2019

Adolescent Development and Participation (ADAP)

Programme Strategy Note 2020-2024

particularly in rural areas child marriage is widespread practice. This conception of gender roles in a community has confined young girls to homecare duties, leaving them isolated and excluded from participation. Adolescent boys feel marginalized and their freedom denied. Some young people are adopting risky coping strategies—such as drug use, illegal work including smuggling, or joining armed groups. Growing up in a culture of violence and hypermasculinity and faced with ever-dwindling opportunities for education, employment, where the lack of meaningful engagement opportunities result in adolescents and youth using riskier engagement opportunities/coping strategies, some adolescent males, particularly displaced adolescent males, find allure in arms/weaponry and show leanings toward militias or armed groups.

3. THEORY OF CHANGE (TOC)

The ToC for the ADAP program envisages a change from the current situation where ***Adolescents, especially the most disadvantaged and deprived, are politically, civically, socially and economically excluded and unable to fully exercise their right to meaningful civic, social and economic engagement*** into a positive state where ***Adolescent girls and boys, especially the most disadvantaged and deprived, are civically, socially and economically included and contribute to their personal development and a cohesive, peaceful and resilient Iraqi society.***

To achieve this desired state, four major preconditions must be achieved:

1. Adolescent and youth-supportive policies and institutional frameworks are functioning (systems that reinforce exclusion need to be transformed to address the structural barriers impeding the realization of adolescents' rights)
2. Adolescents and youth have the skills, agency and leadership to actively engage in civic, social and economic life in communities that ensure realization of their rights and enhance social cohesion
3. More Inclusive gender sensitive and age-appropriate opportunities for adolescents for skilling, civic, social and economic inclusion are available.
4. Adolescents and youth, girls and boys alike, thrive in their communities, schools, workplace and other spaces with more collaborative partnerships, tolerant social norms and attitudes ensuring their sense of agency, leadership, and engagement as equal and essential partners in their and their communities development.

Annex 2 provides an illustrative ToC overview.

3.1 Identification of actions to create conditions of change

Output 1: National and sub-national systems have enhanced capacity to plan, budget and address children, adolescent and youth priorities

UNICEF will support the assessment and analysis of sectoral policies (e.g. *education, labor, protection*) to ensure these are adolescent and youth-responsive, thus ensuring Government resources work for adolescents, especially the most vulnerable. As such, UNICEF will prioritize the *generation of information and evidence* about *adolescent behaviors, needs and choices, including gender and societal norms, system gaps and sectoral responses*. This evidence will then feed into the influencing of inclusive sectoral budgets, policies and laws for adolescent girls and boys (e.g. education, health, labor and protection). To make this happen, UNICEF will build on existing cooperation with UNFPA and ongoing support to the Ministry of Planning for the *2018 National Adolescent and Youth Survey (expected completion end of 2019).* UNICEF will maximize disaggregation and analysis of the MICS 6 and use it for future advocacy with the Government so that budgets and policies address the real needs and priorities of adolescents. UNICEF will roll out *U-Report* and scale *Participatory Action Research* (PAR), intended to generate qualitative research findings that will complement the quantitative data generated under the National Survey. Young people will gather information/data from their peers and community members and proactively use the evidence generated to create a robust bridge between young people's findings, interests, identities and experiences into action at community level, and advocacy and policy/program recommendations with the Government/other key stakeholders.

Anchored in the above, UNICEF will assist the country in developing, and revising policies and creating a knowledge-hub for learning and sharing to ultimately influence and strengthen national commitments to better prioritize, invest and empower adolescents and youth. To make this happen, effective policies need first and foremost to recognize adolescents holistically, as a distinct population with rights, unique needs and capacities different from those of younger children and adults. Structural barrier analysis, social norms and gender analyses must be considered and should prioritize the effects on the most marginalized, especially those out of school, the internally displaced, returnees, refugees, and unemployed and multi-dimensionally poor adolescent girls and boys, so that they can benefit from holistic services and programs. This will enable the realization of their rights, promotion of quality (adolescent sensitive and need based) supply and for generating demand for services which are tailored to the needs of young people.

