

BOLIVIA

EDUCATION AND ADOLESCENTS



Bilingual nests ©UNICEF Bolivia/2016/Paz Soldán

Thematic Report

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Prepared by:
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LIST OF ACRONYMS

AECID	Agencia Española de Cooperación Internacional para el Desarrollo (Spanish International Cooperation for Development Agency)
CEA	Consejo Educativo Aymara (Aymara Education Council)
CENAQ	Consejo Educativo de la Nación Quechua (Education Council for the Quechua Nation)
CEPOG	Consejo Educativo del Pueblo Originario Guaraní (Guaraní Indigenous People's Education Council)
CESC	Consejo Educativo Social Comunitario (Local Community Education Council)
CEPO	Consejo Educativo de los Pueblos Originarios (Indigenous Peoples' Education Council)
DDE	Dirección Departamental de Educación (Departmental Education Directorate)
DIGES	Dirección de Gestión Social (Social Management Office)
ECD	Early Childhood Development
EIBAMAZ	Programa de Educación Intercultural Bilingüe para la Amazonía (Intercultural Bilingual Education Programme for the Amazon Region)
EIIP	Educación Intracultural, Intercultural y Plurilingüe (Intracultural, Intercultural and Plurilingual Education)
EMIS	Sistema de Información sobre la Administración de la Educación (Education Management Information System)
FAUTAPO	Fundación Educación para el Desarrollo (Education for Development Foundation)
GAD	Gobierno Autónomo Departamental (Autonomous Departmental Government)
GAM	Gobierno Autónomo Municipal (Autonomous Municipal Government)
IDB	Inter-American Development Bank
IDH	Impuesto Directo a los Hidrocarburos (Direct Tax on Hydrocarbons)
ILC	Instituto de Lengua y Cultura (Language and Culture Institute)
IPELC	Instituto Plurinacional de Estudio de Lenguas y Culturas (Plurinational Institute for the Study of Languages and Cultures)
LLECE	Laboratorio Latinoamericano de Evaluación de Calidad de Educación (Latin American Laboratory for Assessment of the Quality of Education)
MESCP	Modelo Educativo Sociocomunitario Productivo (Social, Community and Productive Education Model)
MICS	Multiple Indicator Cluster Surveys
MINEDU	Ministerio de Educación (Ministry of Education)
MINSALUD	Ministerio de Salud (Ministry of Health)
MMCH	Mancomunidad de Municipios del Chaco Chuquisaqueño (Chaco Chuquisaqueño Association of Municipalities)
NPIOS	Naciones y Pueblos Indígenas Originarios (Indigenous Peoples and First Nations)
OEI	Organización de Estados Iberoamericanos para la Educación, la Ciencia y la Cultura (Organization of Ibero-American States for Education, Science and Culture)
OPCE	Observatorio Plurinacional de la Calidad Educativa (Plurinational Observatory on the Quality of Education)
PAPI	Programa de Atención a la Primera Infancia (Early Childhood Services Programme)

PDES	Plan de Desarrollo Económico y Social (Economic and Social Development Plan)
PROFOCOM	Programa de Formación Complementaria para maestras y maestros en ejercicio (In-Service Complementary Training Programme for Teachers)
PSP	Proyectos Socio Productivos (Social-Productive Projects)
SEDEGES	Servicio Departamental de Gestión Social (Departmental Social Management Service)
SEE	Simulations for Equity in Education
SEP	Sistema Educacional Plurinacional (Plurinational Education System)
SPED Centres	Special Education Centres
SPIE	Sistema de Planificación Integral del Estado (Integrated State Planning System)
UDIT	Unidad de Desarrollo Infantil Temprano (Early Childhood Development Unit)

1. EXECUTIVE SUMMARY

The education sector in Bolivia is continuing to expand coverage, achieving almost universal enrolment in primary education (97%), although with significant disparities in the coverage of initial education (63%) and secondary education (72.15%). Bolivia recently became a member of the Latin American Laboratory for Assessment of the Quality of Education (LLECE), and the issue of quality and assessment of learning outcomes has therefore become more relevant, together with the need to strengthen this area of public administration.

This year, UNICEF has contributed to the implementation of the most important education policies, such as the Social, Community and Productive Education Model (MESCP) and the policies on intra-, intercultural and plurilingual education. It has also helped to strengthen the mechanisms for community participation in education and the country's efforts to introduce initial non-school education in the family and community. In his speech at the global evaluation and analysis meeting on the 2030 Agenda and the SDGs, Education Minister Roberto Aguilar presented three of Bolivia's policies: indigenous education, the regionalized curriculum and modular secondary education (all three initiatives are being supported by UNICEF). After his report, the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Irina Bokova, highlighted Bolivia's initiatives as progress towards the goal of education for all.

One of the major emerging problems in Bolivia's education sector is violence against children, which takes the form of corporal punishment, humiliating treatment, peer violence and sexual abuse. Although there are child protection laws in place, their implementation is slow. In addition, there is little systematized information about early childhood care, the quality of services and the effectiveness of policies. Families do not have enough information about the importance of a child's early years and how they can support their children's development. There is a common belief that learning begins when a child goes to school, not in early childhood, and play is seen as a waste of time.

In 2016 UNICEF made a decisive contribution to the operationalization and implementation of the Education Law, particularly the policies on intra-, intercultural and plurilingual education, and initial school and non-school education in the family and community, focusing on indigenous peoples (with demonstration experiences that are currently being scaled up). The main achievements are as follows:

- a. Implementation of the Social, Community and Productive Education Model (MESCP) in 422 schools in eight pilot districts, covering five indigenous peoples (Aymara, Quechua, Guaraní, Yaminahua and Machineri), 53,780 children and 2,861 teachers. This has led to good practices and tools being developed, and these are now being rolled out by the Ministry of Education (MINEDU).
- b. Expansion of the "bilingual nests" model, which fosters learning of both indigenous languages and Spanish, as well as promoting early childhood development. There are now 126 bilingual nests operating in communities of 20 indigenous peoples (Aymara, Quechua, Guaraní, Chiquitano, Ignaciano Moxeño, Yuki, Machineri, Yaminahua, Movima, Yuracare, Uru, Itonama, More, Maropa, Canichana, Siriono, Cayubaba, Leco, Tapiete, Baure, Itonama), with about 1,254 children attending.
- c. Development of 24 regionalized curricula, with inputs from research on the ancestral knowledge and languages of 12 indigenous peoples.
- d. Setting up of 26 Language and Culture Institutes, whose main purpose is to conduct research and develop materials in indigenous languages so that Intracultural, Intercultural and Plurilingual Education (EIIP) can be applied in the classroom, as well as improving the quality of education.

- e. Production of evidence for equity, including evaluations and the systematization of lessons learned, the development of baselines using Multiple Indicator Cluster Surveys (MICS) and the use of tools such as “Simulations for Equity in Education” (SEE), with the aim of addressing the main bottlenecks in education and supporting advocacy work and strategic planning by the Chaco Chuquisaqueño Association of Municipalities (MMCH) in Potosí and Chuquisaca.
- f. Inclusion of Bolivia as a member of the Latin American Laboratory for Assessment of the Quality of Education (LLECE). This is the first step in setting up a system to measure learning outcomes, produce evidence on what is happening in terms of learning by Bolivian children, and thus have an impact on improving the quality of education.

From this year onwards, with UNICEF’s support, Bolivia has tools and mechanisms in place to link and operationalize existing legislation on health and education for early childhood (curriculum guidelines, development pathways, development assessment, early detection of developmental delays and disabilities, quality standards for early childhood centres, departmental plans and methodologies to guide the planning and implementation of non-formal initial education in the family and community by the education services). This is being coordinated with the Ministry of Health, and the tool to measure development is currently being validated, along with tools for the early detection of developmental delays or disabilities.

The Bolivian state’s response to emergency situations in the area of education is now institutionalized. Coordination mechanisms led by the government have been established, together with regulations, materials and methodologies.

2. STRATEGIC CONTEXT IN 2016

The programme component Education and Adolescents contributes directly to the achievement of SDG 1: Poverty elimination, SDG 4: Quality education, SDG 5: Gender equality, and SDG 17: Partnerships to achieve the goals. This component is also aligned with national priorities, particularly the implementation of the Education Law, and in a broader sense with the pillars of the Patriotic Agenda 2015, including Pillar 1: Elimination of extreme poverty, Pillar 3: Education, health and sports for the development of the whole human being, and Pillar 4: Scientific and technological sovereignty with identity. The component works toward all these goals by focusing on the majority of disadvantaged children, especially indigenous children who belong to certain particularly disadvantaged groups. Therefore, the component's work also contributes to the achievement of Education for All.

Despite Bolivia's status as a lower middle income country (LMIC) and the achievement of important progress in social indicators, disparities and inequalities remain high, especially among rural and indigenous communities and marginalized urban population. Furthermore, the recurrent natural disasters caused by climate change that have hit some regions of Bolivia in recent years have had a negative impact threatening the social and economic progress achieved. El Niño collimated to the declaration of a state of emergency in the end of November 2015. Approximately 125,000 families were under severe water rationing. UNICEF Education department supported activities such as information and prevention campaigns on Zika, Dengue and Chikunya in 361 schools; installation of water tanks; strengthening capacities of 1331 teachers responsible for risk management and disaster prevention in schools; and establishment of six departmental working groups on Risk Management for the education sector.

Some of the major emerging problems in Bolivia are school dropout (with a rate of 6.5% in 2015), violence against children, little systematized information on early childhood care, and no prevention and detection systems regarding disabilities.

