



Reaching Syria's Underserved Children  
.....  
Multi-Year Resilience Education  
Programme (MYRP)

Syria  
2020 - 2023

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## Acronyms

3RP	Regional Refugee and Resilience Plan
AOG	Armed Opposition Group
BTL	Back-to-Learning (campaign)
C/DRR	Conflict/Disaster Risk Reduction
CBO	Community Based Organization
DFID	UK Department for International Development
DPG	Syria Education Development Partners Group
ECW	Education Cannot Wait
ED	Education Directorate
EDF	Education Dialogue Forum
EiE	Education in emergencies
EMIS	Education management information system
FGDs	Focus Group Discussions
GoS	Government of Syria
GPE	Global Partnership for Education
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IASC	Inter-Agency Standing Committee
IDP	Internally Displaced Population
IIEP	UNESCO-International Institute for Education Planning
IM	Information Management
INEE	Inter-Agency Network for Education in Emergencies
INGO	International non-government organization
IP	Implementing Partner
LSCE	Life Skills and Citizenship Education
MENA	Middle East and North Africa
MENARO	UNICEF Middle East and North Africa Regional Office
MSNA	Multi-Sectoral Needs Assessment
NGO	Non-Governmental Organization
NLG	No Lost Generation (Initiative)
OOSC	out-of-school children
PTA	Parent-Teacher Association
SARC	Syrian Arab Red Crescent
SDF	Syrian Democratic Force
SLP	Self-Learning Programme
UN	United Nations
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
UNSC	United Nations Security Council
UNSG	United Nations Secretary General
WASH	Water, sanitation and hygiene
WoS	Whole of Syria

## Programme Summary

**Programme Title:** Reaching Syria's Underserved Children

**Start Date:** January 2020 (Indicative)

**End Date:** August 2023 (Indicative)

### Brief Description

Since the start of the war in Syria, yearly, approximately 30 to 35 percent of all school-aged children (5-17 years old) are not in school. Many of those that attend are at risk of dropping out over time, boys even more so than girls. Nine years into the crisis, many families can no longer keep children in school and schools are no longer seen as safe places or as hope for a better future.

The current generation of Syrian children and youth is less educated than previous ones. While the full impact of the Syria crisis on children and youth may only become apparent in the years to come, the psychological distress suffered by many children and adults, including teachers and other education personnel, will have a profound and lasting impact on future generations.

The Syria Multi-Year Resilience programme (MYRP) aims to (re-) engage children<sup>1</sup> in learning by providing equitable access to safer and inclusive learning spaces where children acquire foundational, socio-emotional, life and, *where relevant*, vocational skills<sup>2</sup> necessary to continue their education and be prepared for adult life. The MYRP is needs and vulnerability based and identified children that are out of school or at risk of dropping out in the whole of Syria whether because of poverty, disability and/or displacement, and Palestine refugees, as most vulnerable groups. The MYRP aims to reach an estimated 3.4 million children<sup>3</sup> over a three-year period.

The MYRP provides an intervention framework to address the key barriers that keep children out-of-school including: social protection measures to mitigate opportunity costs of learning, such as school feeding and transportation, accessible and safer learning places especially for children with disabilities, improved teaching and learning practices, the provision of learning materials, and psychosocial support for children and teachers. The MYRP will strive to increase access to learning opportunities by fostering inclusive and multiple pathways and engage communities.

The ECW Seed Funding serves as an initial investment under the MYRP and will address a specific set of critical yet manageable interventions that can be implemented in the current context of the crisis, building on lessons learned and achievements from previous ECW investments in Syria that concluded in September 2019. Through the ECW seed funding, a total of 130,205 children across Syria is expected to be reached over three years.

The MYRP was developed through a consultative process engaging education partners in Syria through the Syria Education Dialogue Forum (EDF). The EDF members propose UNICEF as grantee, based on its comparative advantage to have access in the whole of Syria as well as its capacity/willingness to take on the responsibility of managing such a complex programme.

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<sup>1</sup> Targeted age group children of 3 – 17 years old

<sup>2</sup> Targeting adolescents

<sup>3</sup> Based on the estimated 2.1 million children (5-17) out of school, 1.3 million children at risk of dropping out and an estimated 51,000 Palestinian refugee children currently in UNWRA schools.

It aims to continue its efforts to improve a coordinated response and joint resource mobilization for a better future for all Syrian children through the WoS and cluster coordination mechanism.

Finally, it must be noted that the Whole of Syria architecture is built on the humanitarian principles of humanity, neutrality, impartiality and independence, and promotes a principled humanitarian education response. The WoS advocates that children living in Syria irrespective of the authority they live under, and other factors, should be able to exercise their right to education and that the preferences of affected communities should sufficiently shape the response. While there is no doubt that the programme will address pressing educational needs, the extent to which the humanitarian principles have informed the programme and the potential impact of ECW's investment has been constrained by donor conditionality.

Programme Outcomes	
Goal	Conflict-affected children (3-17 years) (re-) engage in learning in safer and more protective environments
Outcome 1	Children access safer and more equitable learning opportunities
Outcome 2	Children acquire foundational, socio-emotional and life skills
Outcome 3	Education response is strengthened
Outcome 4	Resource mobilization supports programme sustainability

Financial Resources (3 years and 9 months)		
Total resources required		US\$ 783,431,452
Total resources (pledged or committed):	ECW	US\$ 30,000,000
Total:		US\$30,000,000
Unfunded:		US\$753,431,452

# 1 Situational and Needs Analysis

## 1.1 Context<sup>4</sup>

*It is important to note that the context in Syria continues to shift. While the following analysis was updated since the original drafting of the programme document, there are no guarantees that some information may be outdated due to the continuing evolution of the conflict. However, the essence of the analysis in relation to the need and programme design remains relevant.*

The following section is based on the 2019 annual Humanitarian Needs Overview (HNO) and relevant updated education reports which are rooted in crisis analysis and employ a conflict sensitive approach.

The crisis in Syria continues to have a profound impact on people across the country. Countless civilians have been killed and injured as a result of hostilities. Few Syrians have been spared from the direct and indirect impacts of what still constitutes one of the largest displacement crises in the world and millions, *children and adults*, remain dependent on humanitarian assistance for their survival. The scale, severity and complexity of humanitarian needs of people in Syria remains extensive. This is the result of continued hostilities in localized areas, new and protracted displacement, increased self-organized returns and the continued erosion of community resilience during more than eight years of crisis. While there is a reduction in violence in many parts of the country over the past year, the impact of hostilities on civilians remains the principal driver of humanitarian needs in Syria.<sup>5</sup>

Nearing nine years, the protracted crisis in Syria has forced, *annually*, an estimated 2.1 million children, approximately one-third of all children, out-of-school and has put a further 1.3 million children at risk of dropping out. Additionally, 5.6 million Syrians have sought refuge in a neighboring country<sup>6</sup> Around 1/3 of Syrian children in host countries are out of school.

Children who are out of school or face increased protection risks, including child marriage and the worst forms of child labor. In some cases, children in Syria have been trained in and compelled to take part in violence and warfare.

In 2019, an estimated 5.8 million school-aged children (53 percent male and 47 percent female), *including more than 100,000 Palestine refugee children*, are in need of educational assistance in Syria. Additionally, approximately 121,000 teachers and education personnel, including 57,000 females require occupation related support. 61 percent of those in need (children and personnel) are in acute and immediate need.

### *An intergenerational crisis for the country<sup>7</sup>*

The conflict has set back educational progress by more than two decades.<sup>8</sup> For the past eight years, nearly one-third of the school-age children are out of school inside Syria and in host countries, and 40 percent of those are between 15 and 17 years old. The current generation of Syrian children and youth are less educated than previous ones and the years of conflict

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<sup>4</sup> This text is primarily based on the 2019 Humanitarian Needs Overview for Syria. In some cases, text is borrowed directly from the 2019 HNO, while other data is cited with additional relevant sources

<sup>5</sup> Syria Humanitarian Needs Overview (HNO), 2019

<sup>6</sup> NLG Report. "Investing in the future". 2019

<sup>7</sup> While the MYRP focus is on children, the impact on young people who were children when the war started, should not be underestimated or ignored.

<sup>8</sup> Whole of Syria. Syria Education Sector Analysis: The Effects of the crisis on education in Syria, 2010-2015, 2016.



have reversed achievement in the Education Sector.<sup>9</sup> This, coupled with a significant brain-drain, has caused a dramatic decline in Syria's human capital.<sup>10</sup>

While the full impact of the Syria crisis on current and future generations may only become apparent in the years to come, the psychological distress suffered by many children, youth and adults, including teachers and other education personnel,<sup>11</sup> will likely have profound and long-lasting implications on generations to come.<sup>12</sup> The war in Syria has caused deep psychological scars among many children increasing their long-term risk of suicide, heart disease, diabetes, substance abuse, and depression.<sup>13</sup> More than 60 percent of children experienced shelling or bombing, while over half lost a family member due to the war. Nearly 20 percent witnessed killings or massacres, 33 percent had their own home targeted and six percent wounded. Consequently, levels of emotional distress are very high with more than 80 percent of children suffering constant anxiety. Girls in particular report being in fear of losing their lives.

#### *More Syrians live in poverty now than at any other point of the crisis*

Poverty, and lack of safety and security remain critical barriers to accessing education.<sup>14</sup> It is estimated that 83 percent of the Syrian population inside Syria are living in extreme poverty, compared to 12.4 percent in 2007.<sup>15</sup> 90 percent of Palestine refugees are considered living below the absolute poverty line and 95 percent are in need of sustained humanitarian assistance.<sup>16</sup> Some 6.5 million people are food insecure, while an additional 2.5 million are at risk of slipping into food insecurity if not assisted adequately. Protracted displacement, the depletion of productive assets and savings, and limited economic opportunities have forced people in Syria to adopt negative coping strategies including child marriage and child labor due to the loss or lack of sustained livelihoods.<sup>17</sup>

#### *Learning needs continue to be unmet for children with disabilities*

The conflict has exacerbated existing barriers for children with disabilities to access quality education, while also increasing the rates of some disabilities due to war related injuries and exposure to violence, family separation and displacement. In some areas, over half of children with a disability have an unmet need for education, and over two thirds require specialized health services which are not available in their area.<sup>18</sup> Lack of readily available data on out-of-school children generally, but especially on children with disabilities or those who have dropped out of school, means that these children are invisible to the system.<sup>19</sup> In some areas in Syria, over half of the children with a disability are deprived of their right to education, and over two-thirds require specialized health services that are not available locally.<sup>20</sup>

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<sup>9</sup> World Bank. "The Mobility of Displaced Syrian: An Economic and Social Analysis." 2019

<sup>10</sup> The World Bank Group, The toll of war: the economic and social consequences of the conflict in Syria, 2017

<sup>11</sup> The term 'teachers and other education personnel' refers to classroom teachers and classroom assistants; early childhood or pre-school teachers; educators of people with disabilities; subject specialists and vocational trainers; facilitators; community volunteers; head teachers, principals, school supervisors and other education officials (adapted from INEE Minimum Standards, 2012).

<sup>12</sup> Syria Humanitarian Needs Overview (HNO), 2019

<sup>13</sup> Save the Children. 2017. Invisible wounds: *The impact of six years of war on the mental health of Syria's children* (<https://www.savethechildren.org.uk/content/dam/global/reports/emergency-humanitarian-response/invisible-wounds.pdf>)

<sup>14</sup> Multi-Sector Needs Assessment, 2018

<sup>15</sup> Syria's Conflict Economy, IMF working paper prepared by Jeanne Gobat and Kristina Kostial, June 2016 <https://www.imf.org/external/pubs/ft/wp/2016/wp16123.pdf>

<sup>16</sup> Syria Humanitarian Needs Overview, 2019

<sup>17</sup> Syria Humanitarian Needs Overview, 2019

<sup>18</sup> Syria Humanitarian Needs Overview, 2019

<sup>19</sup> NLG Report. "Investing in the future". 2019

<sup>20</sup> NLG Report. "Investing in the future". 2019

### *Teachers are also in need of training and psycho-social support*

The number of teachers in the formal education system has decreased by more than half to less than 200,000 teachers from 2011. The remaining teachers have not received systematic in-service training since the start of the war and newly recruited (temporary) teachers often lack the required qualifications, relevant pedagogical training or subject expertise, a point often raised by families of students.<sup>21</sup> The impact of an insufficiently professional teacher cadre is compounded by the fact that teachers are often teaching in overcrowded, mixed-aged and mixed-ability classrooms of children with war related stress and needs. Teachers are also in need of advanced training on how to deal with children with disabilities.

In addition, many teachers have been affected by the same stress and trauma that children have in this context. Many teachers lack knowledge of and practice in stress management, emotional awareness and conflict resolution. In order to be effective role models to children, teachers would benefit greatly from learning tools to heal from their own stress; they would also benefit from learning adversity-informed teaching and classroom management skills.

## **1.2 Analysis of education in emergencies and protracted crisis areas of Syria**

### **1.2.1 Access to education**

The conflict has reversed previous gains in the Education Sector. Prior to the crisis, Syria achieved near universal enrolment in Basic Education with girls attending on par with boys.<sup>22</sup> Net enrolment in 2010 at the primary education level was 92 percent. By 2013, however, two years into the crisis, net enrolment decreased to 63 percent.<sup>23</sup> This trend is reflected in gross enrolment as well. Prior to the crisis, gross enrolment at the primary education level was 106 percent, by 2017 this decreased to at least 70 percent. This is much lower than the earliest recorded value for basic education GER in 1996.

#### **Summary of findings from the 2018 REACH education assessment<sup>24 25</sup>**

- 27 percent of pre-primary aged children (aged 3-5) attended early child care and education or primary school in the 2017/18 school year.
- 84 percent of lower secondary school-age children, and 63 percent of upper secondary school-age children attended at least part-time.
- While most children aged 10 are attending school (94 percent), only 61 percent children aged 17 are attending school.
- 11 percent of students attending school in assessed households were not in the correct grade for their age.
- The lack of learning materials, unsafe route to and from school, and the need to work or help family are identified as key barriers facing out-of-school upper secondary school-age children (64 percent) compared to out-of-school lower secondary school-age children (54 percent) and out-of-school primary school-aged children (22 percent).
- Child marriage was a significant barrier for girls in assessed households (19 percent) compared to boys (five percent).
- The need to work or help family was a bigger barrier facing out-of-school boys in assessed households (54 percent) compared to out-of-school girls (30 percent).

<sup>21</sup> Reach. Syria Education Assessment. September 2018. This assessment took place across accessible governorates in opposition-controlled areas in northwest, northeast, and south Syria.

<sup>22</sup> Grades 1-9, ages 6-15

<sup>23</sup> Syria Profile. UNESCO Institute of Statistics. [uis.unesco.org](http://uis.unesco.org)

<sup>24</sup> REACH. "Syria Education Assessment Report". September 2018 (unpublished)

<sup>25</sup> Administered in non-government areas of seven governorates (Aleppo, Al-Hassakeh, Ar-Raqqa, Dar'a, Hama, Idlib, Quneitra),



- Child marriage was a much larger reason for upper secondary school-age children to be out of school (24 percent), compared to out-of-school lower secondary school-age children (eight percent) or out-of-school primary school-age children (two percent).

Since 2013, enrolment figures stabilized partially a result of joint efforts by the government of Syria and international and national partners. While this is a positive development, trends point to a continued decline in enrolment of boys especially in higher levels of education.<sup>26</sup>

There are a number of **significant barriers** to accessing education for children in Syria especially for those with disabilities and/or directly affected by the conflict.<sup>27</sup> These barriers are primarily linked to supply of education, protection concerns and the socio-economic situation of families including:

- *Overstretched education systems and insufficient learning spaces:* The high level of damaged and non-functional schools limits the absorption capacity of schools causing overcrowding. Some schools operate in double/triple shifts (morning, noon and afternoon classes) to accommodate the large influx of displaced children. More than one in three schools are damaged or destroyed while others are used for purposes not related to education such as shelter for displaced people.<sup>28</sup> For example, in Ar-Raqqa and Deir-ez-Zor, there are many schools used as shelter by IDPs. In addition, the number of teachers in the formal education system declined by more than half in the past five years.<sup>29</sup>
- *The depletion of socio-economic resources:* The increase of poverty and continued displacement makes it difficult to maintain enrolment. Most families cannot afford the school transport costs and there are significant concerns about safety during transport.<sup>30</sup> Distance to reach school combined with a constrained economic situation results in 76 percent of learners not eating before attending school which dramatically reduces their ability to concentrate and undermines their cognitive capacity.
- *Child labor:* Child labour remains a primary reason for out-of-school in 85 percent of assessed communities across Syria. Child labour existed prior to the crisis; however, the humanitarian situation has greatly exacerbated the issue. Many children are involved in economic activities that are mentally, physically or socially dangerous and which limit or deny their basic rights including to education. While girls and boys of all ages are known to be engaged in child labour, respondents felt adolescents were the most affected groups with 81 percent of boys 15-17 years old, 77 percent of boys 12-14 years old and 70 percent of girls 15-17 years old in agreement with this conclusion. Boys are more likely to be involved in more hazardous forms of labour, whereas girls are more likely to be involved in domestic work.
- *Lack of gender-segregated WASH facilities:* The 2018 REACH education survey reported that 99 percent of assessed schools have latrines. Despite this, assessed households and schools reported the need for appropriate and functioning WASH facilities and the need to be appropriately gender-segregated which may contribute to

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<sup>26</sup> NLG Report. "We made a promise." 2018

<sup>27</sup> Multi-sector needs assessment, REACH assessment

<sup>28</sup> NES humanitarian needs and priorities

<sup>29</sup> World Bank Report on Refugee Mobility, 2019.

<sup>30</sup> Voices from Syria 2nd Edition December 2017

parents not sending girls to school.<sup>31</sup> There are also deficits related to hygiene in schools such as lack of sufficient water, soap, etc.

- *Attacks on education:* School safety is also an issue. There were 762 attacks reported on education facilities reported between 2011 and 2018. Of the 426 verified, 65 percent were aerial attacks in which 125 education personnel were killed. In total, at least 415 children were killed and 615 injured while present at or near a school. Furthermore, explosive hazard contamination is increasing in many parts of Syria making it dangerous for children, and education personnel to reach schools safely. Attacks on schools have the immediate impact of killing and/or injuring students and education personnel, damaging and destroying schools, and the longer-term impact of instilling fear in children and education personnel.

### 1.2.2 Quality of education

The protracted crisis in Syria has negatively affected not only access and participation, but also the quality of education, translated in reduced learning outcomes.<sup>32</sup>

Trends in national examinations for grades 9 and 12 reveal a significant decline in both access and quality of education. The number of grade 9 examination candidates decreased by 34 percent between 2011 and 2017, and grade 12 candidates by 42 percent over the same period. The number of candidates who passed the exams for grades 9 and 12 also decreased by 39 percent and 23 percent respectively.<sup>33</sup> These results illustrate a significant quality challenge facing the Education Sector. The Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) conducted in Idleb, Rural Damascus, Rural Aleppo and Deir-ez-Zor in 2016 found that less than 10 percent of grade 3 students could read and perform basic mathematical tasks at the corresponding grade level.<sup>34</sup>

Learning outcomes are affected a number of factors that are directly result of the ongoing conflict.