UNICEF will convene and build upon collaboration with government agencies to reform existing policies and strategies which are developed or are being developed to promote adolescent development and participation. This will entail deepening collaboration with the Government, Ministry of Youth and key UN agencies, such as UNFPA, to strategically address legislative and policy frameworks to enable young people to meaningfully participate in Iraq's social, civic, and economic life. UNICEF will prioritize the review, update and operationalization of the *National Youth Policy* and *National Volunteerism Strategy.* To achieve this, an action plan with clearly defined and *costed* activities, identifying responsible institutions for implementation and development of a monitoring framework to measure progress will be a priority. UNICEF will provide technical support to the Ministry to develop adequate institutional capacity and lead the inter-ministerial mechanism that will be mandated to develop the Action Plan and monitor and report on its implementation. UNICEF will promote partnerships with other agencies, such as WB, UNFPA, UNDP and others to drive this.

From a *multisectoral* perspective, ADAP will support all other UNICEF program sectors to improve the availability of age and gender differentiated adolescent data within ongoing data tools and exercises. The program will consult with other UNICEF program components to build adolescent-specific data collection into sector specific studies, evaluations and assessments. Generation of evidence will thus contribute to and inform upstream work, as well as development and implementation of inclusive and multisectoral policies and investments. The program will integrate a gender perspective in evidence generation, including PAR, online platforms, KAP studies, etc. UNICEF will maximize its partnership with the Ministry of Youth in Iraq and support the building of positive governance and coordination mechanisms for the National Youth Strategy. Coordination mechanisms among key ministries will be bolstered at national and local levels to establish a more holistic and cross-sectoral approach to adolescents and youth. UNICEF will be part of the inter-ministerial committee that the Ministry of Youth and Sports plans on establishing and leading for the implementation of the National Youth Strategy. Engagement with civil society organizations will be pursued to enable more systematic participation in policy development and monitoring. Focus will be on coalition-building, enabling self-representation of excluded young people and brokering space for expanded dialogue with the Government.

Key partners: Ministry of Youth and Sports and Ministry of Planning – at both national and governorate levels. UNFPA and NGOs.

Output 2: By 2024, children and young people, especially the most disadvantaged benefit from quality learning and acquire skills to develop to their full potential. (Education output 3)

UNICEF will build on its comparative advantage of having supported skills-development programs for adolescents in Iraq since 2015 and its partnerships with the *Ministry of Youth, Ministry of Labor and Social Affairs* and CSO partners. Planned interventions are based on experiences from prior programming, UNICEF's comparative advantage in the proposed areas, lessons learned, as well as global UNICEF priorities and national priorities in Iraq[25]. UNICEF will focus on strengthening and improving access to skills-development programming that is comprehensive and reaches the most vulnerable youth and adolescents[26] who reside in the most disadvantaged areas of Iraq[27]. Actions will include facilitating equitable access of girls and boys to gender and age- differentiated opportunities to address civic, social and economic exclusion. UNICEF will promote '*learning beyond schooling'* and implement a skills development programming approach

[25] The National Development Plan 2018-2022 of the Republic of Iraq specifically highlights the need to address access to skills development for youth as a way of tackling unemployment and access to decent work opportunities in Iraq.

[26] Conflict-affected, including IDPs, refugees, returnees, those with disabilities, adolescent girls and adolescents living in poor governorates of Iraq.

[27] Refugees and IDPs in the Kurdistan Region of Iraq (KR-I), but also those groups residing in the Center and South, mainly Baghdad governorate. The 2018 Humanitarian Response Plan for Iraq shows that 4 million people in Ninewa, 1.6 million in Kirkuk and 1.3 million in Anbar are defined as people in need of humanitarian assistance and thus live in especially disadvantaged areas. A sizeable portion of these individuals are believed to also include young people.

proposed by the MENA Life Skills and Citizenship Education (LSCE) framework. Iraqi adolescents and youth will develop skills for 1) learning, 2) employability, 3) empowerment and 4) active citizenship. These four key elements will contribute to counter social exclusion, marginalization and disengagement and directly addresses the need for creating positive engagement opportunities through the multiple pathways, which build/reinforce skills, enhance employability and positively engage adolescents and youth.[28] UNICEF will support development of foundational, transferrable, and technical (such as entrepreneurship) programming to prepare adolescents and youth better for their future, including professional, technical and entrepreneurial training, for work and life. UNICEF will promote active citizenship skills including respect for diversity, empathy, participation, and core human rights values such as gender equality, social justice, social cohesion, peace, participation and global citizenship. UNICEF will prioritize reviewing and modernizing existing life skills curricula used by partners and through a consultative review of existing approaches and integrate and align it with the overall MENA LSCE framework to ensure these are infused with 'peacebuilding and leadership competencies' – such as conflict management, appreciating diversity, tolerance, gender equity/equality. UNICEF will continue to liaise with relevant ministry and CSO partners to support access for young people to vocational training.