In January 2016, Law No. 777 on the Integrated State Planning System (SPIE) was enacted, leading all state institutions at the national and decentralized (departmental and municipal) level to concentrate their efforts on the medium-term planning process, based on the Economic and Social Development Plan 2016-2020 (PDES). For the education sector, this plan states that "The priority in this period is to consolidate the education model at the initial and secondary school level, as well as expanding access to vocational and university higher education and to alternative and special education." The PDES also sets one of the most important targets for 2020: "enrolment of 90% of girls, boys and adolescents between 4 and 17 years old in the Regular Education Subsystem." Currently the enrolment rate stands at 82%. Other goals are that "most schools and education centres in the Plurinational Education System are implementing the Social, Community and Productive Education Model", and "the majority of indigenous peoples, first nations and rural communities have been included in the education processes of the Plurinational Education System with their own language, culture, knowledge and know-how, and new language and culture institutes have been set up to recover, revitalize, standardize, promote and conduct research on indigenous languages." UNICEF's contribution in 2016 has focused on these priorities, in both the strengthening of pilot clusters¹ and education for indigenous peoples. The aim is to continue supporting the achievement of these goals by scaling up the experiences developed this year.

¹ The pilot clusters are eight education clusters located in the territories of five indigenous peoples. With the support of UNICEF and under the leadership of MINEDU, IPELC and CEPO, these clusters are implementing the five components of the Social, Community and Productive Education Model (MESCP) in order to develop good practices, lessons and tools that can be rolled out to all 37 indigenous peoples and first nations in the rest of the country and move forward with the results of the MESCP.

The management of education became consolidated in 2016 with the implementation of an increasingly stable, uninterrupted school calendar. With an increase in the number of classroom days, this has enabled both education sector authorities and teachers to fully implement their plans, with the consequent benefit in terms of progress with study plans.

As in previous years, education management was regulated this year by Ministerial Resolution 001/2016, drawn up and issued by the Ministry of Education and implemented by departmental and district directors of education, cluster directors, teachers and education councils.

The main education sector activities set out in this Resolution were aimed at implementing the Social, Community and Productive Education Model (MESCP). Some of the most important were: reorganizing the hours of teaching schools are required to provide, redistribution of school teachers, carrying on with the continuous teacher training process through PROFOCOM, offering working teachers diplomas and master's degrees at the University of Education Sciences (this year the first 453 teachers graduated with a masters qualification), implementation of the basic and regionalized curricula, introduction of the digital school report, payment of the Juancito Pinto Bonus (200 Bs) to 2.3 million primary and secondary school students (thanks to this policy, the school dropout rate has been reduced from 6.5% in 2005 to 1.2% in 2015), and a new round of the Science Olympics for Students and the "President Evo" Plurinational Student Sports Tournament, among other activities.

The improvement of learning in the area of languages was reinforced by MINEDU's decision to establish ten minutes of reading at the start of every school day as an obligatory activity in all schools. Teachers enthusiastically complied with this to start with, but the activity has not been kept up. Other important events were the *"4th Plurinational Conference on Innovative Reading and Writing Strategies and Methods"* and the *"Plurinational Science Olympics for Bolivian Students"* to show the level of knowledge acquired by students and share the best strategies and methods used by teachers for the teaching and learning of reading and writing, both in Spanish and in indigenous languages.

This year UNICEF joined in the organization of the 7th "President Evo" Plurinational Student Sports Tournament, in an agreement with the Ministry of Sports and the Ministry of Education. This enabled it to have a say in the organization of a national-level event that mobilizes 1,400 primary school students and about 5,000 secondary school students, and involves the whole community, authorities and municipal governments playing different roles. Bolivian society and especially the children and adolescents themselves value the opportunity to participate in activities of this type, because of their benefits in terms of health, sharing and value development, although they also say that it means missing a lot of days in class.

The main education indicators have not changed significantly this year, and neither was there a considerable alteration in the funding assigned to the Ministry of Education in the National General Budget. This was despite the fact that revenue from the IDH, which is allocated to the autonomous departmental and municipal governments for education and health, fell by an average of 40%.

One of the major emerging problems in Bolivia's education sector is violence against children, which takes the form of corporal punishment, humiliating treatment, peer violence and sexual abuse. Although there are child protection laws in place, their implementation is slow. A research study on violence in Bolivia carried out in 2008 found that violence of some kind takes place in 80% of Bolivian households. When violence is perpetrated in the home, the smallest children are silent victims. Neglect is another factor that affects parenting, as there is a deeply-rooted belief that the only thing children need while they are growing up is to be well-fed and healthy, and parents do not realise that their children need guided interaction with adults, care and affection for their social, emotional and cognitive development.

In general, there is little systematized information about early childhood care, the quality of services and the effectiveness of policies. In particular, there are no figures on the investment the country makes in early childhood. However, it is clear that most investment takes place in the health sector, not in child protection or education. Although child care services do exist, it is estimated that they only

reach 3% of the population in this age group, while initial (pre-primary) school education covers just 64% of children aged 4 and 5.



Although the law states that the health services must monitor children's development, these services do not always comply with this obligation. This means that many mild or severe developmental delays or deficiencies go undetected at an early age, and children therefore

miss out on the opportunity to receive early intervention services, which may lead to disabilities.

The Children and Adolescents Code and other sectoral laws and regulations stipulate that services must be integrated and cross-sectoral to safeguard early childhood development, with specific responsibilities for each sector. In practice, however, there is evidence of duplication and a lack of coordination in the work that different institutions are carrying out.

Furthermore, families do not have enough information about the importance of a child's early years and how they can support their children's development. There is a common belief that learning begins when a child goes to school, not in early childhood, and play is seen as a waste of time.

With regard to initial non-school education, although the country has little experience of working with children under 3, some NGOs have taken forward parenting programmes on a small scale, and the Ministry of Education has started to design a Parenting Programme with UNICEF support. Furthermore, a UNICEF-supported survey carried out in 13 municipalities around the country found that only 30% of mothers and just 15% of fathers say they engage in educational activities with children under 4 to stimulate their language development. This is a factor that has an influence on the development of vocabulary and communication and abstract reasoning skills.

With regard to the rights of people with disabilities, the challenge is to implement Law N° 223, the General Law for People with Disabilities, and follow up on the suggestions and recommendations made by the Committee for the Rights of People with Disabilities (CRPD). This will require a significant amount of work and resources, in order to build up official data-gathering mechanisms to feed into public policies, strengthen health, education, justice and protection services, and promote the rights of children with disabilities by working in a strategic partnership with the organizations of people with disabilities.

In June 2016, the Ministry of Education and UNESCO signed an agreement for the Latin American Laboratory for Assessment of the Quality of Education (LLECE), which is coordinated by the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago), to provide technical assistance and accompany the assessment of education processes in Bolivia. This was the result of joint advocacy work by UNESCO and UNICEF in response to the need to have a system to monitor the quality of education, especially now that Bolivia is implementing the new MESCP, with new basic and regionalized curricula. The agreement involves a commitment to work together for the next four years. Commenting on the agreement, the Minister of Education, Roberto Aguilar Gómez,

said that now the country is a member of the LLECE, “the first thing to do is to carry out a situation assessment to get an idea of where we are at the moment, and use that to improve the situation and make changes to ensure that education in this country benefits students, teachers, parents, and society as a whole” (www.minedu.gob.bo).

Among the main developments on the international agenda, the Minister of Education, Roberto Aguilar Gómez, was elected as Vice-President of UNESCO’s SDG-Education 2030 Steering Committee and attended the UN World Education Forum on the targets for 2030. At this event the Minister highlighted the progress achieved in Bolivia, especially in inclusive education, addressing the needs of indigenous peoples by developing regionalized curricula that include their culture’s knowledge and know-how in their own language, and support for vulnerable children and adolescents. He also placed emphasis on Bolivia’s successful experience in training more than 130,000 teachers, and offered to provide support in this area to any country that may need it (www.minedu.gob.bo).

UNICEF its partners in the sector have accompanied the Ministry of Education in this work, both by funding specific initiatives and by providing sector budget support. One of the most important achievements this year, in which UNICEF took the lead together with AECID, was the reactivation of the Education Donors Group, whose members are cooperation partners and MINEDU. The change this year was that MINEDU has taken on a stewardship role in coordinating this group, and proposed some terms of reference for how it operates. The group will now be institutionalized under the Education Law as a Consultative Council with international cooperation. With this step, the dialogue between international cooperation agencies and MINEDU is now on a higher level and progress is being made with harmonization and alignment.

3. RESULTS IN THE OUTCOME AREA

The support UNICEF provides to the education sector in Bolivia focuses on the first programme component, with a strong emphasis on the rights of indigenous peoples and excluded children in remote rural communities and marginal urban neighbourhoods in 30 municipalities in the departments of Beni, Pando, Chuquisaca (the Chaco region), Potosí and Cochabamba.

This is why UNICEF Bolivia works in the most remote and vulnerable areas that are barely reached by the government and other development partners. Our work in the field therefore informs our advocacy with the government. In other words, the scope of our work makes us unique. This will be of inestimable value to the government during the decentralization process, because increased decision-making power is being devolved to the municipal and community level. UNICEF is also in a position to defend the budgeting of adequate resources for children, as well as working to guarantee optimum service provision and sustained funding for the recognition and fulfilment of children's rights.

The programme aims to provide equal opportunities to all children and adolescents (with an emphasis on the most vulnerable groups, especially indigenous women living in remote rural areas) and promotes increased access to good quality early childhood care and development, good quality basic education services, and increased school retention and completion rates.

Outcome 1.5: By 2017, children and adolescents in the intervention area increased their access to, learning, and completion of a culturally appropriate education at an adequate age and at early childhood, pre-school, primary and early secondary levels.

In keeping with the Education Law (Law 70), UNICEF has been supporting the Plurinational Education System at all levels, providing technical assistance and strengthening institutional capacities at national and sub-national levels in the areas of planning and budgeting, and developing innovative ways of working as demonstration experiences that can be scaled up to the national level with Treasury funds.

Accordingly, work plans and cooperation agreements were drawn up with the Ministry of Education (MINEDU), the Ministry of Health (MINSALUD), OPCE, IPELC, GAD Potosí, CNC-CEPOS, FAUTAPO, OEI, Cerebrum, Universidad Católica Boliviana, Aldeas SOS, Handicap and Plaza Sésamo, as well as the UN agencies UNESCO, OHCHR, UNFPA and UNDP, and partnerships were strengthened with the World Bank and the Inter-American Development Bank (IDB), as well as the Banco Nacional de Bolivia, a new private sector partner.