#### *Psychosocial distress*

Children and teachers demonstrate psychosocial distress resulting from the conflict. This can include, inter alia, symptoms of depression and difficulty concentrating. A 2018 survey across different governorates indicates that one in eight children per classroom have psychosocial support needs and require specialized interventions for effective teaching and learning.<sup>35</sup> Well-being is a precursor to quality instruction and learning. Students and teachers alike have been impacted by conflict, displacement and stress. If students and teachers are severely distressed and do not have tools to cope with that stress, teachers may not be able to effectively teach, and children will have difficulty focusing on learning.

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<sup>31</sup> REACH. "Syria Education Assessment". September 2018

<sup>32</sup> As defined by INEE, "quality education is affordable, accessible, gender-sensitive and responsive to diversity. It includes the following components (i) a safe, inclusive and learner-friendly environment; (ii) teachers who are competent and well-trained on both the subject matter and pedagogy; (iii) a context-specific curriculum that is understandable and, culturally, linguistically and socially relevant to learners; (iv) appropriate and relevant materials for teaching and learning; (v) participatory teaching methods and learning processes that respect the dignity of the learner; (vi) appropriate classroom sizes and teacher-student ratios; and (vii) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills.

<sup>33</sup> NLG Report. "Investing in the future." 2019

<sup>34</sup> NLG report. 2018. We Made A Promise.

<sup>35</sup> HNO 2019.

### *Lack of (adequately trained) teachers*

Reliance on unskilled and unspecialized teachers with limited financial remuneration<sup>36</sup> is impeding learning outcomes of students in public schools with significant disparities among regions and between IDPs and host communities. Teachers in Syria are often unpaid, underpaid or paid infrequently, they may not all be motivated or able to attend or invest in teaching. This compels many teachers to take additional jobs which can lead to increased absenteeism and/or being tired at work due to over work. In addition, teachers that are in schools may lack qualifications, expertise or sufficient experience/skills to manage and support student educational gaps and other learning challenges. As the conflict continues, effective teaching becomes increasingly challenging due to mixed-aged, mixed-ability, over-crowded and under resourced classrooms.<sup>37</sup> Only 32 percent of teachers have teaching certificates, 43 percent of teachers have only one to three years of teaching experience and unlikely to have access to formal training institutes because of the conflict.<sup>38</sup>

### **Improving the quality of teaching<sup>39</sup>**

Research conducted by Integrity, with the support of DFID, investigated the challenges and opportunities to improve teaching and learning inside Syria. This wide-scale analysis of teacher practice in Northern Syria shows that while teachers are open to participatory pedagogy and good practices supporting socio-emotional wellbeing, extra support is needed to translate willingness into action. Only 38 percent of teachers stated that they often or always saw their colleagues using participatory methodologies, and only 56 percent of school administrators screen children for specific needs. Teachers consistently identified high rates of self-efficacy regarding their abilities to promote equity, reading, math and wellbeing. 82 percent of teachers said they felt confident that they could reach all children with their teaching. More specifically, 96 percent and 86 percent of teachers “agreed” or “strongly agreed” that they could teach reading and math to all children. However, these same teachers consistently showed weak performance under enumerator observation. Teachers demonstrate willingness to deliver quality learning, but often do not have the resources, skills or capacity to fully perform their duties.

Some schools operate in double/triple shift (morning, noon and afternoon classes) to accommodate the large influx of displaced children. This reduces the learning hours from six hours to only two to three hours per day adversely affecting learning outcomes. The average primary school child in non-GoS held areas is only receiving 66 percent of the absolute minimum number of hours required to learn.<sup>40</sup> Across Aleppo, Ar-Raqqa, and Idleb, the average number of shifts per school was 1.5. This indicator suggests it is unlikely that children in these areas are receiving sufficient time for learning. In some public schools in locations in Rural Damascus, Quneitra and Daraa, classroom sizes have reached 150 students per teacher.

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<sup>36</sup> Thousands of teachers continue to work voluntarily, particularly in areas not under the control of the Government of Syria (GoS). While the GoS Ministry of Education (MoE) pays teachers on monthly basis in GoS held areas, teachers in non-GoS-held areas at functioning schools are paid quarterly (as in Idleb for example) or in some cases not at all. Teacher salaries, stipends/incentives are often insufficient to meet families' basic needs and may result in teachers engaging in other activities.

<sup>37</sup> HNO 2019.

<sup>38</sup> Integrity. “Research to improve the quality of teaching and learning inside Syria”. 2019 (Funded by DFID)

<sup>39</sup> Integrity. “Research to improve the quality of teaching and learning inside Syria”. 2019 (Funded by DFID)

<sup>40</sup> Integrity. “Research to improve the quality of teaching and learning inside Syria”. 2019 (Funded by DFID)

### *Lack of teaching and learning materials*

Overall, 26 percent of assessed schools did not have access to textbooks during the 2017/18 school year. Notably, only 10 percent of assessed schools in Ar-Raqqa governorate reported access to textbooks. Only 32 percent of assessed schools reported the availability of other learning materials, such as stationery, pens and notebooks.<sup>41</sup>

## **1.2.3 Protection of children**

### *Safe and secure learning environment*

Complex and inter-linked protection needs continue to exist across Syria. The protection needs result from a range of conflict related challenges including direct exposure to hostilities, displacement, multiple and protracted displacement, difficult conditions in sites and collective shelters, and returns to destroyed impoverished areas. The continued hostilities experienced by many girls and boys over the past eight years have profoundly affected their psychosocial wellbeing, weakened their sense of security and purpose and cause profound distress.

### *Violence against Children*

Grave child rights violations remain a critical concern. From November 2013 to June 2018, the Monitoring Reporting Mechanism (MRM) for Syria verified 12,537 grave violations against children in Syria.<sup>42</sup> During the reporting period, 3,777 children were recruited and used by 90 different parties to the conflict occurring in 13 of the 14 provinces in Syria with Aleppo, Deir-ez-Zor, Raqqa, Rural Damascus, and Dar'a and Hasakah being the most prevalent. 7,339 children were reported killed or injured due to airstrikes (61 percent), shelling (17 percent) and improvised explosive devices and suicide bombings (9 percent). At least 11 percent of the child casualties were caused by prohibited or inherently indiscriminate and disproportionate weapons or methods.

### *Attacks on education*

Over 358 schools have been attacked, killing or injuring at least 112 education personnel.<sup>43</sup> Attacks on schools occurred mainly in Idleb (109), Aleppo (81), Rural Damascus (57), Dar'a (38) and Deir-ez-Zor (22)<sup>44</sup>. Schools were frequently used for military purposes, with 72 cases of military use of schools verified during the reporting period, a majority of which occurred in Aleppo (23), Raqqah (14) and Idleb (12). Of those schools, at least 29 were subsequently the object of an attack which translates to eight percent of the schools attacked were for military purposes. Continued attacks have interrupted regular education activities and increased dropout rates as parents prefer not to send their children to school due to fear of attack.

#### **Monitoring attacks on education**

The attacks on public structures, including schools, has been a distinct aspect of the Syrian conflict. Attacks have a threefold impact: there are the immediate that may include destruction, injury and death; the possible physiological distress and fear to return to school by students (their parents), teachers, school personnel; and the loss of education investments in terms of structures and supplies, and due to children dropping out as schools are deemed dangerous. The vast majority of known attacks on education occur in non-government areas and are usually aerial attacks. Due to the numbers of attacks in 2014,

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<sup>41</sup> REACH. "Syria Education Assessment". September 2018

<sup>42</sup> Children and youth and Armed Conflict in the Syrian Arab Republic – Report of the Secretary General United Nations Security Council (October 2018) [http://www.un.org/ga/search/view\\_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC](http://www.un.org/ga/search/view_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC)

<sup>43</sup> Children and youth and Armed Conflict in the Syrian Arab Republic – Report of the Secretary General United Nations Security Council (October 2018) [http://www.un.org/ga/search/view\\_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC](http://www.un.org/ga/search/view_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC)

<sup>44</sup> Children and youth and Armed Conflict in the Syrian Arab Republic – Report of the Secretary General United Nations Security Council (October 2018) [http://www.un.org/ga/search/view\\_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC](http://www.un.org/ga/search/view_doc.asp?symbol=S/2018/969&Lang=E&Area=UNDOC)

the Education Sector members in Gaziantep established an Attacks on Education Reporting Mechanism. Between May and June 2019, the Education Sector members tracked 45 reported attacks on education facilities and personnel noting shelling and aerial bombardment of towns including schools being hit, children and teachers killed, and education services suspended in Northern Hama and Southern Idlib. These reports are shared with the Syrian Monitoring and Reporting Mechanism (MRM4Syria) that tracks grave violations against children under UN Resolution 1612.

### *Violence in schools*

Not only have armed actors deliberately targeted schools, but girls and boys also experience interpersonal violence to and from, and during school by teachers and peers.<sup>45</sup> The fear of harassment (including on the way to school, in the market and at distribution sites) as well as sexual violence, often associated with kidnapping, is a concern raised by women and girls, and contributes to psychosocial stress and limited movement.<sup>46</sup> Harassment was identified as a major reason for girls to drop out. While corporal punishment in schools is technically prohibited by Syrian law,<sup>47</sup> the use of physical violence by teachers appears to be pervasive.<sup>48</sup> Furthermore, a DFID study states that 99 percent of all children assessed expressed fear of at least one of the following threats: the prevalence of teacher verbal (64 percent) and physical (41 percent) abuse. Internally displaced boys in Aleppo had the most significant concern about teacher abuse (49 percent). Internally displaced children in Idlib were more concerned about airstrikes than their local counterparts, whereas the concerns were roughly the same in Aleppo. Parents/caregivers also suggested that boys were greater targets for verbal and/or corporal abuse by teachers.

### *Unexploded hazards*

Damaged and unsafe school buildings, and explosive hazards on the way to and from school pose serious risks for children and education personnel. While all population groups are vulnerable to the threat of explosive hazards, children are at particular risk. Children make up 20 percent of explosive hazard victims, 47 percent of whom are hurt or killed while playing.<sup>49</sup> Respondents in areas with explosive hazards further identified adolescent boys and preadolescent boys as the groups most at risk of death or injury from accidents while playing and/or going to school.<sup>50</sup> Based on available data, 95 percent of these victims never received risk education on explosive hazards.<sup>51</sup> Further protection risks have been observed during official examination periods for students crossing active frontlines to sit for official exams.

## **1.2.4 Gender and inclusion<sup>52 53</sup>**

The Syria crisis has impacted women, men, girls and boys differently. Each of these groups have had a unique experience throughout the crisis and are often exposed to different risks and vulnerabilities. Furthermore, girls and boys with disabilities are often at heightened risk of violence, abuse, neglect or exploitation; many struggle against marginalization, stigma and

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<sup>45</sup> An overview of children and youth's protection needs in Syria, 2018

<sup>46</sup> HNO 2019

<sup>47</sup> NLG Report. "Investing in the future." 2019.

<sup>48</sup> An overview of children and youth's protection needs in Syria, 2018

<sup>49</sup> HNO 2019

<sup>50</sup> Multi-sectoral Needs Assessment. 2019

<sup>51</sup> HNO 2019

<sup>52</sup> Based on the 2019 Syria HNO

<sup>53</sup> The MYRP/ECW programme GAM score is 4 (code: G526954803)



discrimination. Despite the known vulnerabilities of children with disabilities, they face barriers in accessing much needed support.<sup>54</sup>

Gender-based violence (GBV) continues to affect the lives of women and girls in Syria including challenges of sexual harassment, sexual exploitation and abuse as well as early and forced marriages. Adolescent girls, female-headed households, especially divorced and widowed, bear the brunt of the crisis. The fear of sexual harassment, including on the way to and from school is a concern raised by women and girls which contributes to psychosocial stress and limits movements. Girls and Women face barriers to accessing information, education, community participation and decision making at all levels.

Adolescent girls between the ages of 14 and 21 years are identified as the most vulnerable to sexual violence, adolescent boys are also at risk. While boys and girls of all ages can be a target of sexual violence, adolescent girls were perceived to be at the highest risk.<sup>55</sup> Girls are used as sexual slaves to fighters in extremist groups, for example.<sup>56</sup> Adolescent boys are also at risk in these settings for recruitment and child labour.<sup>57</sup>

The lack of education creates differential impacts on boys and girls. For girls, this leads to early marriage as a coping strategy and for boys an increase in child labour including the financial incentive to join armed groups in exchange of sustenance, shelter and a salary. Women and girls confirm the GBV available services have a positive impact on their lives. The Women and Girls Safe Spaces serves as a location to seek safety, access essential life-saving services (health, psychosocial and legal support) and other needed vocational and life skill training.

#### **Children with disabilities**

There is no accurate data available on children who have a permanent disability from conflict related injuries nor is there pre-crisis data. The 2019 Humanitarian Needs Overview (HNO) estimates about 3 million people are living with a disability, including approximately 1.2 million children. The main barriers to education for children with disabilities are two-fold: within the education system and in the society. Barriers within the education system include lack of physical accessibility and Information Education and Communication (IEC) materials; lack of adequate inclusive education pedagogy training; and general lack of awareness on inclusion at school level and codes of conduct for personnel. In the society (at community and family levels) barriers are related to parental shame of these children often not allowing them to leave home. Another common issue is the belief that education is not beneficial for them; that these children cannot learn or the system does not have capacity to cope with these specific needs. Finally, other common issues observed are lack of financial means (i.e. for transport), knowledge of possibility to send a child to school as well as absence of a safe environment since children with disabilities are more vulnerable to different types of harassment and violence.

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<sup>54</sup> NLG Report. "Investing in the future." 2019.

<sup>55</sup> An overview of children and youth's protection needs in Syria, 2018

<sup>56</sup> United Nations Secretary General, Children and youth and Armed Conflict: Report of the Secretary General, Septembers 2017 (A/72/361-S/2017/821)

<sup>57</sup> "We Keep It in Our Heart" - Sexual Violence Against Men and Boys in the Syria Crisis, October 2017, available at: <https://www.refworld.org/docid/5a128e814.html>



### 1.2.5 Continuity

Access to and completion of education is lost when children are forced to leave school for economic reasons or due to displacement, when schools close or are destroyed, or do not provide certified education. The prolonged conflict caused an average of two million children dropping out of school per year with most dropping out when they reach adolescence. These children will have difficulties retaining what they learned in early years and will have a negative impact when they become older and enter adulthood. The capacity of the next generation to be productive and responsible adults that can positively contribute to (re-) building their community and society is severely affected.

In addition, vulnerable groups of children such as those out of school are at risk of never (re-) engaging in learning. For example, a girl forced into child marriage five years ago may by now be a widow or a divorcee — sometimes more than once— with children to protect and feed. She may have had to forgo her education resulting in significantly diminished prospects for livelihood and personal growth. This, in turn, substantially increases the likelihood of becoming vulnerable to exploitation and negative coping mechanisms such as polygamy, survival sex, and other gender related exploits.<sup>58</sup>

#### *Documentation*

Lack/loss of civil documentation continues to be described as a protection issue which affects all groups especially for women to access services. Unregistered children often face difficulties in accessing basic services and enjoying their rights including education, health and freedom of movement.

Recognition of learning continues to be a challenge for girls and boys in schools who need to cross active lines of conflict to sit for national examinations. Without proof of passing the national exam (grade 9 or 12), it is and will continue to be difficult for these children to continue their education. For children that participate in non-formal education, lack of recognition and accreditation of learning in non-formal settings challenges transition to the formal system or the job market.

#### *Re-integration of returnees (IDPs and refugees)*

Some 1.4 million displaced people, including 56,047 refugee returnees,<sup>59</sup> are estimated to have returned spontaneously to various locations in Syria in 2018. This represents a substantial increase compared to 840,000 spontaneous returnees reported in 2017 and puts the already weakened education system under additional pressure. Immediate needs of IDP and refugee returnees are primarily related to access to basic goods and services including education, and livelihood opportunities, civil documentation, housing land and property as well as access to basic food and nutrition. For example, they may face difficulties obtaining recognition of educational achievements in from various countries (which follow different curricula) and different locales of displacement within Syria. They may not be adequately qualified or have documentation for admissions applications or employment opportunities. Additionally, language and literacy in Arabic may be an issue as many refugee children have studied in other languages in the host countries as Turkey, Lebanon and the Kurdistan Region of Iraq (KRI). Syria continues to host refugee populations as well who face similar barriers to displaced and returning refugees. Some 9,800 refugees and asylum-seeker children in Syria of primary school-age, some 2,500 refugees and asylum-seekers of secondary school age

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<sup>58</sup> UNFPA. "When caged birds sing: Stories of Syrian adolescent girls." December 2018.

<sup>59</sup> This figure includes only refugee returns verified by UNHCR. [https://data2.unhcr.org/en/situations/syria\\_durable\\_solutions](https://data2.unhcr.org/en/situations/syria_durable_solutions)

and more than 900 refugee children enrolled in informal education have similar needs to ensure the continuity of their learning.

### **Palestine refugees**

The protracted crisis also has affected the 560,000 Palestine refugees in Syria including loss of livelihoods and increased poverty. As 2019, 445,000 Palestine refugees remain in Syria and almost 60 percent were displaced at least once over the last eight years. UNRWA estimates that more than 180,000 Palestine refugees have had their homes destroyed or damaged as a result of hostilities. The loss of livelihood is creating a daily struggle for survival. It is estimated that over 90 percent of refugees live in absolute poverty (less than 2USD/per day). Education has been highly impacted by the crisis. In 2011, prior to the crisis, there were 67,242 Palestine refugee students enrolled in UNRWA basic education schools in Syria. With the crisis, attendance decreased to only 21,962 students in February 2013 with 70 percent of UNRWA schools deemed to be inoperative. Today, UNRWA is providing education to 49,682 Palestine Refugee children and 1,044 youth inside Syria. With the changing context, UNRWA is now focusing its intervention on supporting the resumption of educational services in newly accessible areas including Yalda/Yarmouk, Sbeineh and Khan Eshieh camps in Rural Damascus and the South (Dera'a).

### *Fragmentation of the current education system*

The nature of education delivery is fragmented, with shifting lines of control and a multiplicity of actors controlling different areas of the country and exerting control over educational policies. This has significant repercussions on the provision, certification and accreditation of learning. Since the crisis started in 2011, children in Syria have been exposed to multiple education systems and contents.