Through already established Adolescent and Youth Centers (Government and CSOs) UNICEF will support the government to establish *Innovation Labs* that provide safe spaces for out of school adolescents and youth to improve their learning and employability (offering of professional readiness training courses, job-matching, work-based learning and programs aiming at accelerating adolescents' potential and ideas to promote social impact). To accomplish this, through the innovation labs, adolescents and youth will be supported with seed funding to tackle issues of poverty, gender inequity and disengagement through social or business entrepreneurship-oriented options. To make this happen, UNICEF will work with ministry and CSO partners to promote better match between the skills of young people and the needs of the labor market by strengthening partnerships between government, social partners, educators and private sector and thereby strengthen employability skills and employment prospects of young people.

Youth Centers across Iraq will be promoted with scalability and sustainability in mind and will be driven by an equity focus to narrow the gap and to leave no one behind. *By working towards more opportunities for vulnerable girls and boys to build assets and skills, key actions proposed will contribute,* in the long term, to adolescents and youth in Iraq being more supported to enjoy the highest attainable standard of development, to develop in a well-balanced manner, and to be adequately prepared to enter adulthood and assume a constructive role in their communities and society. Ultimately, young people will be more attuned to their own attributes and behaviors, as well as appreciating the positive impact they can have on others while also reducing risky behavior and adopting positive life choices. As future citizens and leaders in their own community, young Iraqis will use their skills and become positive leaders and support the development of an increasingly tolerant and inclusive Iraqi society.

From a *multi-sectoral* perspective, ADAP will adopt and promote synergistic convergence of service-delivery at supported adolescent and youth spaces, whereby targeted adolescents supported by ADAP will benefit from additional comprehensive services that are age appropriate and gender responsive.

Child Protection: In Child Protection specifically, inter-sectoral referral mechanisms where ADAP partners refers to protection services (e.g. case management) will be emphasized, coupled with PSS for young people. Similarly, protection will refer to ADAP partners young people to access skills training.

Health and Nutrition: Aligned with its LSCE operationalization, ADAP will liaise with Health and Nutrition to establish integrated delivery of comprehensive and appropriate information on healthy lifestyles (inclusive of HIV/AIDS and SRH). Health and nutrition service pathways for adolescents will also be pursued.

WASH: In WASH, ADAP will seek technical support for proper WASH facilities in Adolescent spaces; including accessibility measures for adolescents with disabilities. ADAP will provide technical support to WASH for implementation of the MHM interventions in these spaces.

Education: ADAP will collaborate and coordinate with Education to find alternative pathways to skills development opportunities for adolescents and young people who cannot return to school.

[28] UNICEF MENA, Regional Second Decade Programming Guidance, 2018.

Social Inclusion and Policy: ADAP will work with Social Policy, as well as other programs, such as Education, on financing for adolescent-specific services under Public Financing for Children (PF4C) frameworks. This could entail developing a case for skills-development investment, conduct of comprehensive budget review and advocacy with Ministry of Education, Labor and Finance for increased investment in skills training and engagement.

C4D: Collaboration will focus on behavioral change campaigns and community mobilization priorities that will be implemented in coordination with all other UNICEF ICO programmes and C4D. Examples of these campaigns could focus on ending child marriages, adolescent girls' participation, and wider inter-generational dialogue issues.

Key partners: Ministry of Youth and Sports and Ministry of Labor and Social Affairs – at both national and governorate levels, UNESCO, CSOs and other UNICEF sectors.

