as described in the PPP Manual, Chapter 6, Section 3 (the Manual's 2011 version), namely Checklist 1 "Initial Screening". The completed checklist attached to this note reflects that the Country Office considers that the programme components contemplated in the draft Country Programme Document, submitted to the UNICEF [REDACTED], should have no impact on the environment.

Sincerely,

[REDACTED]

Attachment 1 – Checklist 1 "*Initial Screening*"

[REDACTED]

Checklist 1- Initial Screening

Does the proposed programme or project contain activities that fall under one or more of the following categories? If the answer is **NO**, and EIA is not required, and the process is complete

- Extraction of water (e.g., groundwater, surface water, and rain water) NO
- Disposal of solid or liquid wastes (e.g., human faeces, animal wastes, used supplies from a health centre or health campaign) NO
- Use of chemical (e.g., pesticides, insecticides, paint and water disinfectant) NO
- Use of energy (e.g., coal, gas, oil, wood and hydro, solar or wind power) NO
- Exploitation of natural resources (e.g., trees, plants, minerals, rocks, soil) NO
- Construction work above household level (e.g., hospital or school) NO
- Changing land use (deforestation, forestation, and developing industrial housing or recreational centres) NO
- Agricultural production (e.g., growing crops, fish farming) NO
- Industrial production (e.g., small scale town/village workshops) NO