### **Disparate education systems inside Syria**

Education is the primary responsibility of the Government of Syria through the Ministry of Education and its local education offices. The complex political landscape of Syria is comprised of several authorities with varying degree of recognition and control over different territories. Accordingly, there is no single education system, but rather multiple systems that at times can have overlapping and contradicting elements. While the authorities on the ground shape the level of humanitarian access to local populations, the types of education services provided are also determined by the capacity of the partners on the ground. It is important to highlight the complexity of the education architecture and the fragmented nature of the current education systems. Various curricula exist in the different education systems, which leads to difficulties around certification and recognition of learning. Currently, the following authorities administer education services: Government of Syria, Syrian Interim Government, Kurdish Self-Administration, and Government of Turkey. Additionally, UNRWA provides education services to Palestine refugee children and youth inside Syria.

In areas under GoS control, a reformed curriculum was rolled out in 2012/13 and a new Curriculum Framework was finalized. This will further guide the process of curriculum roll out and teacher preparation and professionalization.

In areas under the control of non-state actors, there are several curricula in use including various versions of a revised Syrian curriculum by the Syria Interim Government (SIG). In

areas under the control of the Syrian Democratic Forces (SDF), a new Kurdish curriculum was rolled out in Kurdish and Arabic language in 2015/16 and in Syriac starting from 2016/17.<sup>60</sup> This system is available until grade 10, so for grades 11 and 12 the GoS curriculum is still in use. While there are no official education language policies, default medium of instruction and for examination is Arabic since it is considered the mother tongue in Syria. In respective areas, children have a right to mother tongue instruction and the Kurdish curriculum is available in three most common languages: Kurdish, Arabic and Syriac. However, owing to the ongoing crisis, there are no standardized policies or approaches to medium of instruction across Syria.

An update of the 2015 study on Curriculum, Accreditation and Certification<sup>61</sup> was conducted to better understand the teaching and learning situation of children in Syria in terms of programmes and curricula, teacher development, accreditation and certification for both teachers and students, and available pathways for children in formal and non-formal education. Findings from the study will support decision making on the implementation of programmes that ensure continuity of education for children in Syria.

### **1.2.6 Financing of Education in Emergencies and Protracted Crises**

Financing for education in Syria has decreased from US\$116 million in 2017 to US\$113 million in 2018 against the Humanitarian Response Plan (HRP). A significant funding gap of US\$127 million (53 percent of the total required under the HRP) remains against the identified needs.<sup>62</sup>

As of July 2019, the HRP Education is funded at 10 percent of the US\$255 total requirement. This analysis however only captures financial contribution to the HRP education envelop. Lack of proper resource tracking of all types of financing flows (humanitarian, stabilization, development) make it difficult to demonstrate the different financial contributions to the education response across Syria. For the MYRP, unless a commitment is made against the framework explicitly the systems do not exist to provide the comprehensive picture of contributions.

### **1.2.7 Outlook**

The 2019 HNO states that the political landscape in Syria is likely to remain complex and unpredictable and trends looking forward to 2020 are similar. As a result, the severe humanitarian situation is likely to persist. While the GoS may further consolidate control over parts of Syria, hostilities and insecurity are likely in some areas notably in Idleb and surrounding areas of North West and in the North East of Syria. It is anticipated that military operations will continue against any remaining presence of the Islamic State of Iraq and Levant (ISIL). In North East Syria, security conditions are likely to remain tense amid the presence of non-state armed groups including the Syrian Democratic Forces as well as international armed forces. The increase of Turkey's operations east of the Euphrates and the United States (US) announcement of partial withdrawal from Syria is fueling conflict in these areas. Localized tensions continue including over resource control in increasingly population-dense areas. In other parts of Syria, a measure of relative stability, including in many areas that the GoS control since 2018, is expected to take place although high levels of vulnerability persist. UNHCR, together with interagency actors, are envisaging the potential return of 250,000 of 5.6 million refugees during 2019 while contingency efforts are in place in case returns increase to 500,000 by year's end. Despite the anticipated increase in IDP and refugee returns

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<sup>60</sup> Hawar News Agency, 13 October 2018. What is reality of educational process in North Syria, new year's curricula?

<sup>61</sup> Update of the 2015 Curriculum, Accreditation and Certification (CAC) study conducted by UNICEF, commissioned by the Whole of Syria under the first ECW investment for Syria. – not publicly available

<sup>62</sup> The 2018 HRP education envelope appealed for US\$240 million, of which only US\$113 million were received.

continuous protracted displacement and high rates of localized displacement in North West and North East Syria is likely to continue.

### 1.3 Strategies, plans and data

In developing the Syria MYRP, the following strategies, plans and data sources were used:

- 2019 Syria Humanitarian Needs Overview (HNO)
  - The following Education Sector assessments informed the HNO
  - Multi-Sector Needs Assessment (MSNA)
  - Educational Management Information System (EMIS) Assistance Coordination Unit (ACU) Education Assessment
  - REACH education assessment
  - MRM4Syria (Attacks on Education)
  - Humanitarian Needs Assessment Programme Secondary Data Review (SDR) of other existing reports
- 2019 Humanitarian Response Plan (HRP)
- Progress reports and lessons learned from previous ECW investments in Syria
- Lessons learned consultations conducted with WoS Gaziantep and Damascus hubs
- Research reports commissioned by donors and partners, primarily in non-governmental areas
- GoS MoE Education Management Information System
- UNRWA Medium-Term Strategy and EiE programme 2016-2021<sup>63</sup>

#### *Forthcoming strategies, plans and data*

- **Revised Humanitarian Needs Overview** - During the latter part of 2019, the HNO will be updated. This will provide updated data and analysis on the situation inside Syria which will inform decisions to be made during the inception phase of the MYRP.
- **Out-of-School Study** - The study conducted in collaboration with the GoS will provide an updated picture of the number of out of school children. The results are expected at the end of 2019.
- **TEP:** Government of Syria, with the support of the UN, is developing a Transitional Education Plan, aims at reaching out to all Syrian children and youth with quality learning opportunities by supporting the rebuilding (*back better*) of the Education Sector.

#### *Interplay between strategies and plans*

Humanitarian education interventions in Syria are developed on an annual basis in discussion with affected populations and relevant education authorities. The basis of the Syria MYRP is the 2019 Humanitarian Needs Overview (HNO) based on conflict sensitive analysis and the 2019 Humanitarian Response Plan (HRP) built upon a conflict sensitive framework. The education section of the HNO is the Whole of Syria Education Sector's analysis. The HRP is the overarching response plan for humanitarian action in Syria. It is an annual project-based plan that responds to the needs outlined in the Humanitarian Needs Overview and framed

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<sup>63</sup> As part of its Medium-Term Strategy (MTS) 2016-21 and under its Strategic Outcome Three for Education, UNRWA articulates its commitment to ensuring that Palestine refugee school-aged children complete quality, equitable and inclusive basic education. UNRWA has developed also an Education in Emergencies (EiE) programme which builds on its existing MTS education priorities and introduces innovative approaches to address the needs in emergencies such as the UNRWA Self-Learning Programme, additional psychosocial support, safety and security in schools, and strengthened community engagement in EiE. UNRWA works within the HRP structure in Syria and has its own Syria Regional Crisis Emergency Appeal in which it details the humanitarian and protection needs of Palestine refugees inside Syria and those who fled into neighboring countries because of the conflict.

by humanitarian principles. The HRP targets people in need irrespective of the authority that is in charge. Since mid-2015, the Syria HRP has integrated the WoS approach.

The Syria MYRP is a three-year programme facilitated by ECW and supported with an initial Seed Funding which utilizes EiE and conflict sensitive frameworks to encourage more donors to invest in quality learning opportunities of boys, girls and youth whose education is disrupted by the crisis inside Syria. The first year of the MYRP focuses on meeting critical humanitarian education needs<sup>64</sup> of children out-of-school, and foundational work to inform years two and three priorities. This builds on the HNO and HRP to create a medium-term for the EiE response in Syria.

#### 1.4 Coordination architecture<sup>65 66</sup>

The overarching humanitarian coordination mechanism for Syria is the Whole of Syria (WoS). The current architecture of the Education Sector consists of three levels: Dialogue, Coordination, and Implementation.

The Education Dialogue Forum (EDF) is the primary platform for education donors, UN agencies and other relevant partners which meet (bi-) annually to share information. The WoS Education Sector serves as the coordination platform for education partners delivering services in Syria. The education donors also coordinate between themselves at the donor partnership group (DPG).

The Syria MYRP will build on these structures at each level. At the **dialogue level**, the MYRP provides a framework, through the EDF, to discuss prioritization of needs and mobilization of additional resources against the MYRP and monitor at the level of the MYRP output indicators. The results of the year one review will be discussed at this level, providing guidance for the development (adjustment) of an implementation plan for years 2 and 3.

At the **coordination level**, the MYRP Framework provides a medium-term strategy for education looking beyond the annual HRP to mobilize resources for sustained education services beyond annual increments. Through the steering committee, it brings together representatives of the three “bodies” that form the EDF: UN, DPGs and WoS. The MYRP steering committee will monitor progress towards implementation including the ECW Seed Funding against the indicator framework.

At the **implementation level**, the MYRP activities will be implemented in collaboration with the WoS Syria hubs and working groups to ensure harmonization with the sector needs. Results and learning developed during the implementation of the MYRP are shared with the sector partners. The MYRP will further support the Education Sector to develop data management systems to ensure minimal levels of comparability and to facilitate information sharing between the Education Sector, protection, UN, DPG at Whole of Syria level.

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<sup>64</sup> Please note that the costing of the MYRP is done differently (programme-based) from the costing of the HRP (project-based).

<sup>65</sup> See Annex 7 for detailed description of components of Syria education coordination

<sup>66</sup> See implementation modality for details on the MYRP governance structure

## 2 Syria MYRP Framework Principles

The MYRP design is guided by the HNO/HRP principles. The key principles that underpin the MYRP framework and guide all interventions can be described as follows:

- **Do no harm:** preventing and minimizing any unintended negative effects of (engaging in) activities that can increase people's vulnerability to physical and psychosocial risks;
- **Equality:** ensuring affected civilians have meaningful access to impartial assistance and services in proportion to need and without any barriers or discrimination based on, inter alia, gender, ability, displacement status, prioritizing individuals and groups who may be particularly vulnerable or have difficulty accessing assistance and services;
- **Accountability to affected communities** through effective, transparent and honest community participation, including children, and through the availability of information and an active complaints and feedback mechanism.
- **Participation and empowerment:** supporting the development of protection and resilience capacities and assisting affected civilians to shape basic services they require to address their needs.

Strong efforts will be made to systematically mainstream Gender Based Violence (GBV) risk mitigation measures, the Prevention of Sexual Exploitation and Abuse (PSEA) and reporting mechanisms as well as commitments to child safeguarding into MYRP.

### 2.1 Lessons from previous ECW Investments

A number of key lessons learned and achievements are noted from programme reviews of previous ECW investments. These points are appropriately addressed and integrated into the MYRP framework design and the new ECW response. They are organized into process, sustained results and partner capacity:

#### *Process*

- **Time** invested in developing partnerships and strong systems is crucial to effective coordination and comprehensive programming. Time and great effort invested at the hub level to establish a fair and transparent method for partnership selection and vetting of implementing partners was valued at the hub level.
- **ECW's flexibility of programming** allowed for and facilitated improve responses as the political and conflict context evolved.
- The introduction of a **consortium modality** in the Gaziantep offered UNICEF advantages of expanding access for large scale reach while at the same time supporting capacity development of a larger number of local NGOs. The consortium modality promoted unprecedented collaboration, coordination and partnership between the local NGOs. Consortium members' technical capacity was enhanced through cross-sharing of ideas with consortium members and operational capacities were strengthened through exposure to alternate protocols and the work to develop collaborative solutions with organizations. The new and strengthened relationships with other NGOs expanded their networks which have proven helpful outside of the context of UNICEF projects. While the above identified benefits are noted, the administrative time on UNICEF staff for capacity development of NGOs and managing challenges between consortium members was disproportionate to the time given to other partnerships that had similar reach of beneficiaries. Additionally, the consortium model does reduce efficiency of funds as multiple organization's operational costs are being supported rather than a single one. If the consortium model were to be used



again, provision of a guidance sheet about managing and participating in a consortium to potential consortium members is recommended, especially for NGOs new to the model. A guidance sheet prepared by UNICEF can be made available. It is recommended that sufficient human resources are in place to provide the additional supports to the consortium.

- **Duty of Care** helps affected NGO staff in Syria to cope with difficult circumstances. Timely Duty of Care for Syrian staff in East Ghouta and in South Syria provided a practical protection mechanism to front line staff whose contracts were terminated early due to changes in territorial control and therefore lost access to the area. Staff regularly used the payment of two additional months' salary after termination of contracts for things such as rent while looking for new livelihood opportunities or securing transportation, which is often expensive, to safer areas.

### *Sustained results*

- Enrolment of out of school children is a positive first but insufficient on its own. **Greater emphasis is required on retention and promotion.** Partners report that hosting NFE classes in the formal school building promotes greater transition and retention. Providing continued support to out of school children who transition to formal schools would increase likelihood of the students not dropping out. In the MYRP connecting NFE to schools as much as possible is encouraged.
- Additional investments in developing **standardized approaches to programming** components such as NFE, teacher training, etc. across partners and locales would improve consistency of content and quality of implementation. Such exercises will be carried out in the inception phase of Seed Funding.
- Need to identify **incentives** that encourage attendance and retention without having **unintended negative consequences** (e.g. provision of transport, food, materials, etc. for NFE programs may attract formal students to drop out and start attending NFE spaces.) Partners are to be careful in how to mitigate such risks.
- **Learning assessments** are conducted and proving useful but sector members feel that they are not sufficiently equipped to analyze and use the data for planning. Many sector members observed that there are no tools that support improved teaching. Better tools and more trainings are needed to conduct assessments. The MYRP and Seed Fund will promote that use and training of assessment tools. The Seed Fund will roll out a formative tool designed for teachers.
- More guidance is needed to ensure that **children are properly placed** in programming that matches their learning needs. The lack of clear guidelines on how to offer support to children struggling academically has resulted in children participating in various types of NFE. In the Seed Funds, it would be possible to design a placement assessment, pending discussions with MYRP Steering Committee, for early grade learners.
- Simple PSS recreational activities go a long way supporting children, they are not structured, goal-oriented or evidence informed. High quality **PSS activities** are needed to address the serious PSS needs of children and adolescents in this context. Ideally, PSS should be integrated into education. Collaboration and coordination with child protection may one of many avenues explored to address this gap in service. This will be considered during the inception phase of the seed fund.
- Strategies exist for identifying **children with disabilities** but enrolling them remains challenging. The system remains unable to respond to the various needs of children with disabilities. Without adequate policies, referrals pathways, information

management systems and resources, efforts will continue to fail to reach the scale required.

### *Capacity of Implementing Partners*

- Directly contracting with Syrian NGOs often generated an additional administrative burden as additional time for **capacity building** from UNICEF or cluster staff in both project development and implementation phases was required.
- The development of the **Capacity Development Framework** highlighted that Syrian NGOs are seeking capacity development in programme management. While training in EiE and technical delivery of program activities is welcomed, they are also in need of training on basic programme management. As a result, an Arabic online, self-paced training program was piloted and could be expanded with Seed Funding if pilot results indicate it was valuable.

## 3 Target Population

### 3.1 Targeting strategy<sup>67</sup>

The 2019 HNO indicates that in the Education Sector there are 5.9 million people in need (PIN) of support in 14 governorates across Syria. This includes 5.8 million children aged 5 to 17 years (53 percent male and 47 percent female) and 121,000 teachers and other education personnel.

The Syria MYRP will focus on children across Syria who are out of school<sup>68</sup> and at risk of dropping out, including Palestine refugees; these populations constitute an estimated 3.4 million children.

The ECW Seed Fund will target children in sub-districts with a severity range of 4 to 6 on the Whole of Syria Education Sector Severity Scale. As the severity scale is at the sub-district level and there may be specific communities or populations in greater need than their sub-districts, people such as Palestine refugees and others may be eligible for support based on evidence-based needs.

With a proposed \$30 million from the ECW Global Fund, approximately 130,205 children (aged 3-17 years) and teachers across Syria will be reached. In addition, children currently supported under ECW II, will receive support to complete the current school year (2019/2020).

Additional funds mobilized for the MYRP beyond those provided by ECW are expected to be used to:

- Scale-up the ECW Seed Fund programme, prioritizing additional sub-districts within severity scale 4-6 for increased reach. For details on the programme, see annex 2;
- Provide additional services in the area of more gender and disability inclusive education, social protection (including school feeding and cash transfers) to address specific (demand-related) barriers that hinder boys and girls to participate in learning.

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<sup>67</sup> Moving forward the severity scale will be based on sub-districts rather than communities. As such, there might be areas where the sub-district has a severity need of 3 but within certain communities the need is 4 to 6. In such a case, for example, these communities can be served.

<sup>68</sup> Children out-of-school are considered as most vulnerable group as being out -of-school exposes them to negative coping mechanism such as child labour, child marriage or child recruitment into the armed conflict.

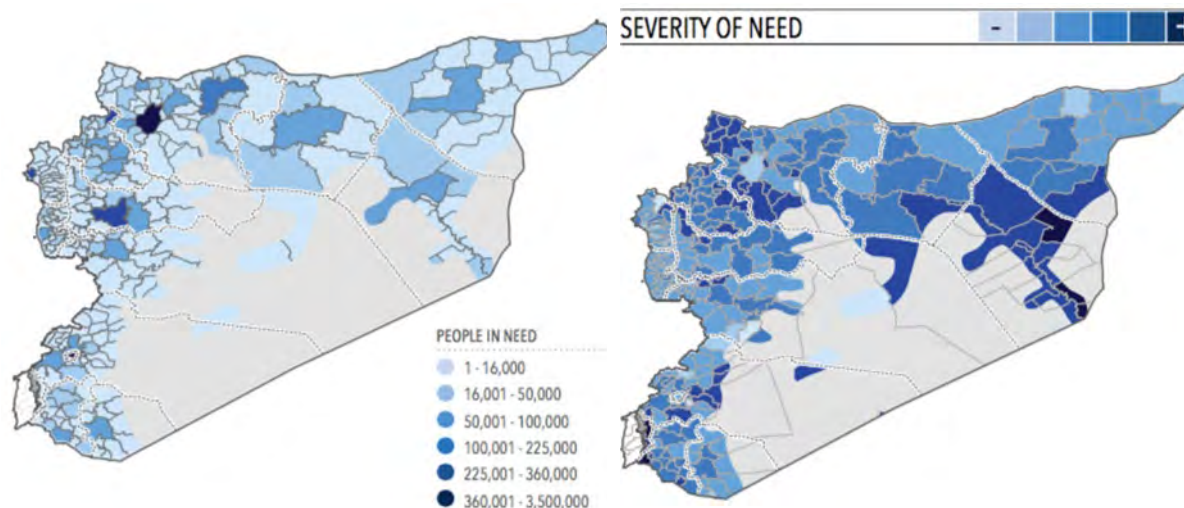
It should be noted that the political landscape made it to have a more comprehensive strategy that reaches out to all children in need, both in and out-of-school in the whole of Syria. (See chart within Annex 1 for details on donor and partner’s red lines). A first-year review is included to review the situation and allow possible changes for the second and third year of MYRP and ECW seed funding implementation.