Output 3: By 2024, increased opportunities for adolescents and youth (10-24) to influence decision-making processes impacting their lives

To enable adolescents to participate effectively and meaningfully in their families, their communities and in local and national level dialogue and debate, awareness and opportunities for participation need to be expanded. UNICEF will focus on a comprehensive engagement strategy to reach the *most disadvantaged* groups of adolescents *(*i.e. IDP, refugee, returnees, adolescent girls, LGBTQ and those with disabilities as well as multidimensionally poor adolescents), groups already targeted by UNICEF and partners in the existing CPD by mitigating discriminatory roles and practices that limit their rights and opportunities. To support this, UNICEF's strategy will involve building and facilitating innovative platforms for engagement of adolescents, access to for a/platforms to influence decision-making, broad-based communication to adolescents on the basic skills and principles of participation and digital citizenship, with a focus on synergy with other program areas, the participation of girls, and the inclusion of adolescents from disadvantaged communities. UNICEF will focus on already supported youth centers provided by the Ministry of Youth, and that of CSOs, and create partnership platforms for young people's participation in the development agenda.

UNICEF will prioritize *engagement of adolescents through integrated cross-sectoral approaches* and promote *co-creation with young people as 'partners'* (i.e. engaging adolescents on issues such as child marriage, GBV, hygiene, health, education, etc).[29] Adolescents will design and implement initiatives that will address their rights and foster their decision-making and problem-solving capabilities. Needs that must be addressed together with service providers and authorities will entail access to fora to influence decision making including development of accountability mechanisms between adolescents and service providers.

UNICEF will broaden its support *for online and offline platforms and forums* and will strengthen existing ones so they become more effective and more inclusive of disadvantaged adolescents. To make this happen, UNICEF will support establishment of mechanisms and platforms for engagement based on technologies (i.e. mobile phone technologies such as *U-Report*[30]) as well as for face-to-face interaction between young people and decision makers in support of social accountability. U-Report will be utilized as an informal opinion sharing and interaction platform for adolescent engagement and participation in social cohesion dialogue. Polls will be driven by adolescents and based on their needs, and could include social cohesion-related topics, including, however not limited to peace, pluralism, gender, ethnicity and inter-religious tolerance. Topics also related to adolescent health; in-school and out of school opportunities; employment; family relations; their communities; and what partners (UNICEF, Government and other UN agencies should do to address these will also be emphasized. Attention will be paid to the gender dimensions of adolescent participation on these platforms and forums. Cross-sectoral linkages will be promoted by ADAP; U-Report will be linked with campaigns on social cohesion, civic participation, good hygiene practices, skills and knowledge development (Education), ending child marriage and recruitment to armed groups, and promoting new born care and vaccination. The key questions for the U-Report polls will be pre-tested and formulated based on the contents of the campaigns

[29] Specifics are to be decided by young people themselves, with the support and coaching by local UNICEF partners.

[30] U-Report is a program designed to empower and to communicate with young people to speak out on issues that they care about in their communities, to encourage citizen-led development and to create positive change. It is designed to identify and address issues that young people care about, so that marginalized groups and their communities have a voice on issues that matter to them and have a chance to influence and create positive change. In 2018, U-Report has over 5 million users in 41 countries, with 13 more countries scheduled to launch.

through the engagement of C4D, Gender, Child Protection, Education, Health, WASH and relevant programs. The use of the poll results and U-Report data will be shared with relevant program sections to improve programming.

Recognizing the untapped potential with untraditional partners to date, UNICEF will explore partnerships with large national groups, or specific local groups which will ensure opportunities for engagement for under-represented groups, such as girls and young people with disabilities. This could include the Scouts, sports bodies and networks (such as online forums and groups, established private sector forums), with official participation mechanisms (such as Youth Councils). Their engagement in society will contribute to promoting positive social norms and attitudes in support of respect for the voices and rights of children, and the inclusion of society's most disadvantaged, such as girls, in processes that affect them. UNICEF will support adolescents and youth to voice their opinions on issues such as quality education, peace and security, decent employment, gender equality, violence, social cohesion and accountability for policies and programs targeting adolescents and youth, as these issues may be prioritized by young people themselves. Lessons learned on Sport for Development (S4D) in the current program cycle – wherein S4D resulted in greater cohesion among different groups of young people and greater participation of adolescent girls - going forward, UNICEF will continue to support S4D for adolescents, including girls and adolescents with disabilities, to address critical social issues affecting their communities, such as prejudice, gender equality, abuse, drugs, human rights, violence, conflict, environment, etc.

Key partners: Ministry of Youth and Sports – at both national and governorate levels. CSOs.