Working together with its partners in the sector, UNICEF's contribution in 2016 comprised technical assistance, advocacy, policy dialogue, building partnerships, mobilizing resources and producing evidence. The most significant achievements and progress in this work in the area of education can be summarized as follows:

1. Implementation of the intra-, intercultural and plurilingual education (EIIP) approach, mainly because, for the first time in the history of Bolivia, indigenous organizations decided on the content of their education. Seven regionalized curricula were drawn up, with inputs from research on the ancestral knowledge and languages of 12 indigenous peoples. At the same time, 36 Language and Culture Institutes were set up with UNICEF support. The main purpose of these institutes is to conduct research and develop materials in indigenous languages so that EIIP can be applied in the classroom, as well as improving the quality of education.
 - a) The demonstration experience on the implementation of the Social, Community and Productive Education Model (MESCP) in 51 schools in eight pilot clusters serving five indigenous peoples (Aymara, Quechua, Guaraní, Yaminahua and Machineri) has led to the

development of good practices and tools. In a first phase, these were rolled out by MINEDU to the whole of the corresponding education districts. This means that 422 schools, with 2,861 teachers and 53,780 students, are now involved.

- b) The production of evidence for equity has been remarkable. It included conducting an evaluation, two systematizations of lessons learned, developing baselines using MICS, and the use of tools such as “Simulations for Equity in Education” (SEE) with the aim of addressing the main bottlenecks.

2. In the area of ECD, Bolivia now has guides and methodologies to be used by the education services to plan and implement non-formal initial education in the family and community. This is being coordinated between MINEDU and the Ministry of Health. The tool to measure development is currently being validated, along with tools for the early



detection of developmental delays or disabilities. These initiatives are national policy measures and one of the key objectives is to develop capacities among health and education staff, parents and carers. In partnership with the World Bank, a model has been developed to support quality assessment and improvement in early childhood centres, with defined standards, and a model to promote early childhood stimulation for indigenous peoples through the “bilingual nests”. Strategic alliances have been developed between the state, academia and centres specializing in neuro-education (Cerebrum) to build capacities in the country.

- a) The scaling up of the bilingual nests strategy has begun, increasing the number of indigenous peoples involved from 8 in 2015 to 20 in 2016, and the number of nests from 42 to 126 (Aymara, Quechua, Guaraní, Chiquitano, Ignaciano Moxeño, Yuki, Machineri, Yaminahua, Movima, Yuracaré, Uru, Itonama, More, Kallawaya), involving 396 adults (grandparents, educators and parents) and 1,254 children.
 - b) Cross-sectoral coordination mechanisms have been strengthened in several areas – emergencies, ECD, disabilities, MESCP steering committee – and new partnerships were developed with the private sector and civil society.
3. As a result of the strengthening of UNICEF’s dialogue and advocacy on education policies with MINEDU, and following several years of joint advocacy work together with UNESCO, Bolivia’s membership of the LLECE has been achieved. This is the first step in setting up a system to assess learning outcomes, produce evidence on what is happening in terms of learning by Bolivian children, and thus have an impact on improving the quality of education.
 4. UNICEF made a decisive contribution to the institutionalization of the Bolivian state’s response to emergency situations in the area of education. Coordination mechanisms led by the government

have been established, and regulations, materials and methodologies have been developed to ensure that the impact on the education system is kept to a minimum.

With regard to the factors that contributed to or acted as constraints on the achievement of results, it should be mentioned that this year MINEDU no longer had budget support funding from the “Basket Fund”, and there was also a reduction in the amount of funding from the Direct Tax on Hydrocarbons (IDH) allocated to departments and municipalities for education. Furthermore, there was a fall in the amount of funds raised by UNICEF Bolivia overall. In response to this situation, the sector had to carry out a strategic analysis of partnerships in terms of the achievement of results. This led to a reduction in the number of partners and transactions, partners were encouraged to make links with each other, and networks of strategic public and private sector partners were set up. This made management more efficient and effective, enabling a greater impact to be achieved with fewer resources, by leveraging resources and results. The sector improved its efficiency thanks to these measures and the implementation of the guaranteed activities plan, ensuring transparency and efficiency in the use of the resources available and boosting fundraising.

Output 1.5.1: Families and communities in priority areas are organized to support timely school entry, permanence and learning, particularly that of girls in pre-school, primary and early secondary levels.

In 2016 UNICEF continued to provide support to the Indigenous Peoples’ Education Councils (CEPO) to promote and strengthen social and community participation in education, in keeping with the Education Law. This is considered a key cornerstone for creating a demand for good quality education from civil society, and indigenous peoples in particular. In 2015, 393 Local Community Education Councils (CESC) were set up in the pilot education clusters where the Social, Community and Productive Education Model is being implemented with UNICEF support. In 2016 UNICEF’s contribution focused particularly on strengthening these CESC, by: a) including students and women as members in order to promote their participation in these councils, the majority of whose members are usually adult men, b) training the new members of the CESC on legislation related to education, and c) supporting the preparation of workplans to make community participation in education more effective.

Work in this area takes place on two levels: the first is the national level, through the National Coordinating Committee for the Indigenous Peoples’ Education Councils (CNC CEPOs); the other is the local (school, cluster and district) level, working with specific Indigenous Peoples’ Education Councils such as the Education Council for the Quechua Nation (CENAQ), the Guaraní Indigenous People’s Education Council (CEPOG) and the Aymara Education Council (CEA). The work at both levels is carried out under an agreement between UNICEF and Fundación FAUTAPO to provide technical assistance.

At the national level, the support provided by UNICEF and its partners made it possible to achieve the following results:

- Negotiation of an Administrative Resolution that regulates the work of the Local Community Education Councils, approved by the Minister of Education (MR No. 1000/2015).
- Bilingualism policy aimed at teachers, whereby MINEDU and the CEPOs share the responsibility for enabling teachers to learn indigenous languages. As part of this policy, the Plurinational Institute for the Study of Languages and Cultures (IPELC) and the Language and Culture Institutes (ILC) are offering training services in indigenous languages for public servants and the general public. The Ministry of Education will also issue a resolution (MR

001/2017) tightening the requirements for teachers to speak an indigenous language.



- The Ministry of Education and CNC CEPOs worked together to harmonize the regionalized curricula in indigenous regions with the basic curriculum.
- In November 2016 the Ministry of Education, IPELC and CNC CEPOs jointly organized the 2nd Conference on Intra-, Intercultural and Plurilingual Education to assess progress and challenges regarding social and community participation in education, the regionalized curricula and the development of indigenous languages. The conference was supported throughout by UNICEF.
- UNICEF continued its technical and advocacy work to make Initial Education in the Family and Community (EIFC) a priority in the roles of the CESC, both by complementing the regionalized curricula for the Aymara, Quechua and Guaraní nations, and by rolling out the guidelines for drawing up the regionalized curriculum in initial education in the family and community to an additional 25 indigenous peoples, in the form of the text of the guidelines and a summary leaflet produced with the support of UNICEF and FAUTAPO and in coordination with Plan International.

At the local level, UNICEF's support for community participation in education focused on strengthening the CESC in the pilot clusters.² The following results were achieved in 2016:

- The Aymara Education Council (CEA), the Education Council for the Quechua Nation (CENAQ) and the Guaraní Indigenous People's Education Council (CEPOG) were given technical assistance by CNC-CEPO, FAUTAPO and UNICEF to fulfil their roles and responsibilities in the implementation



- of the Social, Community and Productive Education Model (MESCP). As a result, progress was made with setting up and strengthening a CESC in each community to make the management of education more participatory, with the ultimate aim of making improvements in education.
- With technical assistance provided by UNICEF, 50% of the CESC set up in 2015 (200 of the 393 CESC) were given training to draw up action plans to lobby for increased municipal government investment in education, work with teachers to improve quality, and influence other organizations to improve the conditions for education. The CESC trained were: 32 CESC in Achocalla district, 32 CESC in Villa Tunari district, 10 CESC in the Quivale, Viña Pampa and Llavini clusters, and 31 CESC in the Machareti, Caiza J and Eiti clusters. As a concrete output from this work, a Support Guide for CESC was produced. The target for 2017 is that 100% of the CESC in the intervention areas should have these plans. In addition, 50% of the CESC have effectively included students among their members, although it is not yet known how many of the CESC include women representatives. It is important to point out that this process is more complicated, given the gender stereotypes in indigenous communities.
- Seven monitoring tools were developed and are currently being validated. These tools are designed to be used by the CEPOs, and their purpose is to monitor the process of implementing the regionalized curricula for indigenous peoples, the learning of indigenous languages by teachers and the development of EIIP in the classroom.
- The experience-sharing strategy was launched, with the first three CESC at the education district level enriching their work by reflecting with their peers from other districts about their constitution process, roles, achievements and challenges. The CESC from the districts of Achocalla, Tapacarí and Villa Tunari participated in these experience-sharing processes, together with CEA, CENAQ and CEPOG, and officials from the three District Education Departments. The strategy was seen as very valuable in enabling peer-to-peer learning, and will be continued next year.

² The pilot clusters are eight education clusters located in the territories of five indigenous peoples. With the support of UNICEF and under the leadership of MINEDU, IPELC and CEPO, these clusters are implementing the five components of the Social, Community and Productive Education Model (MESCP) in order to develop good practices, lessons and tools that can be rolled out to all 37 indigenous peoples and first nations in the rest of the country and move forward with the results of the MESCP.

Challenges

Lack of knowledge of the regulations on social and community participation, and consequently the failure to abide by them, continues to cause confusion and difficulties in the education sector. This has led to a power struggle and the duplication of authority between the CEPO (officially recognized in the new law) and the



School Committees (the designated authorities in previous laws), which are still operating in thousands of schools, especially in urban areas. This situation is weakening the CESC and distracting their attention from performing their main tasks. UNICEF has therefore increased its support for training and advocacy work with MINEDU to eliminate this duplication of authorities and ensure that the law is fully applied.