### 3.2 Geographic Priorities<sup>69</sup>

The intervention locations are identified by the Severity Scale (Map #2) based on the targeting strategy in section 2.1. By focusing on sub-districts within range of 4-6 on the severity scale the MYRP is prioritizing those most in need. As severity is measured at the sub-district level there may be communities within a sub-district that have more need. Based on demonstrated evidence exceptions will be made so that these children can also beneficiaries from the program.

**Map 1: Distribution of People in Need (Education)**

**Map 2: Severity of Need (Education)**



A defining characteristic of the protracted crisis is the regular and often spontaneous mass movement of people. This can result from an increase in fighting and instability as well as IDPs and refugees returning to their home community or safer neighboring communities. The influx of people creates significant pressure on an overwhelmed infrastructure and social services including schools. Access to education is often limited based on accessibility, safety and security, particularly safety of routes to and from school and if education personnel are also able to travel to schools. National and international organizations are limited in where they can work based on evolving security considerations.

<sup>69</sup> 2019 Syria HNO

## 4 Program results

### 4.1 MYRP Theory of Change

The aim of the Syria MYRP is to ensure that conflict-affected girls and boys (re-)engage in meaningful learning in safe protective environments.

Based on the problem statement and root causes detailed in the previous section, the Syria MYRP theory of change statement focuses on:

<p><u>If</u> Boys and girls currently out-of-school or those at-risk in dropping out of school, particularly children with disabilities and Palestinian refugees, are provided with access to (re-) engage in learning; and</p> <p><u>If</u> children, particularly for those with substantial learning gaps, are equipped with foundational, life (including PSS) and technical<sup>70</sup> skills;</p> <p><u>If</u> the education response is strengthened; and</p> <p><u>If</u> resources are mobilized for sustainability of the programme</p>	<p><u>Then</u> conflict-affected boys and girls can realize their right to learn in a safer and more protective learning environment which will contribute to improved learning outcomes, socio-emotional well-being and prepare them with the necessary tools to continue learning</p>	<p><b>Assumptions<sup>71</sup>:</b>            Coordination structures remain as they are at present</p> <p>Security situation allows for safe access to/inside learning areas, an overall environment that enables children to focus on learning and teachers to focus on teaching, delivery of teaching and learning materials</p> <p>International community supports based on identified needs and capacities and humanitarian principles</p> <p>Funding is sufficient, predictable and medium/longer term.</p> <p>There is willingness among local officials, teachers, parents and adolescents to acquire more knowledge and information to achieve better education</p> <p>Households are able to meet their basic needs (shelter, food, health, etc.).</p>	<p><b>Drivers:<sup>72</sup></b>            Education actors and relevant local authorities are able to engage in a manner that enables the provision of quality education.</p> <p>More qualified teachers and personnel remain in the education field</p> <p>Financing is available and delivered on time</p> <p>Implementing organizations have the ability, capacity, resources and humanitarian accessed needed to deliver programming.</p> <p>Children and education personnel have safe access to protective learning spaces</p> <p>High level of coordination and engagement upon education actors</p> <p>Gender norms and civic understanding can be positively influenced through delivery of educational programming</p>
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<sup>70</sup> Targeting adolescents

<sup>71</sup> Assumption is defined as: external conditions necessary for project results to lead to next-level results, over which the project has no control

<sup>72</sup> Drivers: external conditions necessary for project results to lead to next-level results, over which the project has a certain level of control

## 4.2 MYRP Intervention Framework

**MYRP Goal: Conflict-affected children (3-17 years) (re)engage in learning in safer and more protective environments**

**Outcome 1:**  
**Children access safer and more equitable learning opportunities**

**Output 1.1 Safer and more protective learning spaces are accessible**

*Activities:*

1. Light rehabilitation
2. Provide temporary learning spaces
3. Improve gender and disability sensitive WASH facilities
4. Provide learning centre maintenance and costs
5. Equip learning spaces for children with disabilities

**Output 1.2 Essential supports are in place to facilitate more equitable access to learning**

*Activities:*

1. Transportation to/from
2. School feeding
3. Cash transfers to families
4. Community-based outreach
5. Support exam access

**Output 1.3 Learning spaces are equipped with adequate learning and teaching supplies**

*Activities:*

1. Learning supplies provided for students
2. Teaching supplies provided for teachers
3. Assistive devices provided for students in need
4. Learning resources and library materials provided

**Outcome 2:**  
**Children acquire foundational, socio-emotional, life and technical skills**

**Output 2.1 Teachers possess basic skills to deliver foundational and technical skills courses**

*Activities:*

- Training for teachers and educational personnel on:
1. Pedagogy, instruction and assessments (technical courses)
  2. PSS, mine risk, and basic health and hygiene

**Output 2.2 Learning spaces are equipped with resources to provide basic PSS**

*Activities:*

1. Training for teachers and educational personnel on PSS
2. Training for teachers and education personnel on referral system to protection services
3. Provision of PSS materials

**Output 2.3 Teachers and education personnel are financially supported for NFE services**

*Activities:*

1. Provide teachers and education personnel with stipends/incentive

**Outcome 3:**  
**Education response is strengthened**

**Output 3.1 Ability to assess learning is strengthened**

*Activities:*

1. Develop, pilot and rollout tools
2. Promote wide use of assessment tools
3. Training of teachers and education personnel on assessment tools

**Output 3.2 Education Sector members have increased competency to deliver results**

*Activities:*

1. Training for sector members in programme management
2. Training for sector members on EIE topics

**Output 3.3 Evidence based advocacy on attacks on education is strengthened**

*Activities:*

1. Develop a system and tools for monitoring attacks on education in Syria
2. Training for sector members

**Outcome 4:**  
**Resource mobilization supports programme sustainability**

**Output 4.1 Resources mobilized for implementation of MYRP**

*Activities:*

1. Resource mobilization strategy developed
2. Communication and advocacy materials developed to promote MYRP
3. Engage current and new donors on MYRP

## Outcome 1: Children (3-17 years) access equitable learning opportunities

The provision of non-formal education is critical to ensuring that children have a pathway to (re)engage in learning and acquire skills for their future. Different approaches may be required, depending on the age group and gender. While younger children may be accommodated through early learning interventions and catch-up programmes in existing schools or (community-based) learning centres, adolescents require different approaches. Integrated programming that provides a foundation in literacy and numeracy skills and addresses the need for differentiated learning opportunities through (foundational, socio-emotional, life and technical) skills development are required to prepare children, particularly adolescents, to continue their learning beyond schooling.

To ensure access to early learning and child development opportunity, non-formal ECD programmes will be expanded through a community and intersectoral approach. Provision of non-formal education will be available for boys and girls that are out of school or behind in their learning and will focus on the provision of catch-up, remedial and accelerated learning programmes. The focus is on the acquisition of foundational (literacy and numeracy) and life skills. These classes will run in cycles throughout the year and elevating children to their expected learning levels. Students who do not obtain sufficient skills during a cycle may continue studying in the next cycle until they master the skill level they are studying. Upon successful completion of catch-up courses, children are expected to enter formal school settings.

Adolescents collectively comprise many the out-of-school population yet have limited or no alternative to participate in structured learning opportunities. To address this gap, the MYRP will provide opportunities to adolescents to learn in integrated learning spaces that provide foundational, transferrable (or life) and vocational skills to continue learning or engage in meaningful employment. Ensuring that adolescents participate in age appropriate education and learning opportunities with their peers will provide an opportunity to focus on developing important skills while having a safer and more protective space to socialize with their peers.

Additionally, programming will concentrate on three other critical facets of access. First, ensuring learning spaces for school aged children are available and address specific gender and disability needs and ensure the most vulnerable of children can access learning in safer, more equitable, inclusive and protective environments.

Second, ensuring children and families are provided the essential supports needed to access and continue learning. Specifically, this section addresses the financial and social constraints of the family's ability to engage their children in learning with a focus on disabilities. Third, learning spaces are equipped with adequate supplies for skills acquisition for teachers and learners.

### *Output 1.1 Safer and more protective learning spaces<sup>73</sup> are available*

To address the lack of safe learning areas, new (temporary) spaces will be identified and existing spaces will be repaired as needed. However, no reconstruction or building will be supported; only light rehabilitation.<sup>74</sup> Where needed, spaces will include new or upgraded gender and disability-sensitive WASH facilities including sanitary kits. Light repairs on

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<sup>73</sup> Learning spaces can be created in existing schools or dedicated (temporary) learning centres.

<sup>74</sup> Specifically, rehabilitation of NF learning centres and emergency rehabilitation of schools



educational facilities (classrooms, WASH facilities) will be made taking into consideration accessibility issues. Maintenance and running costs will be provided to improve the learning environment including the provision of furniture and teacher aides and classroom materials (chalk, blackboard paint, rulers, whiteboard markers) as needed. During the cold months of winter, support will be provided as needed to maintain a healthy and conducive learning environment through proper and safe heating.

To ensure good health and hygiene practices can be actualized, related consumables will be provided. As needed, learning centres may be provided water and/or septic removal services. In communities that are population dense, particularly during IDP influxes, and have poor sanitation, centres may be provided supplies to combat public health problems, such as lice, scabies, etc. This will be done in coordination with the health and WASH sectors.

To ensure preparedness where possible, measures will be put in place for students, teachers and communities to develop mechanisms to prevent and mitigate the impacts of attacks (e.g. safety and security plans).

#### *Output 1.2 Essential supports are in place to facilitate more equitable access to learning*

To reduce the demand side economic and protection barriers to education outlined in the situational and needs analysis, MYRP will invest in essential supports. Depending on the context, this might include transportation to and from learning centres, the provision of school feeding programmes and cash transfers to families.

Community based outreach and advocacy campaigns will be undertaken to educate communities about learning opportunities in general and specific messaging regarding opportunities for children with disabilities.

#### **Linkages across outcomes on disability programming:**

Through the Washington Group disability questionnaire, partners will attempt to identify children with functional difficulties.<sup>1</sup> Functional disabilities are a wide spectrum of difficulties and will require different responses. To increase student attendance and retention, in addition to physical adaptation and addressing mobility needs (see output 1.1), specific attention is required to support learning in the classroom. Age and level appropriate reading material and specific learning aids will be provided, adapted to the specific disability. Children in Syria suffer from a range of disabilities. The project will focus on physical disabilities such as limited mobility. This form of disability may be a result of the conflict or from birth defects. Additional teaching assistants will be needed to support these children. This will both improve children's access to and continuation with education and help reduce their isolation, which can have a negative impact on their mental and emotional health and wellbeing. Training can be provided to ensure that teachers are better able to ensure inclusion of children with disabilities in the classroom (see under outputs 2.1 and 2.2).

Community participation will be strengthened through educational campaigns will run through the school year and include media outreach, radio programmes, awareness-raising activities, community mobilization, celebrating the contributions and achievements of teachers, centre personnel and students, engagement and outreach focused on mapping the situation of out-of-school children, understand the reasons for dropout and also provide parents and children with information about school enrolment processes (formal and non-formal education) and the right to education. While this intervention represents an emergency response to ensure

support to enrolment and attendance, at the same time it represents a long-term investment in addressing the demand side of education, in sustaining community support to education services in and around schools and learning centres, and in empowering and building the resilience of communities to find solutions to local needs and tailored to the needs of the target communities. It is recognized that some of the barriers to education, such as poverty and security, are beyond the project and beyond the Education Sector.

Community engagement is key to ensure access and retention of children in learning. Centre-based governance provides an effective strategy to address key barriers to participation and retention where there is no national framework that provide solutions for challenges communities are facing. Centre-based governance requires frameworks for centre-based management and monitoring; supporting or establishing centre-based governance and accountability mechanisms (such as parent-teacher associations (PTAs), students' parliaments, school councils, clubs,) as well as localized supervision within the education system. The concept of local governance of education is still a relatively new concept as it did not exist in pre-crisis Syria. To the extent possible, the programme will strive to make participation and mechanisms balanced between the sexes.

*Output 1.3 Learning spaces are equipped with adequate learning and teaching supplies to support skills acquisition*

Teachers and students require basic classroom and learning essentials. Assessments highlight lack of basic learning and teaching materials and the challenges caregivers face with covering these costs as an important barrier to education. Students will receive, based on priority needs, school bags, pens, pencils stationery, and other supplies to support learning. Learning centres will be provided with essential teaching aids. Assistive devices will be provided for students with disabilities including support in use. Complementing reading materials will be provided as well.

**Outcome 2: Children (3-17 years) acquire foundational, social emotional life and technical<sup>75</sup> skills**

To ensure quality learning results, qualified, retained and motivated teachers and education personnel are essential. As noted in the analysis, teachers are often lacking in skills or uncertified and unable to deliver quality education especially in a conflict setting. Teachers along with students suffer the impacts of the conflict and require psychosocial supports to better manage daily life. Compounding these challenges, many teachers are under or unpaid leaving them unmotivated or stretched by having to seek additional employment.

The MYRP addresses these obstacles at four inter-connected levels. First, teachers and education personnel are provided skills development to enable participatory and student-centered teaching and learning methods. This includes not only pedagogy and teaching skills, but also essential skills for working in a conflict or displaced setting. Second, teachers and education personnel will be trained and able to identify and interpret signs and symptoms of psychosocial distress and unusual behavior of children affected by the crisis. Third, while it will not be possible under the MYRP to pay teacher salaries, it will support them with financial incentives or stipends for the provision of non-formal education.

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<sup>75</sup> Adolescents

*Output 2.1 Teachers possess basic skills to deliver foundational, life skills and technical courses*

To ensure effective teaching, teachers and education personnel in formal and non-formal education programming will benefit from on-going professional development initiatives that focus on inclusive, gender-sensitive and protective pedagogy, classroom management and life skills, including training using the Teacher in Crisis Contexts (TiCC) module. Training programmes will include guidance for teachers to consider the different factors that influence inclusion and exclusion. Training on inclusive education principles will be conducted to empower teachers and education personnel to respond to the specific needs of boys, girls, including those with disabilities. Partnerships will be explored between selected INGO partners and local independent community organizations and syndicates to strengthen teacher quality activities and training. This will develop local capacity, support existing independent teacher organizations and strengthen existing civil society. It will also promote innovative and new means of partnerships between global and local organizations.

*Output 2.2 Learning spaces are equipped with resources (human and material) to provide basic psychosocial support*

To ensure that teachers and education personnel can provide care and well-being in safer, equitable, inclusive and more protective environments, teachers and other education personnel require psychosocial support to manage the effects of the on-going conflict, including loss, deprivation, GBV and other violence. Teachers and other education personnel will be referred to existing specialized protection services through the Protection Sector and supported to develop staff well-being plans, peer to peer networks (e.g. WhatsApp groups) to share frustrations and identify creative solutions. It should be noted that the appropriate services may not be available in all areas. There is limited availability of specialized services like case management in Syria. Due to the level of need, the Education Sector consistently advocates that these services are increased. To support this effort, a mapping would further strengthen the efforts of support actors and coverage across Syria. Also, to be ethically appropriate, these services should be provided through appropriately trained staff operating as part of broader sustainable protection programming. There is work currently done under the NLG task group on Mental Health and PSS and a mapping and assessment is being undertaken.

Children and adults have been exposed to years of distress from conflict, loss, deprivation, toxic stress and displacement which combined result in psychosocial support needs. PSS activities should be structured, goal oriented, evidence informed and tailored to the specific needs of girls and boys of different age groups – particularly vulnerable groups mentioned in the analysis section (victims of GBV, child mothers, child laborers, etc.).

Recreation and play activities, including co- and extra-curricular activities will be offered. Participation in games and other recreational activities provide children opportunities to develop capacities and resources that can help them deal with the emotional, social, and practical challenges that they may face in their lives. In the ongoing ECW programmes, some partners have noted that the recreational materials contribute to students' continued attendance at learning centres. Teachers and education personnel will also be trained on PFA to be able to identify and interpret signs, symptoms of psycho-social distress and unusual behaviours of children affected by crisis. Close collaboration will be required with protection actors to support the referral of children requiring specialized protection services.

### *Output 2.3 Teachers and education personnel are financially supported for services*

Teachers and other education personnel stipends are often insufficient to meet families' basic needs and thousands of teachers continue to work voluntarily, particularly in non-government areas. Depending on their location, teachers and education personnel are often paid irregularly, less than their salary and in some cases not at all. Additionally, salary scales are often flat so that a qualified teacher with ten years of experience and subject specialty is paid the same as a university student who is starting to work. In other programmes, partners have found that the provision of stipends to teachers and education personnel reinforces motivation and retention of teachers and education staff, including social workers, that have been invested in. The MYRP will support teachers who provide extra-curricular or non-formal education with additional incentives for their extra work.

### **Outcome 3: Education response is strengthened**

To facilitate and support continuity in learning, education partners and programmes require sufficient (human and financial) resources and capacities. Ultimately, the education partners – inclusive of all the stakeholders in the MYRP governance and management structures – are accountable to the children and their communities. The MYRP aims to ensure delivery of quality results through four specific components, including: 1) To strengthen the ability to assess learning outcomes; 2) To ensure Education Sector members have the competencies to deliver results; 3) To support the Education Sector members to employ harmonized standards and data for improved programming; and 4) To support ECW partners to jointly mobilize resources to finance the MYRP beyond the Seed Funds.

### *Output 3.1 Ability to assess learning is strengthened*

Monitoring learning outcomes and assessing student achievement is aimed at improving student learning and understanding what can contribute to improving the teaching and learning process. It includes gathering, analyzing and using information that can provide evidence of student progress. In the Syria education response, various partners have and continue to invest in tools to better understand the quality of learning in the classroom. The MYRP will prioritize the development, implementation and use of assessment to improve learning for all Syrian children.

### *Output 3.2 Education Sector members have increased capacity to deliver results*

To strengthen partners' capacities to deliver results, targeted trainings will be provided for project management and EiE including follow up support ensuring application of concepts. Trainings are carried out at the hub level by hub coordinators or other subject specialists for sector members based on needs and priority skills and knowledge to support a more effective response.

### *Output 3.3 Evidence based advocacy on attacks on education is strengthened*

While it is important for the Education Sector members to contribute to the MRM4 Syria, the member's role and responsibility is different than MRM4Syria. The Education Sector should be able to generate timely, credible information and comprehensive information needed by education, protection and human rights actors to inform advocacy and actions. The current model does not enable the sector to carry out this role as it relies on voluntary reporting in areas where members have a presence and does not enable the sector to verify the reported attack. The programme will establish a monitoring and verification system that will cover Northwest Syria where the vast majority of attacks of education are taking place at the time of writing.