3.2 Articulation of UNICEF's contribution to the change effort – implementation strategies

UNICEF will apply a set of prioritized intervention strategies[31] in support of and in collaboration with the Government of Iraq, UN partners, local and international CSOs, academia and donors.

Promoting the rights of adolescents and their role as change agents (space, voice and influence) (outputs 1, 2 and 3)): ADAP will as an overarching strategic approach enable adolescents to become agents of change in their communities for fostering of social cohesion, and to allow them meaningful participation in social, cultural, civic and economic life. To support a vision in which, every adolescent can achieve their full potential, adolescents will take active role, and will be empowered and fully supported by the enabling environment including stakeholders (i.e. youth, parents, community, local and national decision makers) and policy frameworks and systems. This will address inequities and promote social cohesion. Special efforts will be required to include especially vulnerable and marginalized adolescents, including those living with disabilities and returnee adolescents. ADAP will engage in *institutional and capacity strengthening* of selected key partners and stakeholders including adolescents themselves, to increase understanding of the value and practice of adolescent participation, encourage them to identify opportunities to establish and strengthen participation processes, and promote incorporation of the voices of adolescents in decision making processes. ADAP will prioritize a community-based approach to programming and design *adolescent- and youth-led community initiatives* that promote participation in their communities promoting their role as agents/catalysts of social change and promote social cohesion. Actions will be risk-informed to avoid creating tensions among communities.

Systems strengthening (output 1): ADAP will work to mobilize relevant government and non-government counterparts to support legal and policy strengthening to address structural barriers impeding effective adolescent programming and ensure an enabling environment that promotes accountability of service providers and administrations towards the population. UNICEF will support the operationalization of the *National Youth Policy* through development of a two-year action plan. UNICEF will provide technical support to strengthen national capacities to plan, budget, coordinate, implement and monitor a comprehensive, multisector national strategy for adolescents and youth and a costed Action Plan. By means of advocacy, UNICEF will continue to contribute to a vision where national leadership recognize adolescents holistically, as a distinct population with unique needs and capacities different from those of younger children and adults. This will enable an environment that promotes quality, equitable, and age appropriate supply and that generates demand for services which are tailored to the actual needs of young girls and boys. In addition, ADAP will strengthen its partnership with UNFPA, UNESCO and civil society for this purpose and work to ensure that the needs of adolescents, including younger adolescents (10-14) are prioritized and integrated in the National Youth Policy.

[31] ADAP will draw on similar initiatives elsewhere in the MENA region that focus on investing in adolescents and youth as a driving force for change while supporting creation of a conducive environment for their development and engagement.

Multi-sectoral service delivery that are integrated, adolescent-friendly and scalable (outputs 2 and 3): ADAP will continue to pursue an integrated program approach that promotes a life course approach (linking first and second decade) and multisectoral planning, implementation and monitoring that taps into synergies with other sectors/programmes (health and nutrition, education, WASH, social policy and child protection) to ensure comprehensive services. *Multi-sectoral* approaches along the life course approach will harness the commitment of other sectors and promote an *inter-sectoral approach* for strengthening empowerment of adolescents to achieve their full potential. With scalability and sustainability in mind, Youth Centers will support decentralization of services and be promoted as multisectoral platforms for service convergence. ADAP will support other sections to make sure implemented sectoral programs and strategies reflect and consider needs and priorities of adolescents.

Evidence generation (output 1): The program will *continue efforts to generate and systematically gather evidence* about adolescents, not only to Participatory Action Research, but to evidence gathering as use for making visible the issues of relevance for adolescents and for a more robust monitoring perspective, providing a sound basis for advocacy and programming on issues relating to adolescents and youth. ADAP will seek to strengthen evidence generation to both monitor and report on differentials in access and utilization as well as gender responsive approaches that work at scale to address the needs of adolescent girls. The above will entail joint planning and monitoring with government and partners; generating credible data and evidence and promoting its use for regular reviews and sharing of best practices; developing innovative solutions and ensuring they are taken to scale; and leveraging partnerships. Gender disaggregated data collection and research will be undertaken to design interventions and strategies and to set targets to monitor and report progress in ensuring the development of all adolescents. ADAP will work across sectors to improve the availability of adolescent-specific data within ongoing data tools and exercises. The program will consult with other UNICEF program components to build adolescent-specific data collection into sector specific studies, evaluations and assessments. This will for example also entail disaggregate data across age brackets, such as 10-14/15-19/20-24).