The timing of the disbursement of funds for education and schools by municipal governments does not coincide with the school calendar. A recurrent problem is that the school breakfast and school transport are not available at the beginning of February when the school year starts. The GAM are responsible for both these services. A similar situation affects the allocation of funds for the Social-Productive Projects, which are being supported by many municipal governments. These services are often not available until April or May. This issue needs to be analysed by the authorities



from both the SEP and the GAM in order make their respective administrative procedures compatible.

Finally, one of the challenges faced this year was the sustainability of the training provided to the CESC and the preparation of their workplans, because council members are replaced each year and only hold office for one school year. This means that UNICEF needs to provide support for an effective transition process to ensure that the initiatives and activities worked on by the previous council are not delayed. This turnover of council members also weakens the progress made regarding the participation of students and women, because this work requires ongoing awareness-raising and training processes given the very deep-rooted cultural practices. It is not easy for women to participate in the CESC at the school level, let alone the district or cluster level, because it implies that they have to travel away from their communities in the course of their council duties.

Output 1.5.2: Educational services in priority areas implement innovative strategies that guarantee school entry, completion and learning of the most vulnerable children and adolescents.

To improve access, quality and learning outcomes for Bolivian children and adolescents, particularly from indigenous peoples, in 2016 UNICEF continued to provide support to MINEDU, IPELC and CEPO to implement the Social, Community and Productive Education Model in eight pilot education districts serving five indigenous peoples, covering 422 schools with 2,861 teachers and 53,780 students at the initial (pre-primary), primary and secondary levels. Evident progress was made this year in each of the components of the MESCP, although to varying degrees and with differing characteristics. Indicators and monitoring tools were used to assess this progress, and the main achievements and challenges can be summarized as follows:

- The Social-Productive Projects (PSP) initiative is becoming consolidated, in line with each community's productive potential. These projects are fundamental for significant and practical learning by students, and they are also used to plan teaching and take forward the curriculum. In 2016, about 91% of the schools in the eight pilot clusters designed and implemented their PSP based on the community's productive vocation, in a participatory process involving students, teachers, community authorities and the GAM.
- The ILC staff working to support the implementation of the MESCP ran language courses in Quechua, Aymara and Guaraní for all the teachers working in the pilot education clusters. The courses were also open for other teachers in the district to participate. The aim of the courses was to prepare for bilingual teaching as part of the regionalized curricula. Bearing in mind that the baseline (2015) was that 20% of teachers were competent in the use of indigenous languages, with a 47.44% of competent teachers in the use of Aymara, Quechua, Guaraní and Yaminahua-Machineri indigenous languages.
- Teaching practices in the school classroom are changing to reflect the MESCP guidelines. Bimonthly plans were adjusted regularly, based on the opportunities provided by the PSP and the difficulties encountered with learning while the new regionalized curriculum was being applied. In order to do this, teachers were given time for analysis and planning during the fortnightly evaluation meetings that were scheduled in each pilot education cluster.
- The technical assistance visits were able to verify that classrooms have a variety of teaching materials, including in print, graphic and audio format and materials prepared by the teachers and students themselves. These reveal the significant progress achieved in writing skills and other fields of knowledge at the different levels. At the secondary level of the education system the use of Spanish still predominates and it is also more common to find so-called universal content being used, especially in chemistry and physics. The secondary level is finding it more difficult to adapt the curriculum to the PSP and EIIP policies.
- One relevant objective in 2016 was to involve the Autonomous Municipal Governments (GAM) more closely in the implementation of the MESCP, firstly because of their interest in supporting the PSP as an opportunity to boost the communities' productive vocations, linking this to food sovereignty policies, and secondly so that they comply with their responsibilities as set out in the decentralization law. This was achieved through frequent meetings and advocacy and influencing work by the CESC. The result was an increase in the budget allocated to education in most of the municipalities, with a total of 19.2 in 2016 (8.1 in Aymara, 40.3 in Quechua, 48.9 in Guaraní and 15.0 in Yaminahua-Machineri).
- As the table shows, five of the eight GAM increased their budget for education. This is an important achievement, bearing in mind that at the national level the allocation of IDH funds to

municipalities fell by an average of 40%, with a consequent reduction in the funds available to departmental and municipal governments.

- Another specific line of support that UNICEF provides to the Plurinational Education System (SEP), in keeping with policies on EIIP and quality education, is support for the design, official approval, harmonization and implementation of the regionalized curricula. Indigenous organizations take the lead in this process, with technical assistance from the Ministry of Education. The results achieved in this area by 2016 are as follows:
 - 14 regionalized curricula approved by means of a Ministerial Resolution and harmonized with the SEP basic curriculum.
 - 5 regionalized curricula (Itonama, Leco, Pacahuara, Chácobo, Esse Ejja) awaiting approval in the form of a Ministerial Resolution so they can be legalized.
 - 2 regionalized curricula (Tapiete and Baure) for which the design process has begun.
 - 17 regionalized curricula in the process of being complemented by plans and programmes at the different levels of education (Yaminahua, Machineri, Kabineño, Pacahuara, Maropa, Tacana, Esse Ejja, Chacobo, Chiquitano, Guaraní, Quechua, Aymara, Guarayo, Mojeño, Uru, Afroboliviano and Yuracaré).

Overall, with the support of UNICEF, by the end of 2017 the SEP will have the regionalized curricula for all 37 indigenous peoples completed, approved and ready to be used throughout the education system.

In connection with all the above, UNICEF supported the Plurinational Observatory on the Quality of Education (OPCE), whose mission is to be the point of reference for the definition and application of a new concept of quality education for Living Well. The Observatory fine-tuned its proposals for evaluating the quality of education in the regular education subsystem, shared research on education quality with civil society, and promoted a culture of quality assessment in education. The OPCE also circulated a report on an international forum on racism and discrimination and its conclusions. It completed the design of a sampling method to evaluate the Social, Community and Productive Education Model at the primary level in certain regions of the country, using custom-built tools. Thanks to support provided by UNICEF, a server was installed to upgrade the system's data storage and processing capacity.

With the aim of ensuring that children under five are provided with integrated development opportunities right from the start of their lives, and helping to reduce inequalities in access to education, UNICEF provided technical assistance in 2016 to the Chaco Chuquisaqueño Association of Municipalities to design quality standards for early childhood centres. These were applied in 57 early childhood centres in the Chaco Chuquisaqueño region's five municipalities, serving 1,254 children. Parenting practices that boost early childhood development were promoted, with the participation of 600 parents who carried out stimulation, learning or school readiness activities with their children.

Also with technical assistance from UNICEF, the Ministry of Health's Early Childhood Development Unit (UDIT) designed a tool to monitor the development of children under 6. This will be used to carry out check-ups on healthy children in all first-level health centres in the country. It will also enable parents or other carers to monitor their children's development and detect warning signs of mild or severe developmental delays or deficiencies so that they can seek specialized support as soon as possible. The tool was validated by experts and specialists in the nine Departmental Health Services, together with the IDB and Aldeas SOS. Its implementation in pilot health centres is currently being monitored, and it is expected to be approved for use at the national level so that it can be rolled out in 2017, after having trained health staff.

In parallel with this, UNICEF and the Ministry of Education made progress on drawing up the Parenting Programme, deciding on the content and designing the modules for training motivational staff (teachers, doctors, nurses, community facilitators), together with child development pathways to be

used in advice sessions for parents. The production of these materials was coordinated between MINEDU, the Ministry of Health and the Ministry of Justice, and a cross-sectoral technical committee was set up for the purpose. The materials are currently being validated so that they can be used by teachers, volunteers, managers, doctors and nurses in the bilingual nests, early childhood centres, health centres and rehabilitation centres in selected municipalities.

To complement and strengthen the Parenting Programme with support materials on early childhood development, as part of the Regional Project to Promote Healthy Habits UNICEF Bolivia signed an agreement with Plaza Sésamo to adapt programmes produced in Ecuador, Mexico, Costa Rica and Colombia to the Bolivian context, and broadcast them in the country in 2017. This forms part of the regional initiative taken forward by LACRO.

The “Development Monitoring Tool” and “Early Childhood Development Pathways” are complementary resources that seek to strengthen parents’ ability to provide sensitive care and education to their small children. They were both produced by a cross-sectoral technical committee, with regular technical assistance from UNICEF. The idea is that they will be used by the education and health services, as well as any other early childhood services that may be set up. The resources are one of the first tangible results of cross-sectoral coordination to implement early childhood policies. They are currently being used in six communities as part of the validation process.



With the aim of strengthening national systems to address developmental delays and disabilities, UNICEF signed an agreement with the Ministry of Health and HANDICAP International to build capacities in the country’s 21 rehabilitation centres. Materials for training health staff are currently being designed, along with protocols for care and for referral and counter-referral between the health services and rehabilitation centres. The aim is to strengthen the response system when cases of mild or severe developmental delays or deficiencies are detected in child development check-ups, and ensure that early warning systems are in place. The materials and protocols are due to be piloted in 2017 so that they can

be officially approved and introduced once they are validated. Part of the funding to take these initiatives forward will be provided by our new private sector partner, Banco Nacional de Bolivia (BNB), which will be supporting work on disability issues.

Furthermore, the Ministry of Education and the Ministry of the Presidency have been providing support in the form of equipment for schools and special education centres. The equipment, including televisions, DVD and music players, washing machines, irons, thermos flasks and other electrical items, was provided to seven special education centres and one school, benefiting 519 students with disabilities in the following SPED Centres: San Martín de Porres, San Francisco de Asís (both in El Alto), APRECIA, ABOPANE, the “Huáscar Cajías” Special Education Centre for the Deaf, the IDAI Integrated Multisectoral Adaptation Centre for Children, and the “4th of July” Inclusive School, all of which are in La Paz. At the inauguration ceremony, Vice-President Álvaro García Linera praised the family members and teachers who work to support education for students with disabilities. He also invited society as

a whole to get involved in this inclusive education process promoted by the Ministry of Education (www.minedu.gob.bo). UNICEF supported the introduction of the Teacher at Home Programme to facilitate access to education for children who are unable to attend school due to illness or disability.