## Outcome 4: Resource mobilization supports programme sustainability

### Output 4.1 Resources are mobilized to implement the MYRP

To sustain and expand results initiated with the ECW Seed Funding, it will be important that all stakeholders engage proactively in fundraising. There will be a need to encourage the continuation of funding from the traditional and non-traditional donors, including the private sector, to support in bridging the funding gap for the provision of learning opportunities for children, particularly the most vulnerable, in Syria. The MYPR governance structure shall play a critical role in facilitating a successful advocacy and resource mobilization effort at the regional and international levels, and with support from the MYPR PMU, the MYRP partners, and ECW High Level Steering Group. As part of this process the funding needs (looking at demand and supply and including mapping of existing funding, and in-depth analysis of trends and gaps) and accompanying analysis will be critical in guiding the focus of funding efforts, mainly the case for investment for this context. Additionally, it will be important to identify and analyze the main donors and their strategic interests for investing in EiE (in relevance to the context and at local, regional and international levels). Similarly, it will be important to promote strong communication and advocacy campaigning to inspire political commitment towards new and significant pledges by donors towards the challenge of reaching the estimated 3.4 million children in Syria currently out-of-school or at risk of dropping out.

### 4.3 MYRP Indicator Framework

Impact Indicator(s)	Baseline	Target	MoV	Notes
1. Number of children (age 3-17, female/male) out- of- school reached with assistance (mandatory)	0	2.1 million (F 1.1 million; M 1.0 million)	Programme reports; 4Ws Figures collected by IPs	
2. Number of children (5-17, female/male) at risk of dropping out reached with ECW assistance	51,000	1.3 million (F 650,000; M65,000)	Programme reports; 4Ws Figures collected by IPs	

Outcome 1: Children (age 3-17) access safer and more equitable learning opportunities				
Outcome Indicator(s):	Baseline	Target	MoV	Notes
1.1: Number of children (age 3-17, female/male) enrolled in learning spaces	TBD <sup>76</sup>	3.4 million (50% f / 50% m)	Programme reports; 4Ws <sup>77</sup>	
<i>1.1.A: Number of children (age 3-17, female/male) enrolled in non-formal education</i>	0	3.4 million (50% f / 50% m)	Programme reports; 4Ws	
<i>1.1.B: Number of children (age 3-17, female/male) enrolled in UNWRA schools &amp; formally supported ECW non-accredited formal schools</i>	0	64,135 (50% f / 50% m)	Programme reports; 4Ws	

<sup>76</sup> Schools that are in the previous investments may be supported with Seed Funding. This will be updated during the inception phase once it is determined which schools can continue to be supported considering donor redlines.

<sup>77</sup> 4Ws ('Who is doing what, where, when' is monitoring tool used by Whole of Syria Education Sector members. Implementing partners will collect the data for impact indicators and indicators under Outcome 1 and 2. Whole of Syria Sector and IPs will be responsible for collecting and sharing data for Outcome 3 indicators. The Steering Committee will be responsible for collecting data Outcome indicator 4.

Outcome 1: Children (age 3-17) access safer and more equitable learning opportunities					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
1.2: Average attendance rate for ECW-supported children (age 3-17, female/male) in learning spaces		TBD	70%	Programme reports	Same for all age groups and sex
Outputs	Output indicators	Baseline	Target	MoV	Notes
1.1 Safer and more protective learning spaces are accessible for children out-of-school (age 3-17)	# of classrooms repaired/rehabilitated/established	0	70,040	Programme reports; 4Ws	3.4 million/50 children per classroom <sup>78</sup> for NFE; 25 per UNRWA; previous ECW classrooms already rehabilitated
	# of learning centers benefitting from gender- and disability-sensitive WASH facilities	0	17,063	Programme reports; 4Ws	3.4 million/50 children per NFE; 51,000/25 per UNRWA
	# of learning centers provided with maintenance and running costs	0	17,063	Programme reports; 4Ws	3.4 million/50 children per NFE; 51,000/25 per UNRWA
	# of learning centers equipped for children with disabilities	0	17,063	Programme reports; 4Ws	3.4 million/50 children per NFE; 51,000/25 per UNRWA
1.2 Essential supports are in place to facilitate more equitable access to learning for children (age 3-17)	# of children (age 3-17, female/male) provided with school transportation support	0	340,000 (50% f / 50% m)	Programme reports; 4Ws	10% of 3.4 million
	# of children (age 3-17, female/male) benefiting from school feeding programmes	0	340,000 (50% f / 50% m)	Programme reports; 4Ws	10% of 3.4 million
	# of families benefiting from cash transfers	0	340,000	Programme reports; 4Ws	10% of 3.4 million
1.3 Learning spaces are equipped with adequate learning and teaching supplies to support skills	# of children (age 3-17, female/male) provided with learning materials	0	3.4 million (50% f / 50% m)	Programme reports; 4Ws	
	# of children (age 3-17, female/male) benefiting from recreational materials	0	3.4 million (50% f / 50% m)	Programme report; 4Ws	
	# of teachers provided with teaching materials (female/male)	0	152,169 (50% f / 50% m)	Programme reports; 4Ws	16,934 NFE sites/11 teachers per site; 128 UNRWA sites/19 teachers per site

<sup>78</sup> 2 shifts



Outcome 1: Children (age 3-17) access safer and more equitable learning opportunities					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
	# of learning spaces provided with learning resources and library materials	0	17,063	Programme reports; 4Ws	3.4 million/50 children per NFE; 51,000/25 per UNRWA
	# of assistive devices provided for students with disabilities	0	172,550	Programme reports	5% of 3.4 million (inclusive weak eye sight)

Outcome 2: Children (age 3-17) acquire foundational, socio-emotional, life and technical skills					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
2.1 Percentage of ECW-supported children who improved primary/lower-secondary math and reading outcomes		0	65%	Learning assessment tools; Pre-post test	
Outputs	Output indicators	Baseline	Target	MoV	Notes
2.1 Teachers possess basic skills to deliver foundational, life skills and technical courses	# of teachers and education personnel (female/male) trained	0	189,630 (50% f /50% m)	Training records; 4Ws	16,934 NFE sites/13 staff per site; 128 UNRWA sites/23 staff per site * 85%
	% of parents who report that they feel that teacher's practice has improved	0	75%	Survey results	
2.2 Learning spaces are equipped with resources (human and material) to provide basic PSS	# of learning spaces that have established referral pathway to specialized protection services for students, teachers and personnel	0	TBD	Referral pathway document; Programme reports	
	# of teachers and education personnel (female/male) trained on PSS	0	189,630 (50% f / 50% m)	Training records; 4Ws	16,934 NFE sites/13 staff per site; 128 UNRWA sites/23 staff per site * 85%
	# of children (age 3-17, female/male) benefiting from PSS	0	3.5 million (50% f / 50% m)	Programme report; 4Ws	
	% of teachers/education personnel benefiting from PSS	0	30%	Programme report	
	# of children benefiting from health services at learning spaces	0	TBD	Programme report	
2.3 Teachers and education personnel are financially supported for services in NFE	# of teachers/facilitator and education personnel (female/male) financially supported through ECW-supported programmes (mandatory)	0	223,096 (50% f / 50% m)	Attendance records; programmer reports, 4Ws	16,934 NFE sites/13 staff per site; 128 UNRWA sites/23 staff per site

Outcome 3: Education response is strengthened					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
% of sector members who feel that they are better equipped to deliver results.		TBD	TBD	Survey	Information will be collected by WoS Education Sector
Outputs	Output indicators	Baseline	Target	MoV	Notes
3.1 Ability to assess learning is strengthened	# of teachers (female/male) trained on learning assessment	0	TBD	Training records; Programme reports	Figures will be collected by IP
	# of learning spaces using assessment tools	0	TBD	Programme report	Figures collected by IP
3.2 Education Sector members have increased competency to deliver results	# of Education Sector members who participated in trainings	0	TBD	Training records	Figures collected by WoS Education Sector
	% of Education Sector members who report improved knowledge and skills after training	0	90%	Pre and post-test results from training	Figures collected by WoS Education Sector
3.3 Evidence based advocacy on attacks on education is strengthened	Standardized tools for reporting on attacks on education developed	No	Yes	Programme report	Status to be shared by WoS Education Sector
	An attack-on-education reporting system is in place	No	Yes	Platform	Status to be shared by WoS Education Sector

Outcome 4: Resource mobilization supports programme sustainability					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
% of resources mobilized under the MYRP		TBD	100%	FTS	
Outputs	Output indicators	Baseline	Target	MoV	Notes
3.1 Resources are mobilized to implement the MYRP	Donor mapping conducted	No	Yes	Programme Report	Status to be provided by Steering Committee
	RM strategy developed	No	Yes	Programme Report	Status to be provided by Steering Committee
	Amount of additional financing acquired for education of Syrian children in Syria	\$30 million	TBD	Programme Report, FTS	Information to be provided by Steering Committee

## 5 Implementation

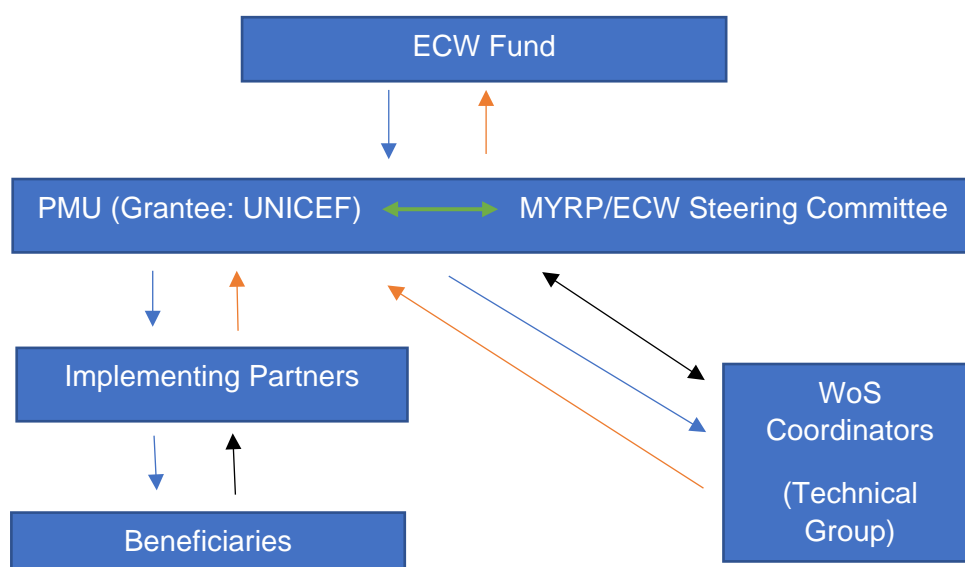
### 5.1 Governance structure

The complexities of operating in Syria creates a challenging environment in which to reach consensus among various stakeholders. There is a need to balance decision-making, risk-taking and efficient delivery of services to ensure that children in need can access and benefit

from the provision of educational services. It is important that a governance and management structure is fit for purpose.

The following section outlines the proposed structure of governance and management. The table below sets out the roles and responsibilities for each body with respect to governing and managing the programme. Governance and management arrangements are structured in a way to ensure inclusive participation of relevant stakeholders holding decision-making authority within the programme and to ensure information flows. During the review after the first year, this structure will be reviewed and adapted based on the situation at that time.

**Figure 1: Governance and Management Structure**



**Resources and inputs for implementation**

**Programmatic related information sharing**

**Feedback and localized content information sharing**

**Reporting from PMU to SC and oversight from SC to PMU**

Governance Body	Responsibilities
ECW Fund	<p>The ECW Fund:</p> <ul style="list-style-type: none"> <li>• Approves the MYPR and ECW allocation;</li> <li>• Approves any new (or removal of) programme elements as well as any budgetary shifts larger than 20 percent of the overall budget;</li> <li>• Facilitate the Seed Fund to play a critical role in advocating for further resource contributions from other donors to reach the funding target of the MYRP;</li> <li>• Provides political advocacy, strategic oversight and technical guidance to ensure the agreed results within the MYRP;</li> <li>• Offers oversight and quality assurance for programmatic implementation;</li> <li>• Reviewing high-level reports on progress of the programme;</li> <li>• Provides technical assistance and knowledge sharing, especially in the areas of Quality education, Gender, MHPSS, Protection and Resource Mobilization</li> <li>• Communicate due diligence considerations to the Grantee Pursuing and approving utilization of additional donor funding.</li> </ul>

<p><b>MYRP/ECW Steering Committee (SC)</b></p>	<p>The Steering Committee is the key high-level oversight body for MYRP/ECW seed funds responsible for shaping the strategic direction of the programme. The SC will:</p> <ul style="list-style-type: none"> <li>• Play a critical role in advocacy and resource mobilization for the MYRP with support from the PMU to meet the challenge of reaching 3.4 million children;</li> <li>• Receive reports and updates from the PMU/grantee (UNICEF);</li> <li>• Be consulted on programming trends and findings;</li> <li>• Guide substantive reprogramming or budget amendments that are to be put forward by the Grantee to the ECW Secretariat as mentioned above;</li> <li>• Be responsible for informing the PMU about any shifting political lines relevant for the MYRP or ECW programming in Syria.</li> <li>• Make decisions to strengthen accountability and due diligence as needed and based on progress and status reports</li> </ul> <p>The MYRP Steering Committee will adopt a similar structure to the Strategic Review Committee – <i>the group that developed the MYRP</i>. Its membership is comprised of the Whole of Syria education coordinators, a representative from UNICEF MENARO as the ECW grantee, one representative from another designated UN agency, two representatives from the DPG, and ECW Secretariat as an observer. Prior to making programmatic decisions, the Grantee will consult with the SC.</p> <p>The SC will also serve as the forum through which members discuss, as relevant, potential ways to address shifts in donor red lines communicated by ECW to the grantee. It will also serve as the mechanism for the grantee to communicate its identified way forward.</p> <p>The representatives on the SC will be responsible for engaging and consulting with the wider donor community to ensure harmonization and streamlining of planned interventions with existing and forthcoming donor activities in Syria. Engagement with the wider donor community and EDF should also look to leverage additional funding to support the MYRP’s interventions and outcomes as well as working to scale-up interventions to reach additional locations and additional people in need.</p>
<p><b>Programme Management Unit (PMU) = Grantee (UNICEF for ECW)</b></p>	<p>The PMU will be staffed and hosted by UNICEF. The PMU will consist of a programme manager, M&amp;E specialist, Resource Mobilization Specialist and hire technical consultants as needed (e.g. advocacy, MHPSS, communications, etc.):</p> <ul style="list-style-type: none"> <li>• UNICEF, as grantee, is accountable for overall effective and efficient programmatic oversight, fiduciary management and financial disbursement, and reporting.</li> <li>• The PMU will be responsible for the overall coordination of implementing partners; compilation of annual work plans, and consolidation of programmatic reports; reporting to the Programme Steering Committee and ECW Secretariat. PMU will also address any disputes arising from Implementing Partners. Any issues that cannot be resolved by the PMU will be raised to the Steering Committee.</li> <li>• Specific responsibilities include: <ul style="list-style-type: none"> <li>○ Being accountable for the daily programme management throughout the programme life cycle;</li> <li>○ Planning the overall programme and monitoring the progress;</li> <li>○ Managing the programme’s budget;</li> <li>○ Coordinating the projects, implementing partners and their interdependencies;</li> <li>○ Managing and utilizing resources across projects and implementing partners;</li> <li>○ Aligning the deliverables (outputs) to the programme’s outcome/s. Ensuring inclusion, gender, and protection is mainstreamed in the projects of implementing partners;</li> <li>○ Building the capacity of the implementing partners on grants management and reporting requirements;</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Facilitating the competitive selection process for the allocation of grant funds to implementing partners in coordination with Whole of Syria Education Sector.</li> <li>○ Monitoring projects of implementing partners, including their progress towards MYRP performance indicators and targets.</li> <li>○ Ensuring that implementing partners comply with reporting requirements and consolidating individual partner reports for ECW Secretariat.</li> <li>○ Ensuring appropriate measures are carried out to mitigate identified risks based on the risk matrix and carry out necessary measures if new risks are identified during programme implementation period, and taking corrective measurements;</li> <li>○ Organizing regular programme reviews including systematic knowledge management to ensure active lessons learned and best practices are captured, shared and applied among implementing partners.</li> <li>○ Working closely with existing coordination mechanisms, including Whole of Syria Education Sector to understand gaps, challenges and on-going interventions</li> <li>○ Support the Steering Committee in their efforts to conduct successful resource mobilization for the larger MYRP. The PMU will be responsible for the development of a resource mobilization plan.</li> <li>○ Ensuring resource mobilization efforts are coordinated together with the Whole of Syria Education, Development Partners Group and the No Lost Generation Initiative.</li> </ul>
<b>Technical Group</b>	<p>Whole of Syria Coordinators in close consultation with hub-based Education Cluster/Sector/Working Group coordinators will serve as members of the Technical Group (TG). The Technical Group would serve to ensure service delivery is driven by the strategic priorities of the MYRP and avoid service overlap within communities. The TG provides analysis, including gaps, needs and priorities that can be used by the Grantee and others to ensure that the MYRP response remains data driven. The sector develops strategy, objectives and indicators, and common standards and guidelines for the response, including contingency planning.</p> <p>For the MYRP, the WoS coordinators will be part of the Steering Committee, and work together with the Grantee and the PMU to facilitate the competitive selection process for the allocation of grant funds to implementing partners.</p>
<b>Implementing partners</b>	<p>Implementing Partners (IP) will be eligible UN, and international and national organizations that deliver educational services inside Syria. IPs will be selected through a competitive bidding process to ensure that they have the capacity and fiduciary risk management structures in place to manage programmes inside Syria. IPs must be members of the WoS Education Sector to be considered.</p>
<b>Beneficiaries (Communities, students, teachers and parents)</b>	<p>Communities will be consulted to assess the relevance of interventions and engaged in a process of designing approaches that are context appropriate and consider the specific needs and concerns of boys, girls, men and women, including those with disabilities. The aim is to both enable opportunities for course correction informed and led by the community, as well as reinforce community ownership of the overall programme. It should be noted that donor conditionality, red lines and risk appetites can limit the ability to address community priorities or enact community preferences. This will be factored into how communities are engaged with as, with a do not harm approach, there needs to be caution to avoid soliciting inputs that cannot be acted upon.</p>

## 5.2 Programme management

The Syria MYRP provides an EiE Framework for addressing education needs inside Syria. It has been developed through a participatory and inclusive process of stakeholders to ensure

that it provides a holistic framework of needs. The Syria MYRP is guided by the MYRP Steering Committee, which will provide the strategic direction and monitoring of the framework to ensure that the entire MYPR (including the Seed Fund and additional mobilized resources) is prioritized according to need. To ensure that the suggested approach responds to humanitarian needs and remains fit for purpose, it will be reviewed after the first year with the objective of determining how the programme will proceed in years two and three. This provides the opportunity for all partners, including ECW donors, to ensure that funding is aligned with donor requirements and does not compromise political red lines.