Community dialogue and behavior change (outputs 2 and 3): ADAP will build and facilitate innovative platforms for engagement and equitable participation of adolescents, with special attention to girls and those from disadvantaged communities. Many deprivations have a strong component of weak demand/awareness/poor uptake and utilization of services and are linked to barriers emerging from social norms and cultural practices that also reflect deeper gender dimensions. C4D interventions will aim to strengthen and provide technical support to the Government and partners on effectively embedding demand generation and improving the capacity of all partners to prioritize, conceptualize, design, implement and monitor social and behavior change communication (SBCC) interventions to increase demand for quality services that are equitable and gender responsive. ADAP will collaborate with the communication section and the communication for development unit to address social norms that limit adolescents from actively contributing to decision-making on issues that affect their lives and will collaborate with partners to develop positive change in social attitudes and practices that hinder participation of adolescents in social, civic and economic life. By using this approach UNICEF, in collaboration with other sectors, will equip a wide range of duty-bearers (including parents, nurses, doctors, teachers, families, communities, education and youth sector officials) with information and tools to reframe the adult-child relationship and reduce engrained harmful attitudes and behaviors.

3.3 Iteration and bringing it all together (if-then)

UNICEF's ToC for ADAP therefore states that:

- *If* policies that support holistic and inclusive services are in place, ***and***
- *If* more up to date adolescent specific data is available***, and***
- *If* key influential politicians advocate and ensure adolescent and youth development and their participation in decision-making processes, ***and***
- *If* planning and coordination among key government actors improves, ***and***
- *If* Government's budget allocation for programmes and opportunities for adolescent and youth is sufficient,

Then adolescent and youth intersectoral coordination, programming, budgeting and advocacy is evidence-based and strengthened to enhance development of adolescents and youth

AND

- *If* adolescents and youth have increased life skills, critical thinking skills, creativity and active citizenship; ***and***
- *If* adolescents and youth have increased awareness of their rights and obligations; ***and***
- *If* contextualized and quality age appropriate learning curricula is reviewed and developed to improve their learning and employability skill, ***and***
- *If* safe spaces for all young people (especially the most vulnerable) are functioning and providing opportunities for them to improve their learning and employability skills, ***and***
- *If* adolescents can access additional multisectoral services and opportunities

Then more adolescents and youth will have better skills for learning, empowerment and employability

AND

- *If* holistic engagement opportunities (social, civic, economic and digital) for adolescents and youth are responsive to the priorities of adolescents and their communities; ***and***
- *If* cross-sectoral approaches promote *co-creation with young people as 'partners'* ***and***
- *if c*ommunities and families promote positive norm changes to enable opportunities for all adolescents, including girls, to develop and participate; ***and***
- *if online/offline forums,* independent youth groups, networks and organizations have the required capacities and opportunities to raise adolescent voices, build leadership capacities of young people and are engaged to promote adolescent rights and drive positive changes ***and***
- *If* adolescents and youth have increased awareness of their rights and obligations;
- *If policies and mechanisms that support fora for adolescents to influence decision making processes as equal partners, and*

Then adolescents and youth (10-24) will be civically, socially and economically included and be increasingly aware of their rights to participation, the principles of citizenship, and have opportunities to influence decisions impacting them and their communities.