UNICEF also intensified the technical assistance and support it provides to IPELC for the consolidation and expansion of the language revitalization strategy linked to early childhood development, through the implementation of the “bilingual nests”.³ In 2016 the language revitalization strategy was expanded to cover 20 indigenous peoples. 106 bilingual nests were operating in 2016 in 80

Paulina and her daughter Jessica attend the delivery of computers for people with disabilities

Reports. CAMBIO Newspaper, 14/11/2016 - 10:22

By: Leonel Magne

With the aim of taking education to every Bolivian citizen, the Ministry of Education is promoting an inclusive education project, together with other institutions.

Jessica, who is 23 years old, was never able to go to school because of her disability. But from now on, a teacher will be visiting her at home so that she can gain new knowledge, not just academic learning but other skills that will leave her better prepared for her battle against adversity.

The young woman is not able to speak because she has multiple disabilities (physical, motor, intellectual), but her mother, Paulina, expressed the family's emotion by holding up a placard as Jessica, one of the first beneficiaries of the government's home education programme, was given the support materials provided by the Ministry of Education.

“Thank you President Evo from the bottom of our hearts for your affection, we will never forget your support,” says the placard that Jessica and her mother were holding at the ceremony to launch the innovative programme.

The young woman is one of the ten people with severe and very severe disabilities in the city of Tarija, and about 90 in the country as a whole, who will now have access to education at home.

Jessica and the other beneficiaries were given computers, special desks and school materials as part of the programme called Social and Community Education at Home for People with Disabilities.

The young woman, who is unable to control or coordinate her bodily movements, expressed her emotions with heightened intensity as her mother thanked President Morales for the computer and support materials.

“I am very grateful to the President and the authorities, thank you. None of this is easy for us as parents, but we are so grateful, because this is a good way to start changing our children's lives,” she said.

The mother said that before the programme she had never been able to hope that her daughter could gain access to education, because her level of disability meant that not even rehabilitation centres would accept her.

Paulina said that her daughter had not received any stimulation. The centres she went to gave her some medical care and physiotherapy, but this was not aimed at enabling her daughter to develop basic skills.

The Education at Home programme, however, includes specialist support from teachers so that Jessica will be able to develop these skills by means of play activities, the director of the programme in Tarija, Armando Velásquez Vega, explained.

The mountain must come to Mohammed

The Vice-Minister of Alternative and Special Education, Noel Aguirre Ledezma, explained that this programme applies the logic of the well-known saying, “If Mohammed won't go to the mountain, the mountain must come to Mohammed.”

“We're doing things the other way around now. If the student cannot go to school, the school must come to her home. And because we need certain technical conditions, we're providing these materials and computers so that children and young people can receive a proper education and develop their capacities,” Vice-Minister Aguirre explained.

As well as providing computers and materials to the beneficiary children and young people, the Ministry of Education has delivered equipment to eight special education centres.

Programme

The initiative taken forward by the Ministry of Education will enable students with disabilities to be provided with integrated care, education, health and justice, as well as materials to support their studies.

The ministries of education, health, justice and the presidency are working together to implement this project which seeks to include people with disabilities and improve their quality of life.

The programme is aimed at 10 children and young people in each department with multiple disabilities or severe and very severe physical and motor disabilities whose socio-economic situation is very insecure. To launch the programme, President Evo Morales enacted Supreme Decree 2950. This provides incentives for voluntary teachers who will carry out teaching processes with the students, to reward them for their work.

The Ministry of Education has 45 teachers who will each be responsible for two students.

In its first phase, the programme will organize three groups of trained teachers, for primary education, regular education, and alternative education for people over the age of 18.

Twelve teachers have been trained, and they will carry out a specific assessment of the level that corresponds to each student. Report cards will be given to all the beneficiaries.

³ The bilingual nests are inter-generational meeting spaces for the transmission of indigenous languages and Spanish to pre-school children in family and community settings and/or early childhood centres.

communities in 25 municipalities in all nine of the country's departments. The nests are attended by 1,254 children, supported by 396 parents, grandparents and/or educators.

In addition, progress was made as planned with the systematization of the bilingual nests on a training process involving 25 technical staff from the Language and Culture Institutes (ILC), policy management, institutional, cultural and teaching arrangements were established so that the bilingual nests strategy can be scaled up. Teaching guidelines were drawn up for the different types of nests: family, community and institutional. With regard to funding, thanks to the advocacy work done by community and indigenous peoples' organizations, municipal governments began to provide support for the community and institutional nests.

Challenges

One of the most important challenges in the implementation of the Social, Community and Productive Education Model is how to involve the authorities and people responsible for the education system at the local level, especially the departmental directorates. With this aim in mind, IPELC planned to hold workshops to share the experience in the eight pilot districts with some or all of the district directors in some departments or indigenous peoples. This made little headway, and in the places where the workshops were held there was very little engagement by the departmental directorates (in Potosí and Cochabamba specifically). The communication and dissemination strategy needs to be improved, and this will be done by systematizing the work and producing the MESCP Implementation Guides, a task that is currently under way.

The cross-sectoral coordination needed to implement the Parenting Programme requires a basic agreement between the health, education and justice sectors. This is very complicated at the national level, due to the fact that although the three sectors have different but complementary mandates and regulations, they have not defined tasks for taking forward this inter-institutional approach. The challenge is therefore to show successful local examples of this coordination so that these can be turned into cross-sectoral regulations to enable the services to reach children in a cohesive way, and thus guarantee their integrated development.

Application of the decentralized approach and effective coordination between the different players with roles and responsibilities in education has not been achieved, and this limits the mobilization of resources and the impact of the interventions. Likewise, coordination between the sectors responsible for addressing the problem of disabilities is very weak. The CRC review of Bolivia identified significant gaps in the fulfilment of the rights of children and adolescents with disabilities.

Output 1.5.3: Capacity of public institutions is strengthened to plan, coordinate, implement, monitor and evaluate cost-effective interventions in priority areas, with an equity-based approach.

The Bolivian education system is affected by a low level of access to secondary education, at 72.15% (2012), and a completion rate of just 27.10% (2012), especially in rural areas and among indigenous peoples. The factors causing this problem include the limited availability of secondary education, the lack of specialized teachers and families' inability to afford the costs involved.

With support from UNICEF, MINEDU designed and implemented a demonstration experience called the "Modular Multi-Grade Secondary Education Programme." This consists of preparing and equipping a number of mobile teachers who can travel from community to community and stay in each one for a certain amount of time to give classes in their specialist subject to all the secondary-level students in the community. For example, in a region with four schools, there will be one teacher giving classes in each: the Cosmos and Thought teacher in School 1, the Science, Technology and Production teacher in School 2, the Community and Society teacher in School 3, and the Life, Land and Territory teacher in School 4. At the end of every bimester, the teachers will change places until they complete four bimesters in all four communities.

So far, the results of this initial phase are that 36 teachers have been trained and given equipment (they are known as "backpacker teachers"), and they are now teaching 440 secondary-level students in nine schools in 36 communities in different regions of the country.

In his speech at the global evaluation and analysis meeting on the 2030 Agenda and the SDGs, Education Minister Roberto Aguilar presented three of Bolivia's policies: indigenous education, the regionalized curriculum and modular secondary education (all three initiatives are being supported by UNICEF). After his report, the Director-General of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Irina Bokova, highlighted Bolivia's initiatives as progress towards the goal of education for all.

<http://www.paginasiete.bo/sociedad/2016/7/22/bolivia-promueve-plan-bachillerato-modular-unesco-103659.html>

With technical assistance from UNICEF, two departmental governments had launched specific early childhood programmes by the end of 2016. The departmental government of Potosí made progress in implementing the Early Childhood Services Programme (PAPI). The Departmental Social Management Service (SEDEGES) gathered information on the situation of children under 6 in the four municipalities

Lessons learned from the systematization of the bilingual nests experience

- The new generation of young parents who still speak their indigenous language are not transmitting it to their children. As a result of their involvement in the bilingual nests and the reflection processes taking place there, they have rediscovered the importance of maintaining their language and transmitting it to their children, recognizing it as a fundamental element of their culture.
- Authorities, sages and older people are now more aware of the importance of transmitting their language to new generations, and this has helped them to take decisions at the community level rather than leaving the decision to each family. As a result, a movement to revitalize the language is starting to emerge in many of the cultures, and this will have a direct impact on the sustainability of the experience.
- Inter-generational language transmission processes cannot be divorced from socialization and stimulation in early childhood. It is through everyday activities that both the language and the culture are transmitted, and children are shown how to discover the world around them.

where the pilot implementation of the early childhood programme is planned to start, with different types of services. This information enabled the departmental government of Potosí to identify some

bottlenecks and prioritize the actions to be taken, in coordination with the four municipal governments. At the same time, the departmental government of Chuquisaca's Social Management Office (DIGES) finalized its early childhood programme. Both departmental governments included these programmes in their Integrated Territorial Development Plans for the next five years, allocating resources and coordinating tasks with the municipal governments for the programme to be implemented.

As part of UNICEF's institutional strengthening work and agreements with CEREBRUM and the Universidad Católica Boliviana, the Diploma in Neurosciences and Education was run with the participation of 70 students, including staff from UNICEF's strategic partners, teachers from various institutions and NGO staff. Agreements have been reached to run a second version of the diploma in 2017, together with specialization courses on Neuro-Education and Initial Education and Neuroscience and Diversity.

With regard to the work with the municipalities of La Paz and El Alto, UNICEF concluded the first phase of its technical assistance for the implementation of the quality management model. The two municipalities have adopted the model as part of their management strategy for early childhood centres. They also have installed capacity to provide technical assistance and transfer their experience to other municipalities in the rest of the country. The municipal governments of Cochabamba, Sucre and Santa Cruz have expressed interest.