#### *Grantee fiduciary management and due diligence*

The Grantee is accountable for overall effective and efficient programmatic oversight, fiduciary management, financial disbursement, and reporting of the MYRP. To ensure accountability regarding fund use, the Grantee will employ the UN system Harmonized Approach to Cash Transfers (HACT). HACT is a common operational framework for transferring cash to non-government implementing partners and is designed for use across all countries and operational contexts. HACT was developed to prevent and mitigate risk in fund management, reduce transaction costs by implying and harmonizing principles and processes across agencies, and shift towards progressive use of national systems for management and accountability. UNICEF will commit to informing upfront the ECW donors through ECW Secretariat and the Steering Committee of any changes in the risk profile.

As part of the Grantee's due diligence, accountability structures will be established from the Grantee to the beneficiary to ensure that the entire implementation chain is accountable for how programme funds are spent. The Grantee will also check implementing partners against the UN Sanctions list to ensure that organizations receiving funds are eligible to do so.

#### **Forum for discussion red lines and due diligence requirements**

The MYRP Steering Committee will be the forum to address implementation of the MYRP, including any concerns related to donor and partner red lines and grantee due diligence processes and will be a standing agenda item at all regularly scheduled Steering Committee meetings. Extraordinary meetings can be called by the Grantee or any member of the Steering Committee to discuss issues related to red lines and due diligence. Finally, this does not preclude a donor or partner communicating any concerns via the Executive Committee as well to the ECW.

## **6 Programmatic Approach**

### **6.1 Cross-cutting themes**

The three cross-cutting themes of inclusion, gender and protection are mainstreamed throughout the Syria MYRP and an integrated part of the overall response. The Syria MYRP applies a gender response approach to overcoming barriers to education. To the extent possible, decisions are based on sex disaggregated data to better understand how gender is a factor in accessing educational services. Strategies in the MYRP will be implemented in response to gender specific needs. For instance, the MYRP suggests transportation for girls is one way to ensure they are safely able to attend school. The role of the community to a prioritize education for both boys and girls is also analyzed. While girls may face barriers such as early marriage or gender-based violence, boys, too, face several challenges, including recruitment into armed groups and the need to work informally to support family members.



The 2019 HNO also acknowledged the protracted nature of the crisis has resulted in traditional gender roles being reversed such as an increase in the number of women-headed households, yet this status is often not recognized in communities. These challenges are also analyzed with a protection lens to ensure that the programme responds not just to overcoming barriers, but that solutions do not have unintended consequences.

Accountability and feedback mechanisms will be strengthened to ensure that there are safe ways of communicating concerns and needs. One of the main challenges is serving children with disabilities, including physical as well as learning disabilities. The protracted nature of the conflict has made it difficult to adequately reach these children and the MYRP highlights this as a major priority. Codes of conduct will be in place for all organizations and schools. Mandatory safeguarding training will be required of all individuals involved with the programme. As noted in the next section on inter-sectoral linkages, Education Sector partners work closely with health and protection sectors to ensure alignment in programme approaches to provide complementary support. While in most cases referral pathways are non-existent or nascent, the sectors can collaborate to find informal networks to ensure services are provided.

## **6.2 Inter-sectoral linkages**

In developing the MYRP proposal, several relevant sectors<sup>79</sup> were consulted and will continue to be engaged at all stages of the programme cycle to ensure that a holistic approach is taken to address the socio-economic and protection barriers to education for children in Syria. Needs assessments from different sectors<sup>80</sup> were analyzed to understand the gender and protection risks and barriers to education faced by girls, boys, including those with disabilities.

The first two strategic objectives of the MYRP emphasize the protective role of education in an emergency. Therefore, coordination will be important with the Protection sector and the Child Protection, Mine Action, Health and Gender Based Violence sub-sectors to ensure that the programme addresses protection risks for children, defines which of those risks can be addressed within the scope of the programme and identifies mitigation measures. Where mine risk is present, coordination with the Mine Action Sub-Cluster is important to define how education actors can contribute to mine risk education efforts. Coordination with child protection and GBV will take place to better integrate protection concerns into the delivery of education services and to integrate referral pathways that are in place or need to be established in the targeted areas for learners with child protection concerns, including mental health and psychosocial care. Assessment of availability of sectoral services to ensure inter-sectoral linkages with education would support this process.

At the implementation and monitoring stages, it also will be important to coordinate with WASH sector members to agree on which sector will take the lead on provision of WASH facilities in targeted areas and how data will be reported, monitored and shared between sectors. This will be important in areas where education members do not have the capacity to implement WASH activities. The guidelines developed by the Gaziantep Hub with WASH will be used for guidance.

Where schools and learning spaces are used as shelter by IDPs, close coordination with Camp Coordination and Camp Management (CCM), non-food items, shelter and protection

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<sup>79</sup> See Annex 2 for additional details

<sup>80</sup> Education, Child Protection, HNO 2019, MSNA 2018,

clusters and groups and local authorities, will be important to ensure functionality of the schools while respecting the rights of the IDPs.

### **6.3 Accountability to affected populations**

Accountability to affected populations is an active commitment that humanitarian and development workers must consider. It will be the responsibility of each implementing partner to engage communities and be accountable to those it is serving. Each partner must seek to operationalize accountability frameworks through community engagement, particularly through information provision, participation and feedback mechanisms.

Partners will have accountability as a key component of their monitoring systems. Projects will be designed for beneficiaries to have the ability to provide feedback and raise their concerns with the partners and received answers and actions in line with 2014 Core Humanitarian Standard on Quality and Accountability.

Currently the Inter Sector Group, of all WoS sectors, is part of a consultancy process working on how to improve the AAP of the Syria response. At the time of writing an overview of current community engagement practices, and preliminary draft recommendations for the development of an overarching approach for the Syria response is in process. Recommendations will be produced for each hub with tailored modalities. Once the recommendations are final they will be rolled out across the sectors and be integrated into this project. A feedback mechanism put in place will take into account affected communities' preferred ways of communication. Based on evidence, communities reported their preferred channel is face-to face communication, preferably one-on-one, with actors that are not directly associated with programme implementation. This would allow them to confidentially report issues concerning field staff and local power holders without fear of retaliation. Therefore, face to face could be coupled with other channels such as an inter-agency hotline, social media channels, SMS, complaint boxes, focus group discussion (see final session for good practices from previous Syria ECW programmes) based on what will work well in the specific location, etc. A thorough analysis of how safe people feel using those tools must be conducted prior to deciding on the final channels to opt for.

Several modalities will be explored to ensure that affected populations are informed about the existing feedback mechanism and how to use it. Such information tools may include country-based SMS, social media, brochures, posters, stickers, and during community mobilization. A particular focus will be put on solving people's complaints within a reasonable timeframe, and informing them back of the solution, and closing feedback loops, to address the concern that Syrian beneficiaries have raised that they never hear back from agencies after providing feedback. Trainings will be designed and delivered to partners who are running the feedback mechanism including those who consolidate the feedback, and those who will solve complaints and report back to communities on how to manage all those steps in a timely manner while maintaining quality and consistency. The MYRP will ensure communities will be involved in the design phase and consulted throughout the duration of the Programme. Communities will also be informed of relevant conditionalities that can limit what the program can do where and with whom. This may take the form of various local groups, through schools and learning spaces and other local dialogue forms that are appropriate. Feedback mechanisms will also be another way for communities and stakeholders to participate in the process.

Codes of conduct will be a requirement for all organizations, schools, learning centres. They will be posted in high visibility locations. Teachers, education personnel and organization staff will be required to sign a code of conduct and will be held accountable against it.

Engaging with local officials and communities during the design phase will ensure ownership over the project and allow for full transparency. Implementation begins only after discussions with all relevant stakeholders have taken place then regular communication commences between partners, officials and communities.

#### **6.4 Coordination and collaboration**

The MYRP Framework will utilize existing mechanisms to ensure efficient and effective implementation and to reduce duplication. The WoS Education Sector will provide the overarching coordination architecture, analysis and sector objectives and targets that MYRP will utilize. The Hubs will provide the forum for coordination and collaboration amongst sector coordination members. Where the MYRP will play a complementary role is mobilizing additional resources to achieve common priorities. This will provide a useful mechanism to raise the profile of EiE in Syria and mobilize resources to sustain the response. The achievement of the longer-term goal of the proposed Programme relies on the WoS and the DPG working together at a strategic level and strong coordination between WoS education partners, education authorities and other actors at Hub and community level. Effective collaboration of this kind, which goes beyond reporting, has the potential to demonstrate the convening power and ambition of the ECW in one of the world's most severe protracted crises.

#### **6.5 Addressing the nexus**

The MYRP is needs- and vulnerability-based and has taken a humanitarian approach by providing short term solutions through non-formal education. It needs to be understood, however, that addressing the learning needs of Syrian's children, requires a systems approach to ensure improved life outcomes for children. Current donor redline limits any focus on the nexus. At the completion of year one, the situation will be reassessed and the Steering Group in consultation with ECW and donors will determine the way forward and the viability of nexus related work.

#### **6.6 Child protection systems strengthening**

In Syria, strengthening the child protection system remains outside of the scope of most partners. The Education Sector closely coordinates with Child Protection Sector particularly on issues related to mental health and psychosocial support. Best practices for collaboration among education and child protection actors include the development of Guidelines for Psychosocial Support Services and Protection of Children in Camp Schools in North West Syria.<sup>81</sup> These guidelines are available as a reference for Implementing Partners.

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<sup>81</sup> The Gaziantep Hub has developed additional guidelines on the WASH in Schools, Education in Camps, Inclusive Education for Children and youth with Disabilities, and Learning Outcomes have been developed and plans to operationalize these guidelines in 2019.

## 7 Programme Budget<sup>82</sup>

Outputs/Activity Level	Jan 2020-Aug 2021 Year 1 (21 months)	Sept 2021-Aug 2022 Year 2 (12 months)	Sept 2021-Aug 2023 Year 3 (12 months)	Jan 20-Aug 23 Total
<b>MYRP Targets</b>				
<b>Children targeted</b>	<b>1,161,200</b>	<b>1,144,900</b>	<b>1,144,900</b>	<b>3,451,000</b>
Previous ECW students (Jan - Aug 2020)	16,300	-	-	16,300
Non-formal Education	904,567	904,567	904,567	2,713,700
Non-formal skills development programs	223,333	223,333	223,333	670,000
UNWRA	17,000	17,000	17,000	51,000
<b>MYRP Budget</b>				
<b>Programme implementation</b>				
<b>Outcome 1 &amp; 2: Provision of education</b>	-	-	-	-
Basic Education Programs	\$ 218,836,500	\$ 217,532,500	\$ 217,532,500	\$ 653,901,500
Additional Supports	\$ 40,219,750	\$ 40,219,750	\$ 40,219,750	\$ 120,659,250
<b>Sub-total</b>	<b>\$ 259,056,250</b>	<b>\$ 257,752,250</b>	<b>\$ 257,752,250</b>	<b>\$ 774,560,750</b>
<b>Outcome 3. Education response is more accountable to beneficiaries</b>				
Operationalization of learning assessments	\$ 336,500	\$ 103,500	\$ 20,000	\$ 460,000
Monitoring Attacks on Education	\$ 350,000	\$ 200,000	\$ 200,000	\$ 750,000
Education Sector Coordination	\$ 785,260	\$ 448,720	\$ 448,720	\$ 1,682,700
Capacity Building Sector members (online and in person)	\$ 262,500	\$ 150,000	\$ 150,000	\$ 562,500
Research/Studies for future additional programming	\$ 125,000	\$ -	\$ -	\$ 125,000
<b>Sub-total</b>	<b>\$ 1,859,260</b>	<b>\$ 902,220</b>	<b>\$ 818,720</b>	<b>\$ 3,580,200</b>
<b>Outcome 4. Resource Mobilization</b>				
Communication, Advocacy and resource mobilization for MYRP	\$ 223,000	\$ 140,000	\$ 140,000	\$ 503,000
<b>Sub-total</b>	<b>\$ 223,000</b>	<b>\$ 140,000</b>	<b>\$ 140,000</b>	<b>\$ 503,000</b>
<b>MYRP Total</b>	<b>\$ 262,949,918</b>	<b>\$ 260,282,558</b>	<b>\$ 260,198,975</b>	<b>\$ 783,431,452</b>

## 8 Monitoring, Evaluation and Learning

### 8.1 Monitoring framework

Monitoring Activity	Purpose	Frequency	Responsible	Expected Action
Track results progress	Track progress against programme indicators. This serve as the first line of monitoring to assess progress.	On-going, Quarterly	Implementing Partner, Grantee	Off-track implementation addressed in real-time
Monitor and Manage Risk	Monitoring implementation against risks identified in the risk matrix as well as the child-safeguarding matrix.	Quarterly	Implementing Partner, Grantee	Programme management and organization management responsible for implementation to take necessary take to address any encountered risk
Develop and maintain functional school-based and child friendly	Monitoring feedback from communities to adjust the programme	Quarterly	Implementing Partner,	Feedback from communities is important to ensure programme is addressing needs of different groups and

<sup>82</sup> See attached for budget details

Monitoring Activity	Purpose	Frequency	Responsible	Expected Action
feedback and complaint mechanisms				if it is not, adjustments need to be made to the programme.
Measuring learning outcomes	Students will participate in learning assessments, including the early grade learning assessment	Annually	Implementing Partner	Assessment data can offer feedback on areas of improvement, particularly related to teaching and learning materials, and assessment design
Annual Programme Quality Assurance	The quality of the programme will be assessed against quality standards and areas of strengthen and weakness will be identified to inform improvement in the programme implementation	Annually	Implementing Partner, Grantee	Areas of strength and weakness will be reviewed by programme management and used to inform decisions to improve programme performance.
Review and Make Course Corrections	Given the uncertain situation in Syria, the programme will be reviewed and revised on an annual basis with the aim of identifying any course corrections needed to the scope of the programme based on an evolving context on the ground. Additionally, funding is only committed for the first year of the ECW Seed Fund programme and additional financial commitment will be contingent on the situation in the country.	Once	Steering Committee	Findings to update or amend MYRP programme

There are evaluations planned for the Syria MYRP during the three-year implementation period. All evaluations will follow UNEG principles and standards. The evaluations will be conducted by an external, independent entity (either individual consultants or evaluation firm) that has experience with education in emergencies programmes in protracted crisis. In addition to the standard evaluations, the project will also invest in the following:

Type	Date	Purpose
End of programme evaluation	By end of Programme	An end of programme evaluation will be conducted during the last quarter of the programme to assess overall achievement against targets, and where possible to establish impact of the programme. Findings and lessons from the evaluation will be used to inform new programmes, including any future ECW funding.
First year stock-taking review	Towards the end of the first year of implementation (month 19-20 of	Considering the evolving context inside Syria, donors have requested that after the first year, there is a brief period of review and stocktaking. While not intended to alter the overall scope of the Seed Fund programme, it is intended to understand how changes in the country could affect the programme.

## 8.2 Knowledge management

The monitoring and reporting of the proposed Programme falls within the existing monitoring and reporting structure of the WoS, not only to reduce reporting burden on WoS education members, but also to ensure effective reporting. Within the framework of the Syria Humanitarian Response Plan (HRP), there is a set of key performance indicators and targets against which members report. The Information Management Officers (IMOs) at the Hub level collect data from education members, which is then consolidated at the WoS level with the WoS IMO responsible for ensuring consistent monitoring of all the education response provided to Syrian children. MYRP indicator development drew upon and aligned with existing indicators used in the 4Ws framework reporting system to ensure efficiency and effectiveness in overall monitoring and reporting processes as well as generating the most accurate data disaggregated by sex and age.

Humanitarian access remains limited in many parts of the country posing a major obstacle for project implementation and monitoring. Despite such a difficult situation coupled with insecurity, the WoS will maintain and maximize the partnership with the WoS education members in managing and monitoring the implementation of proposed interventions. WoS education members come from a range of NGOs and INGOs, bring an in-depth knowledge of the local context to the partnership, provide access to marginalized groups and undertake interventions including in underserved communities. Moreover, the Hub coordinators and IMOs can provide necessary support for coordinating, planning, monitoring and reporting of the proposed programme activities. They can reach areas currently not easily accessible and perform various functions to monitor results for quality assurance.

In addition, third party monitoring (TPM) will be used to ensure operation compliance of projects, to assess if planned activities and outputs are being achieved and unintended negative outcomes are avoided or mitigated. TPM will significantly improve knowledge about project implementation and potential impact as well as gain support of beneficiaries and improve credibility of project. In the first and second ECW investments, TPM conducted situational, programme and post distribution monitoring of education supplies. For example, in difficult to access government-controlled areas or where access was restricted, UNICEF Syria utilized a large network of local third-party monitors-called “facilitators.” All facilitators hired had demonstrated expertise and proven experience in their respective areas from which they were hired to operate. In non-government-controlled areas, an international firm with access to non-government-controlled areas was used to monitor and evaluate projects run by cross border members in Syria.



WoS education members currently report into the WoS 4Ws in their respective Hub. As the MYRP programme IPs will be members of WoS and project results will be captured in the 4Ws reporting system. The IMO verifies data at Hub level and sends it to the WoS level for aggregation of overall results and achievements against specific indicators. The WoS develops maps, factsheets and infographics that are published on the WoS website and inform gap-analysis. To avoid double counting of children benefiting from different interventions when aggregating numbers across projects, the WoS will identify through the 4Ws ('Who is doing what, where, when') the number of beneficiaries who receive more than one intervention. Double counting of beneficiaries can happen when one main activity (e.g. distribution of supplies) is topped-up with another activity (e.g. children provided with non-formal education). Information on the number of beneficiaries receiving two or more activities at the same time is retrieved in the 4Ws reporting system to reduce double counting by a specific question if these children have received more than one intervention. In addition, aggregation of total beneficiaries is done at the lowest geographical level possible (community or school levels), hence reducing the chance of double counting.

To guarantee the safe delivery of education programmes, the overall approach to managing information entrusted to, or originating from, the education sector member working groups is based on the understanding that the work of the Education Sector should be open and transparent except if the nature of the information concerned is deemed confidential. This information is protected in a variety of ways: data sharing is limited to the information level that the education sector member working groups determine appropriate and data is not stored in an online system. Any circumstance that requires external sharing of Education Sector data needs to be agreed within the education sector members beforehand.