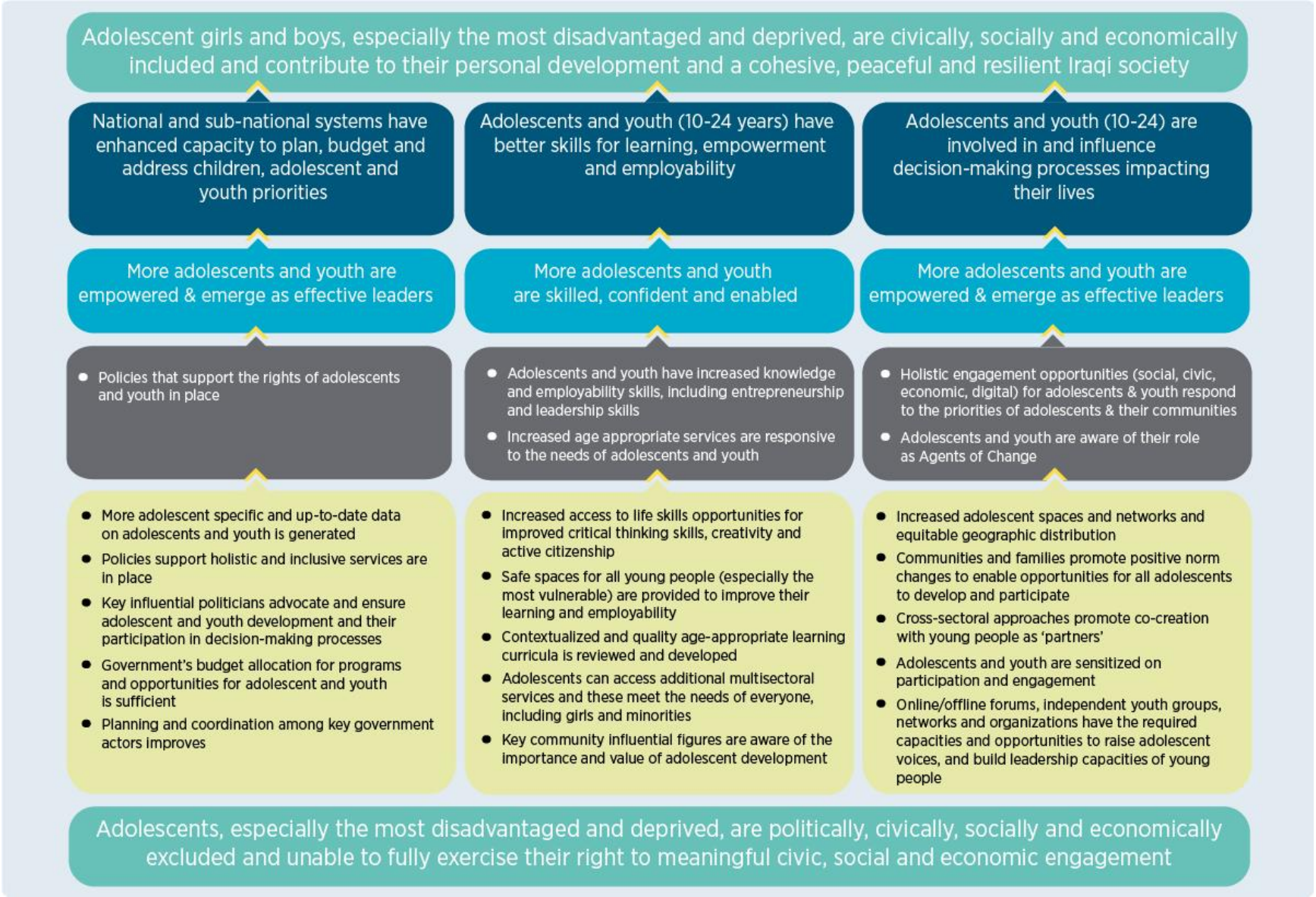
3.4 Assumptions

1. Political will exists and continues to improve the overall quality and inclusiveness of adolescent development and participation through policies, frameworks, and institutions.
2. Ministry of Youth, and Ministry of Labor and Social Affairs are willing to continue to work with all and to provide opportunities, especially for adolescents and youth, that can positively contribute to their empowerment. This includes willingness to improve and fund spaces and programming in existing state-owned youth spaces and other adolescent and youth friendly spaces that can provide momentum for adolescent and youth for active participation and engagement.
3. There will be continued opportunities for engagement and participation by adolescent and youth, including using the National Youth Strategy 2016-2026 as an entry point for program to design and implement planned activities aimed at empowering adolescents and youth.
4. Influential community members, parents and religious leaders will continue to be willing to acquire more knowledge on inclusion of adolescent and youth in community initiatives.

3.5 Risks

1. Economic contraction and diminishing fiscal space will lead to further diminishing budgetary allocation and human resources to support adolescent participation.
2. New or escalated conflict and political instability exacerbates sectarian divisions, impairs social trust and community cohesion, and motivates child rights violations including the right to participation.

Annex 2: ADAP Theory of Change



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[redacted]

[redacted]

Note for the Record

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

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

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

Sincerely,

[redacted]

Attachment 1 – Checklist 1 *"Initial Screening"*

[redacted]

Checklist 1- Initial Screening

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

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

[redacted]

[redacted]