As part of its assistance with the implementation of language policies in education, UNICEF continued to support the Plurinational Institute for the Study of Languages and Cultures to set up seven new Language and Culture Institutes: Baure, Itonama, Leco, Pacahuara, Canichana, Ayoreo and Chácobo. This work was done in close coordination with CEPOs, the Ministry of Education and IPELC. The priority for the ILCs is to draw up regionalized curricula for their people and produce teaching materials for the education system.

In addition, UNICEF and the Organization of Ibero-American States (OEI) signed an agreement to implement a strategy to model the conceptual and empirical use of the mass media, particularly radio, to develop resources and materials to improve and update the conditions for learning the Aymara language. This initiative, which was aimed at 12-year-old children, achieved the following results:

- a) Review and systematization of experiences of using Aymara language teaching methods and materials (24 texts, 2 magazines, 35 websites and 28 mobile apps);
- b) Preparation of a proposed curriculum for Aymara language teaching on the radio, designed for two levels: elementary (10 learning units) and intermediate (8 learning units);
- c) Production of 18 short radio programmes, accompanied by radio dramas and 58 curiosity slots, as the key components of this tool. These educational communication resources are available on the website of the digital radio called "*Onda aimara*".

As part of the evidence-gathering strategy, UNICEF contracted specific technical assistance in 2016 to carry out the following studies:

- a) Capacity Assessment of the National Committee of People with Disabilities (CONALPEDIS), which identified areas of institutional strengthening needed to enable it to fulfil its mandate, and offered recommendations for a capacity development plan and for the process of drawing up the organization's five-year strategic plan. The ultimate aim of this work is to ensure that people with disabilities, especially children and women, can exercise their rights and access improved services in the areas of justice, education and health.
- b) Systematization of experiences with bilingual nests for indigenous peoples, with IPELC.

- c) Systematization of MESCP implementation in the Quechua, Aymara and Guaraní regions, focusing on the five components. The main purpose of this systematization was to document comprehensive, effective and relevant strategies and tools that can be used when MESCP implementation is scaled up, based on critical analysis and reconstruction of the experiences taken forward, so that they can be shared and used more widely. The final results will be available by the end of December, but it is already clear that the results differ a great deal between the regions.

With technical assistance from UNICEF, the Strategic Plan for Education was completed for the five Chaco Chuquisaqueño municipalities. This plan was drawn up using the Simulations for Equity in Education (SEE) tool, and places emphasis on inclusive education. The plan includes interventions to improve access to primary and secondary education and its quality, as well as actions to improve the coverage and quality of ECD services. The municipal governments have allocated a budget to finance the main high-impact interventions, such as infrastructure for isolated communities, school transport, school lunches, and boarding facilities. The key interventions were included in the Integrated Territorial Development Plans (PTDI) for the next five years.

Challenges

Children of pre-school age are still invisible in policy and financial decision-making, and although significant investment is being made in health for this age group, the lack of coordination within and between sectors creates duplication and inefficiency in the use of resources. UNICEF is working to provide technical assistance for the Ministry of Health and the Ministry of Education to set up common mechanisms to support families



and monitor children's development. It is also promoting the mapping of existing services to encourage cross-sectoral coordination and service complementarity, thus avoiding the duplication of effort.

Another major challenge in the area of early childhood is to develop experiences of cross-sectoral working. The process has begun with the development of tools in the Ministry of Health and the Ministry of Education. The challenge, however, is to see how delivery of the services can be linked. Work is being done to pilot cross-sectoral coordination strategies in the implementation of the child development pathways, the parenting programme and the protocols to address developmental delays and deficiencies.

Because they are absent from public opinion and policy decisions, many children are still victims of neglect and violence within the family in their early years. They do not have access to facilities that would provide them with sensitive care, stimulation, adequate health and hygiene conditions, proper nutrition and comprehensive protection, and this limits their opportunities for integrated development. It is still a challenge to inform public opinion and decision-makers about scientific findings that demonstrate the importance of investing in early childhood and providing children with proper care during their first years of life.

With regard to the quality of education and MESCP implementation, it is still a major challenge to measure quality using an intra- and intercultural approach in line with the model.

Output 1.5.4: Capacity of public institutions to ensure children and adolescent access to educational services in emergency situations is strengthened.

With UNICEF support, by the end of 2016 six of the nine Departmental Working Groups on Risk Management for the Education Sector had been set up (with ToRs and founding charters), in the departments of Potosí, Santa Cruz, Pando, Beni, Chuquisaca and Tarija. These working groups are in the process of being set up in the three remaining departments: Oruro, Cochabamba and La Paz.

- Most of the working groups are led by the Departmental Education Directorate, and their members include representatives from the Specialized Units for Ongoing Teacher Training (UNEFCO), Departmental Civil Defence and departmental government offices such as the Human Development Secretariat, the Risk Management Unit and the Hydrometeorology and Hydrology Service. In some cases, they also include representatives of the municipal government in the departmental capital.
- With technical assistance from UNICEF, technical meetings were held with Departmental Education Directors to explain the structure, organization and characteristics of the National Education Sector Working Group on Risk Management. These working groups enable knowledge, experience, human resources, funds, demands and proposals to be pooled and harmonized, in order to guarantee the right to quality education in emergency situations, taking into account both teaching processes and school management and administration.

Furthermore, to strengthen the capacities of the institutions responsible for risk management in schools, UNICEF worked in partnership with UNEFCO to take forward ongoing training for teachers in the Plurinational Education System (SEP) on risk management and climate change. This training was carried out using the training booklets produced by the Ministry of Education together with the members of the Education Sector Working Group on Risk Management. The number of teachers trained was 1,331.

In this same area of work to strengthen the capacities of schools and teachers, four “*Practical Guides for disaster prevention and response in schools*” were produced, one for each type of disaster event. These are being used by teachers and education cluster directors in activities to prepare schools for possible emergency events. The four guides are:

- White guide: Frost and snow
- Blue guide: Flooding, overflows and flash floods
- Red guide: Drought and fires
- Brown guide: Earthquakes and landslides



Finally, in the area of emergency response, fortunately no emergency events occurred in 2016. Nevertheless, UNICEF worked intensively on the information and prevention campaigns on Zika, Dengue and Chikungunya, with information leaflets and posters being produced and distributed to

361 schools. These materials were used to train district education directors in the departments prioritized according to their risk of exposure to these threats: Santa Cruz, Beni, Pando, northern La Paz, Tarija and Chuquisaca. A total of 572 public officers were trained, among which District Directors, School Directors, DDE staff, District staff and Institutions, teachers, parents and GAM and UNEFCO members in the departments of Santa Cruz, Pando, La Paz, Beni, Tarija and Chiquisaca

At the same time, technical assistance was provided to train staff to implement the “*Nuevo Sol* Community Wellbeing” Programme for children aged 3-6 and schoolchildren during emergencies. They were also shown how to analyse indicators related to early childhood, education and child protection. So far, at least 120 people have been trained as volunteers ready to go into action when needed in the departments of Beni, Pando and Santa Cruz.

Bolivia is currently experiencing a severe drought, one of the worst in 30 years: seven of the largest cities are affected by water shortages, more than 177,000 families are affected in rural areas, and 51% (173) of the country’s municipalities are suffering the effects of the drought. In response to this situation, on 21 November 2016 President Evo Morales issued Supreme Decree 2987 declaring a national emergency due to the drought and water shortages. The impact of this emergency in the education sector is a lack of water both in students’ homes and in schools. Water shortages in 94 neighbourhoods in the city of La Paz has affected 29,625 students in 80 schools. With UNICEF support, the Ministry of Education has installed water tanks as well as using tanker trucks to supply water to schools. Another measure adopted by the Ministry of Education was to bring the end of the school year forward by a week: term ended on 30 November in primary schools and on 2 December in secondary schools.

Challenges

An emergency preparedness and response structure is in place at the national and departmental level. However, one of the most important challenges is sustainability, firstly at the technical level of the members of the departmental working groups, because the constant turnover of staff undermines the capacities developed at these departmental levels. Sustainability at the operational level is also an issue, and the challenge is to maintain close coordination between the education sector and the rest of the autonomous territorial government bodies (departmental and municipal governments). So far, this has been achieved by means of regular visits and ongoing support from the Ministry of Education at central government level.

Another important challenge is to improve the flow of information within the education system in an emergency situation. The National Working Group has designed an information-gathering tool, called EDAN-E, but it is not yet being used sufficiently smoothly and rapidly within the education system, for two reasons: one is that the school and cluster directors and information system staff at these levels have not been given sufficient training, and the second reason is the lack of adequate communications infrastructure. In many cases the information has to be written down on paper because there is no internet access.

Results Assessment Framework

The following tables outline a review of the indicators for all Outputs in the Outcome Area, showing the results achieved in 2016 compared to the baseline and targets as outlined in the UNICEF 2013-2017 Country Programme Document.

Indicators for Outcome 1.5:

By 2017, children and adolescents in the intervention area increased their access to, learning, and completion of a culturally appropriate education at an adequate age and at early childhood, pre-school, primary and early secondary levels.

Context-Specific Indicators	Baseline	Target 2017	Update 2016	Primary source
Net Preschool Enrolment Rate (National)	40.3	45%	62,33 (2012)	SIE
Net Primary Enrolment Rate (National)	86.4	90%	99,82 (2012)	SIE
Primary Completion Rate (National)	77.1	85	55,46 (2012)	SIE
Net Secondary Enrolment Rate for Girls and Girl Adolescents (National)	2011 68	80	72,59 (2012)	SIE
Rate of Transition to Secondary (National)	2014 n/a	80	No data	SIE
Children from 7 indigenous peoples learn through culturally-relevant curricula (Intervention Areas)	2014 0%	2017 100%	90%	
Percentage of children under four years of age that have access to quality and culturally- and linguistically-relevant early childhood services and education (Intervention Areas)	2	7	No data	IPELC Report
Education Public Expenditure Share of government expenditures allocated for education	2011 19.5	2017 20	19.5	MoE
Children in humanitarian situations targeted by UNICEF and partners accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces)	2014	60%	50%	Education table data

Indicators for Output 1.5.1:

Families and communities in priority areas are organized to support timely school entry, permanence and learning, particularly that of girls in pre-school, primary and early secondary levels.