### **8.3 Learning/Knowledge generation**

The MYRP and ECW Seed Fund programme offers an important opportunity to document learning generated from implementing education in emergencies programmes in protracted contexts. The identification of strategies, good practices, and lessons learned can serve as a reflection for future programming. The Grantee will have an important role to cull information generated from implementing partners and communities which will offer valuable insight into how priorities can be determined, ways of working that are sensitive to the local context and how best to meet the learning needs of children in crisis affected contexts.

The EDF set up under the first ECW investment provides a strategic platform for sharing learning and knowledge between humanitarian and development sectors inside Syria and provides a space for collaboration. The EDF meets on a bi-annual basis and convenes WoS, DPG and regional UN agency representatives to discuss systemic issues affecting the Education Sector and share lessons learned and best practices.

Additionally, international networks, such as INEE, can serve as platforms to contribute lessons, share ideas and experiences. Additionally, the programme will produce fact sheets and case studies to share on platforms, including ECW, INEE and NLG. Within the framework of the EDF, programmatic updates on achievements and progress will be provided with quantitative briefings, including maps, factsheets and infographic.

### **8.4 Gender mainstreaming in monitoring and evaluation**

In line with the guidance provided by the IASC Gender Handbook for Humanitarian Action and the Guidelines for Integrating GBV Intervention in Humanitarian Action, implementing partners

will utilize gender analysis combined with crisis sensitive assessments to ensure a clear understanding of the differentiated impacts of the crisis on boys and girls, men and women so that programme design and implementation reflects this. Partners will be required to demonstrate how gender-based analysis and child protection framework are utilized in project design and clearly indicate that discussions were conducted with the relevant sub-clusters before project submission. Community based feedback and complaint mechanisms tailored to the operational context and preferences of boys, girls, men and women will be developed and maintained. Where possible, partners will review projects with women and men, as well as girls and boys from appropriate age groups to assess which groups were effectively reached and those who were not and why with a view to see how things can be improved. Also, as noted above, the monitoring and reporting mechanisms through the 4Ws also requires data collected and disaggregated according to sex and age.

# ANNEX 1: MYRP Development Process

## 1 Overview

The MYRP development process identified, incorporated and built upon on achievements and lessons learned from the previous ECW investment in Syria in relation to programming and content. For example, programme elements, such as at (re-) engaging in learning through participation in non-formal programmes in existing formal schools (as opposed to stand alone learning centres), were identified as most successful. Additionally noted, to deliver results, the approach proposed under ECW Seed Fund to continue to include a component of learning outcome measurement as well as strong coordination, education sector member capacity building and advocacy. Other process issues were noted as well and applied to the MYRP development process.

### 1.1 Process

The development of the MYRP for Syria sought to work through existing coordination mechanisms and platforms, including the WoS mechanism, DPG, and EDF. Engagement with international and local actors and education authorities took place at the hub and working levels through coordinators. Whole of Syria education members were and continue to be involved in the development of the proposal and will play an instrumental role in its implementation. The MYRP Task Force (TF) composed of Whole of Syria Education Coordinators, UNICEF, UNRWA, UNESCO, UNHCR, Save the Children, Norwegian Refugee Council, Development partners represented by DFID, EU and ECHO, and Hub and Working Group coordinators, guided the content development of the MYRP and the ECW Seed Fund Programme. Beginning in January 2019, a MYRP Task Force was established with dedicated focal points to facilitate consultations, gather necessary data and assessments and spearhead the design processes. The task force is made up of two groups: The Writing Committee and the Strategic Review Committee.

The Writing Committee drafted the programme document with support of a technical consultant and managed the process of consultation, endorsement and submission. Members include:

- Whole of Syria Education Sector Coordinators (focal point for MYRP process from March)
- Consultant (recruited to lead the drafting of the MYRP proposal)
- Rapid Response team member of Global Education Cluster (seconded to WoS Education Sector to lead the development of the MYRP process until March)
- Education specialists from UNICEF Regional office
- Short-term technical support provided by DFID

The Strategic Review Committee provided technical input, feedback, and endorsed the final proposal for submission to the ECW secretariat. Members include:

- Development Partners Group members represented by DFID<sup>83</sup>

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<sup>83</sup> The Development Partners Group includes EU delegation to Syria, EU Foreign Policy Instrument-Syria, EU Development Cooperation, USAID, US State Department, British Council, SIDA, Japanese Cooperation, BMZ, ECHO, Norwegian Cooperation, Danish Cooperation, Expertise France, German Cooperation and Irish Cooperation.

- Hub coordinators: (Gaziantep, Damascus) and North East Syria (NES) Education Working Group (EWG) for cross-border
- UN agencies (Regional)<sup>84</sup>
- International NGOs (Whole of Syria level)

Additionally, key focal points from different sectors participated to ensure that the MYRP is holistic in its approach addressing socio-economic and protection barriers to education. These included:

- WoS Child Protection sub-sector
- Accountability to Affected Population
- Gender (OCHA)
- GBV sub-sector
- Physical Rehabilitation and Disability Working Group

Given the number of diverse actors on the ground, it was agreed that Hub Coordinators would be responsible for ensuring representation and collating feedback from the different locale, including education authorities and international actors in their respective hubs.

ECW Secretariat participated in the Task Force in an advisory capacity and a representative from GPE had observer status.

To guide the process of selection of Grantee for the ECW Seed Fund Programme, the Task Force developed a note outlining the roles and responsibilities of the grantee, criteria for eligibility and process for selection which was circulated to all members for feedback. The process of selection of the Grantee occurred in May, after the first draft of the proposal was circulated. Eligible agencies/organizations were invited to apply demonstrating how they meet the criteria and are able to manage the programme (target and budget). At the end of May 2019, agencies reached consensus on proposing UNICEF as Grantee for the ECW Seed Fund Programme but beyond the ECW Seed Funds, the MYRP

## **1.2 Stakeholder engagement**

To ensure that the inputs for the MYRP reflects current needs, but also presents a longer-term vision, the WoS Education Sector facilitated a consultation workshop from 12-14 February 2019 in Amman. The aim of the workshop was to have a shared understanding of the key needs, identify key response activities, discuss inter-sector linkages and alignment with other plans and around multi-year planning.<sup>85</sup> Participants of the workshop proposed a review of the MYRP after the first year of implementation to allow for possible programme reorientation based on changes in the operating environment.

One week before the workshop, hub and working group members were invited to complete an online Survey of Needs in Syria.<sup>86</sup> The objective of this survey was to understand from

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<sup>84</sup> UN agencies include UNICEF, UNRWA, UNHCR, UNESCO and WFP

<sup>85</sup> For more information on the workshop, the Background note on Workshop (includes agenda) and Workshop Report (includes list of participants) can be shared upon request.

<sup>86</sup> The survey was available in English and Arabic and initially ran from February 6 to 11. The deadline for the survey was extended to March 3, 2019 to allow more members to participate in the survey. At the time of the workshop only, 25 members had responded to the survey. Given that, the survey is based on partner's perceptions, the number of respondents affects the analysis. A total 58 respondents completed in the survey, 46 of the respondents were from Gaziantep Hub and 12 were from the North-East Working Group.

partners what in their opinion are the types and severity of need confronting children and education personnel due to the crisis in Syria.

On-going consultation continue throughout the development process which allows for regular constructive and informed feedback. Regular Task Force meetings are held episodically to discuss the different stages of the programme design with key documents. Hub and working group level consultations took place in April 2019 specifically to discuss and document lessons learned from ECW's early investments and have fed into the MYRP.

During the development of the MYRP and ECW Seed Fund, some donors and partners voiced their concerns over red lines not being crossed and the challenges of implementing the programme in the current context in Syria. The programme's key outcomes and priority interventions have been discussed during hub and working group meetings that comprises of 160 education members.

#### Partner red lines

The development of the MYRP programme is challenged by and thus designed around the political realities of the Syrian context coupled with the corresponding red lines of ECW partners about what they can or cannot fund in this programme. MYRP and ECW programme funding allocations are limited by political restrictions on certain geographical locales across Syria and who is in political control at that time, affecting individual partners differently. These red lines are considered not fixed because of the unknowns in the conflict as it changes. Thus, the MYRP and ECW programme development must take these elements into consideration during planning, budgeting and implementation.

At this time, the Syria MYRP and the specific application of ECW Seed Funding **cannot** be used for:

1. School (re)construction (only light rehabilitation or repairs to ensure schools are safe places for children to frequent is accepted);
2. Training of formal education teachers and education personnel in Government of Syria, Turkey and Kurdish held areas aimed at delivery of national curriculum/formal education (only training for formal teachers in the stated area would be PSS or mine-risk education or teachers in Crisis Contexts (TICC) trainings).
3. Payment of stipends to personnel and other support (teaching and learning materials) in the setting of formal education anywhere outside of Idleb and Aleppo or UNRWA schools (only teachers and education personnel in NFE settings, formal non-accredited NWS and UNRWA schools are eligible); regardless of type of setting no payments for individuals listed on EU sanctions lists.
4. Curriculum development.
5. Provision of textbooks or learning materials with harmful content.

At the same time, from the perspective of the grantee/WoS partners, equal treatment of children is required across Syria, and concerns exist with the "do no harm" principle in case of interruption of activities due to shifting of political lines. Therefore, the MYRP focusses on children out of school across Syria and Palestinian refugees. This approach limits the impact on sustained results with regards to children's learning outcomes.

## ANNEX 2: ECW Seed Fund Programme

### 1 Priorities of ECW Seed Fund programme

The ECW Seed Fund serves as an initial investment to implement the most critical and urgent activities within the MYRP Framework. This ECW Seed Funding, embedded in the broader MYRP, builds on the achievements and incorporates lessons learned of the two previous ECW funds for Syria in its design and intended implementation plan, while at the same time, working within the limitations of operation as defined by i) available funding and ii) conditionality in terms of areas of operation and interventions to support (see box on red lines in annex 1).

The ECW Seed Funding priorities are to ensure that:

1. Girls and boys (3-17 years) currently out-of-school and at risk of dropping out<sup>87</sup> i) access equitable learning opportunities and ii) acquire foundational and life skills through non-formal education;
2. Education response is more accountable to beneficiaries.

It is expected that this approach will be i) scaled up when other funding is available, and ii) complemented with other MYRP interventions that focus on specific interventions to address specific demand-related barriers (such as poverty through cash transfer or school feeding).

### 2 ECW Seed funding program interventions

#### 2.1 Non-formal education

Through a learner centered approach, aimed at addressing access, quality and continuity concerns identified in the MYRP. Implementing partners will work with learning centres (stand-alone or in existing schools) that offer non-formal programs. They will use a three-tier approach:

- Ensure minimal conditions to maintain a learning site is functional and safe for children (light rehabilitation, basic learning and teaching materials, teachers and education personnel)
- Provide age-specific skills development programs (early childhood learning, foundational and/or vocational skills for adolescents);
- Offer psycho-social support<sup>88</sup> and/or life skills education aimed at supporting children and teachers in feeling safe, more self-confident and respectful/understanding of each other, so they can thrive and remain engaged in meaningful learning or employment;

It is expected that children, currently out-of-school, through participation in non-formal programs gain skills that allow them to successfully transition to the formal system.

Implementing partners are requested to develop an intervention plan, based on the **following parameters**:

- Maximum allocation per learning centre

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<sup>87</sup> Exception is made in the case of UNWRA and children currently benefitting from ECW funding to ensure they can complete the current school year (2019-2020).

<sup>88</sup> Implementing partners will refer to social services in case of severe trauma (link with child protection clusters).



- Targets established for the four indicators of success (relative to the baseline to be established);
- Specific needs and priorities of learner community.

Depending on the conditions and priorities at the learning location, the intervention plan may include the following elements<sup>89</sup>:

- Light rehabilitation/repairs<sup>90</sup> and/or establishment of temporary learning spaces
- Provision of basic learning and teaching materials<sup>91</sup>
- Stipends or incentive for teachers and education personnel providing NFE programs<sup>92</sup>
- Learning assessments
- Reaching young children for non-formal early childhood support
- Reaching out-of-school children with catch up or accelerated learning programmes
- Providing remedial classes for low performing children in formal non-accredited and UNRWA schools
- Life skills and PSS support to children and education personnel
- Capacity building of education personnel aimed at improved learning and teaching in ECW supported learning sites
- Piloting innovative solutions

Details on these activities are laid out in the MYRP document.

## **2.2 Interventions to ensure strengthened education response**

- Roll out formative assessment tool and develop summative or placement assessment tool;
- Develop and implement a system for monitoring and reporting on attacks on education;
- Capacity building of Education Sector members on project management and EiE topics;
- Organization of meetings of the Education Dialogue Forum (EDF);
- Resource mobilization particularly the investment in core functions of the cluster including support robust advocacy and the need for dedicated information managers

Details on these activities are below:

### *Roll out formative assessment tool and develop summative or placement assessment tool*

Building upon the previous ECW investment, two activities are envisioned under the Seed Fund in regards to learning assessments: 1) rolling out the formative Syria holistic assessment for learning and 2) developing an appropriate tool for either a summative holistic assessment of learning to identify learning gains of students or an assessment to determine type of programming (catch-up, accelerated learning, or formal) for new students, such as IDPs or out of school children arriving at learning centers.

The formative assessment was designed to help teachers identify gaps and measure proficiencies in math and reading at grades two and three level. The assessment also

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<sup>89</sup> Descriptions of these activities can be found in section 3 of the MYRP

<sup>90</sup> This includes light repairs, and we would not support structural repairs e.g. walls, roof etc.

<sup>91</sup> See due diligence Annex for details.

<sup>92</sup> See due diligence Annex for details.

measures social emotional skills of the students. An accompanying toolkit for teachers provides support for instruction geared to extending the skills of children.

Leveraging the prior lines of inquiry and key decision points made during the development of the formative tool, a second tool would be developed per needs identified in the April 2019 Education Dialogue Forum. Two options are as follows:

- A summative assessment tool to measure learning outcomes in early grade reading, math and social emotional skills. The tool would be a more robust and accurate instrument than the ASER, (which is commonly used in NFE programmes across the country), and a single, lighter and quicker tool than the EGRA and EGMA. Also, it would combine social emotional learning making the tool holistic. The primary user of the data would be implementing agencies and teachers to track progress across measured skills among beneficiary populations during participation in programmes.
- An assessment tool geared for assessing children's skills so that programme implementers could make decisions on targeted interventions for the specific needs of children assessed. This would address the commonly faced issues of when internally displaced persons (IDP), out of school children (OOSC), and students without school records arrive at a new school and need to be placed in an early grade learning programme. The tool would be a much stronger than ASER which is commonly used for this purpose. This would not duplicate the efforts of the GoS assessment tools as they are by grade by the formal system.

The direction of the development of a second tool would be determined in consultation with the MYRP Steering Committee during the inception phase.

#### *Monitoring Attacks on Education*

The Monitoring attacks on education system will be developed and monitor incendiary, chemical and other attacks as well as schools being used for non-education purposes and other events that may impact ability of education to safely take place. Information will be collected and verified. The collected information will be used largely for advocacy purposes and will be available to Sector members and the UN system. The reporting system will also be developed to be compatible with the MRM4Syria. The Sector will also collaborate with Save the Children to play a convening role for collective advocacy among its members, including developing joint advocacy strategies and products that can be used collectively by the Sector and by its members, donors and UN agencies separately.

#### *Capacity building of Education Sector members on project management and EiE topics*

The first phase of ECW's investment developed and operationalized a Capacity Development Framework for the Education Sector. The project will build on these investments with a focus on improving the knowledge and ability of the Education Sector members to support education services and the education response. A two-prong approach will be taken. EiE related topics will be carried out by hub coordinators or other subject specialists for sector members based on needs, priority skills and knowledge to support a more effective response. Expansion of the online Arabic language, self-driven capacity development training piloted under previous ECW investment will support programme and project management. Enabling learners to take an end of learning exam that is accredited by a UK addressed body is currently being piloted. Access to accredited certificates for people in Syria is difficult and is a motivator for learning. If successful, this will be continued. Based on user feedback the project will expand the content available on the portal.

### *EDF Meetings*

The Programme will continue to support the Education Dialogue Forum (EDF) meeting by funding the organization of one meeting annually. This will include venue, logistics, material and reporting costs for the event.

### *Resource Mobilization*

Four main activities will be conducted with the Seed Funding:

- **Resource mobilization plan:** During the inception phase of the MYRP, under the leadership of the Steering Committee, the Grantee will collaborate with partners to develop a resource mobilization plan to close the funding gap of the MYRP.
- **Donor mapping:** During the development of the resource mobilization plan, a complementary exercise will be to conduct a donor mapping of pledges and commitments along with
- **Case for investment:** The Grantee will work with partners to develop on an annual basis a case for investment. This will present strong advocacy for the need to support EiE in Syria and demonstrate the cost of not investing in education inside Syria. This will be used as an advocacy piece and resource mobilization tool.
- **Essential staffing:** There is a need for dedicated information managers. The availability of timely data (analyzed and presented in the form of infographics and maps) will support advocacy efforts and strengthen resource mobilization efforts for the MYRP.
- **Supporting pledging conferences and events:** On an annual basis pledging conferences have been held in Kuwait, London or Brussels to mobilize resources for the annual HRP. The MYRP will support these conferences by contributing thought and advocacy pieces such as case for investments as well as evidence of impact of the MYRP. Additionally, the MYRP can support side events at high-profile meetings such as the UN General Assembly to advocate for sustained support to the Syria Crisis Response.

## **3 Targeting strategy**

The ECW Seed Fund programme will apply the MYRP targeting strategy on a narrowed scope and scale (see Section 2).

## **4 Inception and rollout**

The Seed Fund programme will be implemented over a period of 3 years and 9 months in different phases. (Note that the first-year budget covers 21 months/Phase 1 and 2):

### **1. Phase one (9 months)<sup>93</sup>**

- a. *Preparatory phase:* (3-month setup); To ensure a harmonized and coordinated approach, a standardization exercise will be undertaken. This will include standardization of: call for proposals; non-formal programming teaching and learning materials; training guidelines for teachers, and identification of teaching and learning materials that meet donor red lines regarding content. The results framework will be finalized at the end of this planning phase based

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<sup>93</sup> Depending on the start date of the Seed Fund Programme, the length of Phase one will be adjusted, as much as possible, to accommodate alignment of Phase two implementation with the start of the 2019/2020 school year.

on the agreements and intervention plans developed by the implementing partners

b. *Inception phase* (estimated duration of six months): potential ECW Seed Fund programme implementing partners (IPs) will be identified, selected and are expected to conduct an assessment to:

- i. Identify sub-districts to support, based on the criteria described in the call for proposals;
- ii. Work with the identified communities to assess needs, and based on this,
- iii. Identify specific interventions that ensure that minimum conditions are met for access, retention and learning

c. *Implementation (estimated 6-9 months) in parallel to the other two phases)*

- Continued support to students reached in the first two ECW investments reaching an estimated 16,300 children<sup>94</sup>;
- Initiate activities under outcome 3 – see ECW intervention framework, including the development of platform for monitoring attacks on education.