Context-Specific Indicators	Baseline	Target 2017	Update 2016	Primary source
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Early learning policy and early learning programme ensuring parents' and communities' involvement - score (1-4), see guidance	2012 2	4	2	
Percentage of local community education's councils with participation of girls, adolescents and women (7 selected districts)	NA	50	40%	CNC CEPOs technical report

Indicators for Output 1.5.2:

Educational services in priority areas implement innovative strategies that guarantee school entry, completion and learning of the most vulnerable children and adolescents.

Context-Specific Indicators	Baseline	Target 2017	Update 2016	Primary source
Availability of sufficient resources to allow children to learn in their mother tongue during the early grades - score (1-4),	2012 2	4	2	IPELC Report
Percentage of children aged 3-4 years in intervention areas that participate in activities involving early childhood stimulation, learning or school preparation (intervention areas)	2012 20	70	30	ECD Survey
Number of regionalised curricula focusing on inclusiveness	2012 0	7	21	Ministry of Education data
Number of educational units in 7 districts that have plans and strategies aimed at quality learning (intervention area)	2012 20	100	51	Data from IPELC
Percentage of children under 3 years of age in select communities that became bilingual (intervention area)	2012 0	50	20	IPELC Report

Indicators for Output 1.5.3:

Capacity of public institutions is strengthened to plan, coordinate, implement, monitor and evaluate cost-effective interventions in priority areas, with an equity-based approach.

Context-Specific indicators	Baseline	Target 2017	Update 2016	Primary source
Number of autonomous territorial entities that plan and finance education interventions based on an analysis of bottlenecks (intervention area) 2012 0 2017	2012 0	3	5 municipalities	UNICEF Report
Number of autonomous territorial entities that have child development strategic plans (intervention area)	0	3	2	GAD Potosí and Chuquisaca report
Number of innovative models that are scaled up as part of its education policy (intervention area)	0	2	2	
Innovations to improve access and learning for the most disadvantaged children are implemented at scale and are sustainable - score (1-4), see guidance	2012 2	3	2	
Education sector analysis, financial simulation model or medium term expenditure framework developed with UNICEF support	2012 no	Yes	Yes	
EMIS that provides quality and timely data - score (1-4), see guidance	1	4	2	

Indicators for Output 1.5.4:

Capacity of public institutions to ensure children and adolescent access to educational services in emergency situations is strengthened.

Context-Specific indicators	Baseline	Target 2017	Update 2016	Primary source
UNICEF-targeted children in humanitarian situations accessing formal or non-formal basic education (including pre-primary schools/early childhood learning spaces) - number & percent, see guidance	2012 0	60%	50%	Education table data
School aged children targeted by UNICEF that have access to psychosocial support in their schools/learning spaces during and after the humanitarian situation - number & percent	2012 0	800	No data	
Number of subnational working groups on education in emergencies functioning	0	4	6	Education table data

CASE STUDY

Early detection of developmental delays and the health system's response capacity: strategies to prevent disabilities

Background

Many cases of children with disabilities could have been avoided. When children and adolescents have a disability, they are much more vulnerable to being discriminated against based on their disability. This discrimination may take the form of inadequate care and neglect, exclusion from decision-making and resource allocation or, in extreme cases, infanticide.

For most children in Bolivia with developmental delays and deficiencies, the problem is not detected at an early age. Even when it is detected, health and education services are scarce and many of them lack the capacity to provide timely support and thus prevent the developmental delay or deficiency from turning into a disability.

Families lack information and support that would enable them to monitor their children's development process, identify irregularities, provide timely and efficient support to their children, or turn to specialists for help. Families often feel that they are to blame for the situation, as well as being discriminated against and unable to access services that would provide them with appropriate, timely treatment.

This is compounded by a lack of appropriate facilities to support children when disabilities have been diagnosed. Unfortunately, families in many isolated communities are unable to access the support services that do exist because they are too far away, they cannot afford the cost, or because the services are not culturally appropriate.

Justification

The Country Programme Action Plan 2013-2017 agreed between UNICEF and the Government of the Plurinational State of Bolivia places emphasis on supporting comprehensive early childhood development and protection, reaching children with disabilities to help them overcome their difficulties as far as possible, and breaking down the barriers that prevent them from being included in society. The Plurinational State has made progress in recent years with policies related to disability, passing laws and building rehabilitation centres. There are currently 21 rehabilitation centres operating with varying levels of response capacity. However, these services are not yet adequately linked up with the health service networks. Neither is there a system in place at the moment to link the integrated assessment of early childhood development with the detection and treatment of mild or severe developmental delays and deficiencies at an early age. Furthermore, appropriate assessment and referral protocols are lacking.



In response to this situation, UNICEF and the Ministry of Health identified experiences that are addressing the problem and showing positive results. It was found that Handicap International has been carrying out a pilot programme since 2014 in the Department of Oruro to improve the system for early detection and registration of developmental delays or difficulties, train staff to provide sensitive rehabilitation and integration support, and ensure that the services have clear protocols and guidelines on care, referral and counter-referral.

‘We thought she was going to die, she was in intensive care for two weeks. It really scared us... our daughter was different. Now we bring her to physiotherapy, it’s really helped.’

Mother of a girl with epilepsy and cerebral palsy, Caracollo (Oruro)

Strategy and implementation

With the aim of helping to restore the right to education, health and participation to children with disabilities and prevent children with developmental delays or deficiencies becoming disabled, and building on Handicap International’s experience, UNICEF reached a tripartite cooperation agreement between the Ministry of Health, Handicap and UNICEF to provide technical assistance to the Ministry’s Disability, Rehabilitation and Integrated Support Unit in the following areas of work:

- Assessment and monitoring of early childhood development (as set out in the guidelines on care over the life cycle, which are not yet being applied), establishing protocols and strengthening the skills of the staff responsible
- Establishing systems to refer cases to the relevant services
- Early detection of mild and severe developmental delays or deficiencies
- Strengthening the capacities of health staff to conduct specialized assessment and provide timely and appropriate treatment in the rehabilitation centres.

Progress and results

This agreement was signed in August 2016. To date, progress has been made with the Ministry of Health on drawing up the guidelines for development monitoring and early warning of delays, identifying support materials for parents and educators, drafting care protocols for cases of severe developmental delays and deficiencies, and translating the support materials prepared by Handicap International and UNICEF, called the “Blue Box”.

The content is being prepared for training the health staff working in the rehabilitation centres. The training will be carried out in January 2017 so that the tools can start to be used in first-level health centres and rehabilitation centres in four municipalities, as part of the process of validating the tools for their final approval.

‘We have had very good results. Lots of people who weren’t able to connect with these services before are now using the centre. But we do have this taboo that it’s something bad, and we have to explain that a disability can be treated. With physiotherapy and speech therapy, a child can enjoy more independence.’

Dr. Samo, Rehabilitation Centre, Caracollo (Oruro)

All the programme visits that have been carried out have confirmed the urgent need to train health staff, the need to raise staff awareness of the importance of monitoring early childhood development, and the need to provide information to parents so that they can identify warning signs and know where to go for support.

As a result of Handicap International’s work, staff in first-level health centres are starting to realise how important it is to monitor early childhood development, use the new detection protocols and refer children with developmental delays to the rehabilitation services.

Lessons learned

- Because parents have so little information and knowledge of this issue, they tend to wait before seeking advice and are not aware of the warning signs. This is why it is essential to use various channels to inform parents of the need to monitor their children's development, take them to the services early on, and provide all the support children need for their ongoing learning and recovery when necessary.
- Although health staff are highly committed to their work, they need to strengthen their skills and be supported to implement guidelines that clarify their role in the early detection of developmental delays or deficiencies, in order to prevent disabilities.
- There is a high turnover of staff in primary health care services, and staff do not pass information on to each other. This is why initial health staff training needs to include the prevention approach.
- Many families live a long way away from the rehabilitation centres and they cannot afford the cost of transport to get there. One option that could be considered is providing financial support to parents who come to these centres, or look at other ways to enable families to attend appointments and learn physiotherapy techniques. Another alternative is for health staff to travel to distant communities.
- The response must be integrated and multisectoral. Coordination between sectors needs to be improved to increase the likelihood of early detection and provide more holistic support.

Looking to the future

UNICEF is supporting the Ministry of Health and the Ministry of Education to take forward the implementation of public policies and strengthen prevention and care services for children with disabilities so that they can be scaled up to the whole country. The approach involves documenting



Wara with the physiotherapist at the Centre ©UNICEF Bolivia/2016/Alanes

good practices and experiences of joined-up working between the health and education sectors at the local level, so that they can be rolled out at the national level. The aim is to make the implementation of these policies more effective. The strategy developed by Handicap International in Oruro is highly replicable because it is fully aligned with national health policies and flexible enough to be adapted to the different cultures and regions of Bolivia.

Light of the earth, not the heavens

'When we were thinking what name to give her, her father said to me let's call her 'Wara del Cielo' because she's going to die, she'll go to heaven and look down on us,' says Zaida, her mother. But when Wara, whose name means light, was just three months old, her mother heard on the radio about the Rehabilitation Centre, and everything changed. Zaida and Wara started to go to the centre in Huanuni (Oruro) every day, and Zaida is grateful for the support. 'She couldn't sit up, here she learned how to sit up. She couldn't crawl, here she learned how to crawl,' Zaida explains. Wara has Downs Syndrome, and after she was seen at the centre she had a risky operation on her heart, which changed her life possibilities. Now Zaida has hope: 'What I want for Wara is that she can be independent, I want her to be able to study and have a career.'

4. FINANCIAL ANALYSIS

4.1. RESOURCES

Table 1. Planned Budget for the Outcome Area

Outcome Area 5: Education Bolivia Planned and Funded for the Country Programme 2016 (In US Dollar)		
Outcome	Funding Type¹	Planned Budget²
05-04 Education in emergencies	RR	0
	ORR	261,000
Unknown	RR	240,000
	ORR	1,239,000
Total Budget		1,740,000

¹ RR: Regular Resources, ORR: Other Resources-Regular

² Planned Budget for ORR does not include estimated recovery cost

³ ORR funded amount exclude cost recovery (only programmable amounts)

Table 2. Thematic contributions received by the Country Office for the Outcome Area in 2016

Outcome Area 5: Education Thematic contributions received for Outcome 5 by UNICEF Bolivia in 2016 (in US Dollars)			
Donors	Grant Number	Contribution Amount	Programmable Amount
SIDA -Sweden	SC1499050104	522,189	522,189
Finnish Committee for UNICEF	SC1499050378	80,403	80,403
Total		602,592	602,592

- (1) The figures presented in this section are preliminary. The final figures will be sent to the Embassy at the end of March, when the global-level Thematic Reports are published.

4.2. EXPENDITURE

Table 3. Expenditure on the Outcome Area

Outcome Area 5: Education Bolivia 2016 Provisional Expenditures by key results areas (In US Dollars)				
Organizational targets	Expenditure Amount			
	Other resources - Emergency	Other Resources- Regular	Regular Resources	All Programme Accounts
05-01 Early learning	0	173,099	9,176	182,275
05-02 Equity # focus on girls# and inclusive education	0	40,722		40,722
05-03 Learning and child-friendly schools	0	895,868	105,553	1,001,421
05-04 Education in emergencies	0	109,212	13,474	122,686
05-05 Education # General	0	232,157	269,344	501,501
Total	0	1,451,059	397,547	1,848,605
Percentage	0.00%	78.49%	21.51%	

Table 4. Expenditure by programme area

Outcome Area 5: Education Bolivia Thematic provisional expenses by programme area (In US Dollar)	
Organizational targets	Other Resources- Regular
05-01 Early learning	44,613
05-02 Equity # focus on girls# and inclusive education	14,975
05-03 Learning and child-friendly schools	474,679
05-04 Education in emergencies	3,125
05-05 Education # General	126,450
Total	663,842

Table 5. Expenditure by specific intervention category

Fund Category	All Programme Accounts	▼
Year	2016	▼
Business Area	Bolivia - 0510	▼
Prorated Outcome Area	05 Education	▼

Row Labels	▼	Expense
05-01-04 Community-based child development and early learning		158,235
05-01-05 Parenting education and school readiness		20,642
05-02-06 Education for children with disabilities		40,633
05-03-02 Child Friendly Schools # Education		219,300
05-03-03 Multilingual education and mother tongue language		707,770
05-03-04 Learning assessment systems		43,693
05-04-04 Education # cluster coordination in humanitarian action		3,739
05-04-05 Education # Emergency preparedness		97,963
05-04-06 Education - Emergency response		14,043
05-05-01 Education -Systems		28,989
05-05-05 Education sector plans (incl. coordinating role)		263,726
05-05-06 Education Management Information System		110,175
05-05-07 Adolescent development # building assets and skills		26,294
08-09-06 Other # non-classifiable cross-sectoral activities		103,653
08-09-07 Public Advocacy		2,434
10-07-11 Country office leadership and direction		-29
2062 Teacher training and support for basic education		25
2071 Child-friendly Schools including Safety in schools		46
2092 Education interventions for out of school children in humanitarian response and post-crisis recovery		3,125
7921 Operations # financial and administration		3,794
Unknown		355
Grand Total		1,848,605

5. FUTURE WORKPLAN

2017 is the last year of this country programme, and the work will therefore focus on consolidating the results achieved and laying the foundations for the new programme's priorities. The priorities will be to:

1. Develop an advocacy strategy to position early childhood development as a relevant issue, both in public opinion and in the institutions responsible, creating a pro-early childhood movement.
2. Continue documenting innovative experiences (models) so that they can be scaled up, by validating and standardizing the tools used and disseminating the lessons learned from implementing the MESCP in the pilot education clusters and the bilingual nests.
3. Help to implement the Parenting Programme in pilot areas so that it can be rolled out in 2018. At the same time, implement the early childhood development assessment tools and mechanisms for linking the health and education services and rehabilitation centres.
4. Continue with the validation of the modular secondary education model so that it can be expanded to territories where the exclusion of adolescents from secondary education is widespread.
5. Support and strengthen the capacities of community and indigenous organizations so that they can engage in informed, effective dialogue with MINEDU on the quality of education.
6. Engage in advocacy with departmental and municipal governments in the priority areas to obtain their political and economic support for rolling out the models, particularly in the Amazon region departments of Pando and Beni and northern La Paz.
7. Strengthen alliances between the public and private sector, particularly the partnership between the BNB, UNICEF and MINEDU to raise the profile of the rights of children and adolescents with disabilities.

Outcome Area 5: Education				
Bolivia				
Planned Budget and Available Resources for 2017				
Outcome	Funding Type	Planned Budget Budget ¹	Funded Budget ¹	Shortfall
Education	RR	240,000	80,000	160,000
	ORR	1,500,000	512,269	987,731
Total for 2016		1,740,000	592,269	1,147,731

¹ Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme du

² Other Resources shortfall represents ORR funding required for the achievements of results in 2016.

6. EXPRESSION OF THANKS

For many years now, the contribution made by the Government of Sweden has played a key role in achieving a positive and permanent impact on the protection and wellbeing of Bolivian children, improving their chances of survival and providing them with opportunities to thrive.

UNICEF Bolivia wishes to express our profound gratitude to the Swedish Embassy for its contribution. The support provided by the Government of Sweden, together with the Government of the Plurinational State of Bolivia, has underpinned the successful implementation of our strategies, and without it the education component would not have been able to achieve its goals.

ANNEX 1: HUMAN INTEREST STORY

‘I wouldn’t even kill an animal, so how could I kill my daughter?’

Ensuring rights for children with disabilities

Jazmin was not born disabled. But after suffering from meningitis when she was four months old, she now has severe epilepsy and cerebral palsy. For her parents, the world stopped: ‘We thought she was going to die, she was in intensive care for two weeks. It really scared us because we had never seen other people like this, our daughter was different,’ recalls her mother, Valentina.

Valentina and Jazmin are regular users of a small but well equipped rehabilitation centre in the municipality of Caracollo, about half an hour’s drive from the city of Oruro. It opened in 2014, and having received training from UNICEF’s implementing partner, Handicap International, the staff here are highly dedicated. Dr. Samo who works at the centre is optimistic about the progress: ‘Lots of people who weren’t able to connect with these services before are now using the centre.’



‘Now we bring her to physiotherapy, it’s really helped,’ says Valentina, her positive attitude admirable. But the financial burden of Jazmin’s treatment is not easy on the family. Her father, a construction worker, recently suffered a serious accident at work, but despite the doctor’s advice he still works hard every day. There’s no other option. ‘He’s working for Jazmin, there are so many expenses, medicines. It’s all for Jazmin,’ says her mother, gratefully.

‘But we do have this *taboo* that it’s something bad, and we have to explain that a disability can be treated. With physiotherapy and speech therapy, a child can enjoy more independence,’ explains Dr. Samo. And Valentina has experienced this discrimination first-hand: ‘Sometimes other women ask me why I take care of her like this, wouldn’t it be better if she were dead? I say to them that I couldn’t kill her; I wouldn’t even kill an animal, so how could I kill my daughter?’



The staff at the centre confirm that this is not unusual; every two months a family tries to kill a child with disabilities in the municipality of Caracollo. Evidently, there is still a long way to go to ensure all children with disabilities have the rights that they deserve. Most parents lack the financial means to support their children, live in remote villages far away from the centre, or are simply not willing to dedicate the time, failing to understand that their children can benefit from the support.

All Valentina wants for Jazmin is something simple: 'I just want her to feel calm, for her not to have fits and be relaxed. When she has fits she cries so much, I tell myself that I have to be strong for her. I tell myself that I'm going to do everything possible for her.' But devastatingly, for Jazmin that was not enough. One month after meeting her, the news comes through that Jazmin has passed away.

Whilst there evidently has been progress here in the services provided to the community, there is so much more that needs to happen to avoid these tragic incidents repeating themselves. Narel Gomez, a representative from Handicap International, says that the response needs to integrate into all aspects of early childhood development, with more coordination between the health and education sectors. For Anyoli Sanabria, UNICEF Head of Education and focal point for disabilities, the death of Jazmin is a salient reminder that more investment needs to be made to ensure that children with disabilities in Bolivia can have opportunities in life. 'Since Jazmin died, we have been wanting to share her story, in tribute to the brave young girl and her family who fought right up until the end and gave her the opportunity to grow and play a role in society; we want her story to be an inspiration and hope for all children with disabilities in Bolivia,' says Anyoli. The new support model in Oruro needs to be strengthened, scaled up, replicated and converted into public policy. UNICEF is working hard to ensure this happens, with the hope that the fate of Jazmin is never repeated.



All names in this story are fictitious. No identification with actual persons (living or deceased) is intended or should be inferred.

Photos: ©UNICEF Bolivia/2016/Alanes

ANNEX 2: DONOR COMMENTS FORM

UNICEF is working to improve the quality of its reports, so we welcome your comments. Please answer the following questions about this report and send the completed form to:

Name: Katarina Johansson Mekoulou, Deputy Representative

Email: kjohansson@unicef.org

SCORING: 5 means "entirely satisfied"
0 means "not at all satisfied"

1. To what extent did the narrative content of the report meet your expectations? (for example, general analysis and identification of challenges and solutions)

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

2. To what extent did the reporting on the use of funds meet your expectations?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you are not satisfied, please tell us what information is lacking and how we can improve the report next time.

3. To what extent did the report meet your expectations regarding the identification of difficulties and constraints, and how these were addressed?

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you are not satisfied, please tell us what information is lacking and how we can improve the report next time.

4. To what extent did the report meet your expectations regarding the results achieved?

5	4	3	2	1	0
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you are not satisfied, please tell us what information is lacking and how we can improve the report next time.

5. Please suggest how we can improve this report to meet your expectations.

6. Do you have any other comments you would like to share with us?

Many thanks for your response!