2. Phase two (1 year) Implementation of NFE through identified implementing partners. After the first year of implementation a stock-taking review will take place to assess the programme’s progress and to inform further programming

3. Phase three (2 years) Years two and three of implementation is where adjustment to the programme may be required after assessing year one outcomes and taking into consideration the evolving context inside Syria

In terms of budget, the first year of implementation includes both the preparatory phase and first year of implementation and will therefore be implemented over a period of 21 months with an anticipated start date of January 2020.

#### Seed Fund implementation period

	Year 1 (in months)							Year 2	Year 3
	3	6	9	12	15	18	21		
Phase one									
Preparatory phase									
Set-up phase									
Inception phase									
Implementation									
Support to previous ECW investment									
Formative and Summative Assessment activities									
Development of Monitoring Attacks on Education platform									
Phase Two									
Year 1 Implementation									
Year 1 Review									

<sup>94</sup> So as not to lose gains on the previous two ECW investments, UNICEF identified bridge funding for many of the previously supported ECW schools and learning centres in (Idleb and Aleppo and Der-ez-Zor. During the inception phase of the MYRP, these schools and learning centres will be supported with minimal necessary interventions to keep the schools running and learning happening. Activities would include teacher stipends, running school costs and other operation costs.

Phase Three										
Year 2 implementation										
Year 3 implementation										

## 5 ECW Seed Fund Intervention Framework<sup>95</sup>

ECW Seed Fund Goal: Conflict-affected boys and girls (3-17 years) (re)engage in learning in safer and more protective environments

### Outcome 1:

**Girls and boys access more equitable learning opportunities**

#### Output 1.1 Safer and more protective learning spaces are accessible

Activities:

1. Light rehabilitation
2. Provide temporary learning space
3. Provide maintenance and running costs

#### Output 1.2 Essential supports are in place to facilitate more equitable access to learning

Activities:

1. Transportation to/from school
2. Community-based outreach on importance of education

#### Output 1.3 Learning spaces are equipped with adequate learning and teaching supplies

Activities:

1. Learning supplies provided for students
2. Teaching supplies provided for teachers

### Outcome 2:

**Girls and boys acquire foundational, socio-emotional, and life skills**

#### Output 2.1 Teachers possess basic skills to deliver foundation, socio-emotional and life skills

Activities:

- Training for teachers and educational personnel on:
1. Pedagogy, instruction and assessments
  2. PSS, mine risk, and basic health and hygiene

#### Output 2.3 Learning spaces are equipped with resources to provide basic PSS

Activities:

1. Training for teachers and educational personnel on PSS
2. Training for teachers and education personnel on referral mechanisms for protection services
3. Provision of PSS materials

#### Output 2.4 Teachers and education personnel are financially supported services

Activities:

1. Provide teachers and education personnel with stipends/incentive

### Outcome 3:

**Education response is strengthened**

#### Output 3.1 Ability to assess learning is strengthened

Activities:

1. Rollout formative holistic early grade learning tool
2. Develop and pilot summative assessment or placement tool (TBD)

#### Output 3.2 Education Sector members have increased competency to deliver results

Activities:

1. Training for sector members in programme management
2. Training for sector members on EiE topics

#### Output 3.3 Evidence based advocacy on attacks on education is strengthened

Activities:

1. Develop a system for monitoring attacks on education in Syria

### Outcome 4:

**Resource mobilization supports programme sustainability**

#### Output 4.1 Resources mobilized to implement the MYRP

Activities:

1. Resource mobilization strategy developed
2. Communication and advocacy materials developed to promote MYRP
3. Engage current and new donors on MYRP

<sup>95</sup> The activities under outcomes 1 and 2 are delivered through a centre-based approach as described above and may vary per implementing partner.



## 6 Added value of ECW funding

As an initial three-year investment of the MYRP implementation, the added value of the ECW Seed Funding is at three different but related levels. *First*, the Seed Funding creates an opportunity to sustain the results of the previous ECW investments in Syria enabling the WOS Coordination structure to continue to provide leadership across all of Syria's response centres (hubs). *Second*, the Seed Funding allows for an expansion and building upon of initial investments through the rollout of the formative holistic learning assessment tool and develop and pilot the summative assessment tool; the continued use of the online training for regarding project implementation for sector member capacity building. *Third*, the Humanitarian Response Plan for Syria in 2019 remains largely unmet and is significantly unmet year on year. The \$251million education budget is 20% funded in the last quarter of 2019. The ECW funds provide critical financial inputs that are woefully in need.

## 7 ECW Seed Fund Indicator Framework<sup>96</sup>

Impact Indicator(s):	Baseline	Year 1 Target	MoV	Notes
1. Number of children (age 3-17, female/male) reached with assistance (mandatory)	0	44,075 (50% m/ 50% f)	Programme reports	Based on unit cost per child and available budget.

Outcome 1: Girls and boys (age 3-17) access more equitable learning opportunities				
Outcome Indicator(s):	Baseline	Year 1 target <sup>97</sup>	MoV	Notes
1.a: Number of children (age 3-17, female/male) enrolled in non-formal education, including former ECW supported NFE settings <sup>98</sup>	0	26,940 (50% f/ 50% m)	Programme reports; 4Ws <sup>99</sup>	See budget
1.b: Number of children (age 3-17, female/male) enrolled in UNRWA schools and former ECW-supported formal non-accredited schools <sup>100</sup>	0	17,135 (50% f/ 50% m)	Programme reports; 4Ws	See budget
1.c: Average attendance rate for ECW-supported children (age 3-17, female/male) in learning spaces	TBD	75%	Programme reports	

<sup>96</sup> Figures for the indicators under Outcome 1 and 2 will be collected and shared by IPs.

<sup>97</sup> Based on year 1

<sup>98</sup> So as not to lose gains on the previous two ECW investments, UNICEF identified bridge funding for 30 of the previously supported ECW non-accredited formal schools and NFE learning centres in Idleb and Aleppo and Der ez-Zor. During the inception phase of the MYRP, these schools and learning centres will be supported with minimal necessary interventions to keep the schools running and learning happening. Activities would include teacher stipends, running school costs and other operation costs.

<sup>99</sup> 4Ws ('Who is doing what, where, when' is monitoring tool used by Whole of Syria Education Sector members. Implementing partners will collect the data for impact indicators and indicators under Outcome 1 and 2. Whole of Syria Sector and IPs will be responsible for collecting and sharing data for Outcome 3 indicators. The Steering Committee will be responsible for collecting data Outcome indicator 4.

<sup>100</sup> See footnote 98.

Outputs	Output indicators	Baseline	Year 1 Target	MoV	Notes
1.1 Safer and more protective learning spaces are accessible for children (age 3-17)	# of classrooms/repared/rehabilitated/established	0	470	Programme reports; 4Ws	Based on an average of 25 children per NFE center with 1/3 centers double shift; 25 per UNRWA. 60% of classrooms to be rehabilitated/established; previous ECW classrooms already rehabilitated
	# of learning centers provided with maintenance and running costs	0	169	Programme reports; 4Ws	all centers supported
1.2 Essential supports are in place to facilitate more equitable access to learning for children (age 3-17)	# of children (age 3-17, female/male) provided with school transportation support	0	2,200 (50% f/ 50% m)	Programme reports; 4Ws	5% of 44,075 children
1.3 Learning spaces are equipped with adequate learning and teaching supplies to support skills acquisition	# of children (age 3-17, female/male) provided with learning materials (mandatory)	0	44,075 (50% f/ 50% m)	Programme reports; 4Ws	All children benefit
	# of children (age 3-17, female/male) benefiting from recreational materials	0	27,775 (50% f/ 50% m)	Programme report; 4Ws	All children in learning centers newly supported by ECW
	# of teachers (female/male) provided with teaching materials	0	2,133 (50% f/ 50% m)	Programme reports; 4Ws	133 NFE sites/11 teachers per site; 34 UNRWA/ECW schools/19 per site

Outcome 2: Girls and boys (age 3-17) acquire foundational, socio-emotional and life skills for continued education					
Outcome Indicator(s):		Baseline	Year 1 Target	MoV	Notes
2. Percentage of ECW-supported children who improved foundational learning skills		0	65%	Learning assessment tools; Pre-post test	
Outputs	Output indicators	Baseline	Year 1 Target	MoV	Notes
2.1 Teachers possess basic skills to deliver foundational and life skills courses	# of teachers and education personnel (female/male) trained (mandatory)	0	2,158 (50% f/50% m)	Training records; 4Ws	133 NFE sites/13 personnel per site; 34 UNRWA/ECW schools/26 per site; 85% trained
2.2 Learning spaces are equipped with resources (human and material) to provide basic PSS	# of learning spaces that have established referral pathway to specialized protection services for students, teachers and personnel	0	TBD	Referral pathway document; Programme reports	

	# of teachers and education personnel (female/male) trained on PSS	0	2,158 (50% f /50%mf)	Training records; 4Ws	133 NFE sites/13 personnel per site; 34 UNRWA/ECW schools/26 per site; 85% trained
	# of children benefiting from PSS	0	44,075(50% f /50% m)	Programme report; 4Ws	
	% of teachers/education personnel benefiting from PSS	0	30%	Programme report	
2.3 Teachers and education personnel are financially supported for services in NFE	# of teachers/ facilitator and education personnel (female/male) financially supported through ECW-supported programmes, by gender (mandatory)	0	2,539 (50%f /50% m)	Programme report; 4Ws	133 NFE sites/13 personnel per site; 34 UNRWA/ECW schools/26 per site; (including admin, teachers, PSS, guards, cleaners)

Outcome 3: Education response is strengthened.					
Outcome Indicator(s):		Baseline	Year 1 Target	MoV	Notes
% of sector members who feel that they are better equipped to deliver results		TBD	TBD	Survey	
Outputs	Output indicators	Baseline	Year 1 Target	MoV	Notes
3.1 Ability to assess learning is strengthened	# of teachers (female/male) trained on applying the early learning assessment tool	0	TBD	Training records; Programme reports	NFE teachers Data collected by IPs
3.2 Education Sector members have increased competency to deliver results	# of Education Sector members who participated in trainings	0	TBD	Training records	Figures provided by WoS Education Sector
	% of Education Sector members who report improved knowledge and skills after training	0	90%	Pre and post-test results from training Platform	Figures provided by WoS Education Sector
3.3 Evidence based advocacy on attacks on education is strengthened	An attack-on-education reporting system is in place and operational	No	Yes		
	# of advocacy products on attacks on education produced and disseminated	0	N/A	Programme report	

Outcome 4: Resource mobilization supports programme sustainability					
Outcome Indicator(s):		Baseline	Target	MoV	Notes
% of resources mobilized under the MYRP		TBD	100%	FTS	
Outputs	Output indicators	Baseline	Target	MoV	Notes
4.1 Resources are mobilized to implement the MYRP	Donor mapping conducted	No	Yes	Programme Report	Status to be provided by Steering Committee

Outcome 4: Resource mobilization supports programme sustainability				
Outcome Indicator(s):	Baseline	Target	MoV	Notes
RM strategy developed	No	Yes	Programme Report	Status to be provided by Steering Committee
Amount of additional financing acquired for education of Syrian children in Syria	30 million	XX	Programme Report, FTS	Information to be provided by Steering Committee

## 8 ECW Seed Fund Budget<sup>101</sup>

Outputs/Activity Level	Jan 2020-Aug 2021 Year 1 (21 months)	Sept 2021-Aug 2022 Year 2 (12 months)	Sept 2021-Aug 2023 Year 3 (12 months)	Jan 20-Aug 23 Total
<b>Seed Fund Targets</b>				
Children targeted Total	44,075	42,829	43,301	130,205
Previous ECW students (Jan - Aug 2020)	16,300	-	-	16,300
Non-formal Education	23,775	36,661	37,065	97,501
UNRWA	4,000	6,168	6,236	16,404
<b>Seed Fund Budget</b>				
<b>Programme implementation</b>				
<b>Outcome 1 &amp; 2</b>				
Provision of education	\$ 6,227,250	\$ 7,465,979	\$ 7,548,288	\$ 21,241,517
<b>Sub-total</b>	<b>\$ 6,227,250</b>	<b>\$ 7,465,979</b>	<b>\$ 7,548,288</b>	<b>\$ 21,241,517</b>
<b>Outcome 3. Education response is strengthened</b>				
Operationalization of learning assessments	\$ 336,500	\$ 103,500	\$ 20,000	\$ 460,000
Monitoring Attacks on Education	\$ 350,000	\$ 200,000	\$ 200,000	\$ 750,000
Education Sector Coordination	\$ 788,620	\$ 450,640	\$ 450,640	\$ 1,689,900
Capacity Building Sector members (online and in person)	\$ 262,500	\$ 150,000	\$ 150,000	\$ 562,500
<b>Sub-total</b>	<b>\$ 1,737,620</b>	<b>\$ 904,140</b>	<b>\$ 820,640</b>	<b>\$ 3,462,400</b>
<b>Outcome 4. Resource Mobilization</b>				
Communication and Advocacy for MYRP and Seed Funds	\$ 223,000	\$ 140,000	\$ 140,000	\$ 503,000
<b>Sub-total</b>	<b>\$ 223,000</b>	<b>\$ 140,000</b>	<b>\$ 140,000</b>	<b>\$ 503,000</b>
<b>Programme Sub-total</b>	<b>\$ 8,187,870</b>	<b>\$ 8,510,119</b>	<b>\$ 8,508,928</b>	<b>\$ 25,206,917</b>
<b>Operational Costs</b>	\$ -			
MYRP and Seed Fund Programme Management	\$ 1,002,250	\$ 619,000	\$ 619,000	\$ 2,240,250
EDF annual meetings	\$ 30,000	\$ 15,000	\$ 15,000	\$ 60,000
Programme Monitoring and Evaluation and Assurance	\$ 75,000	\$ 50,000	\$ 50,000	\$ 175,000
Contingency Budget	\$ 50,000	\$ 150,000	\$ 150,000	\$ 350,000
<b>Operational Sub-total</b>	<b>\$ 1,157,250</b>	<b>\$ 834,000</b>	<b>\$ 834,000</b>	<b>\$ 2,825,250</b>
<b>Programme and Operational Cost sub-to</b>	<b>\$ 9,345,120</b>	<b>\$ 9,344,119</b>	<b>\$ 9,342,928</b>	<b>\$ 28,032,167</b>
<b>Indirect Costs</b>				
Grant Management Indirect (7%)	\$ 654,158	\$ 654,088	\$ 654,005	\$ 1,962,252
<b>Seed Fund Grand Total</b>	<b>\$ 9,999,278</b>	<b>\$ 9,998,207</b>	<b>\$ 9,996,933</b>	<b>\$ 29,994,418</b>

<sup>101</sup> See attached budget for details

## 9 Selection of ECW implementing partners

To achieve expected results, the PMU will issue calls for proposals. The objective of this modality is to identify implementing partners (including international and Syrian NGOs) across the country that can deliver MYRP/ECW results. Potential implementing partners will compete for funding.

The submission process, call for proposals as well as selection criteria will be coordinated through the Technical Group, which includes hub coordinators, (see section 4 of MYRP), who will review the projects submitted. The process will be agreed upon, ensure fairness and transparency and be shared with all members of the Technical Group. Projects will be vetted at the WoS level. WoS, when assessing the proposals, the following will be taken into consideration:

- The organization has been an active education sector member
- The project responds to the ECW/MYRP objectives.
- The project can be monitored and evaluated against the ECW/MYRP indicators.
- The project seeks to identify and pilot innovative solutions.
- The project targets the most vulnerable populations (IDPs, refugees, children with disabilities, affected communities in rural, urban, and underserved areas.
- The project addresses gender needs and protection risks (according to the 'Do No Harm' principle) based on documented needs and includes data disaggregation (age, sex, location, disability)
- The project targets geographical areas based on the 2019 (2020 once updated) Education Severity Scale
- Project budget and timeline are feasible and realistic, reflecting value for money. The budget demonstrates good balance between programme and support costs.
- Projects contribute to community ownership and resilience.
- Projects show that inter-sector, inter-agency and cross-cutting issues are mainstreamed.
- The organization has proven capacity to implement education projects.

Upon final endorsement by the Grantee and Technical Group, implementing partners with successful proposals may be awarded grants to implement. Before entering a contractual agreement, the Grantee will carry out assurance processes. If a finalist does not pass these processes the next most competitive proposal will be selected.

This approach will draw on the process used to select partners for the first and second ECW investments and integrates best practices and lessons learned during the process. Significant time was invested in establishing a fair and transparent method for partnership selection and vetting of implementing partners and ensure a participatory approach.

Once selected, the implementing partners will engage with their target areas to refine their needs and capacity assessment and develop a school-based three-year intervention plan (see above). As needs per school may differ per location and may exceed the investment that the ECW is able to commit, implementers will carry out a prioritization exercise with school communities so that they have an opportunity to shape investments according to greatest needs within the overall parameters of the programme (including the maximum budget allocation and donor conditionalities).

## **10 Child safeguarding risk assessment**

See Annex 4 for details

### **10.1 External communications and visibility**

External communications will play an important role in ensuring that the learning needs of Syrian children are known to a broader audience. Additionally, communications will be utilized to support mobilization of additional funds for the ECW MYRP. Targeted visibility activities, utilizing traditional and new media, will help increase awareness of children's issues in Syria. An array of awareness, information and knowledge activities will target partners, media, the general public, communities and parents. Advocacy will target international media to promote the importance of education for Syrian children. Human interest stories and documentation of activities will be conducted to increase the visibility of the achievements of the ECW MYRP.

A communications plan will be developed and will outline the strategies and modalities of outreach for the programme. Granting agencies will provide guidance to implementing partners to ensure that standard strategies are adopted. Any items such as brochures, briefing materials and training manuals that will be distributed will be branded as determined necessary. ECW will be cited in all relevant programme publications. Any studies carried out under the programme and any material produced will be marked with the agreed logo. They will be standardized to reflect ECW visibility across all themes and distributed across all districts. Moreover, local press releases will be issued, a social media campaign will also be launched. Social media campaigns will be coordinated with ECW to maximize outreach.

### **10.2 Monitoring and evaluation**

The monitoring and learning framework in Chapter 10 is the basis for monitoring and evaluation of the Seed Fund. During the inception phase of the Seed Fund, a detailed results framework will be developed. While the MYRP provides a broader results framework, the indicators specific to the Seed Fund still require details including baselines and targets. The Grantee will use the results framework as the basis for implementing partners to report. Implementation of activities will be closely monitored through a detailed monitoring plan

A process will be established by the grantee to collect, analyze and the use the information to make informed decisions about the direction of the programme and what changes may need to be introduced. Baseline data (if not previously available) will be collected during programme inception stages. The Grantee's IPs are required to report into the WoS 4W in their respective Hub.

After the first year of the programme, a review meeting will be held to understand what changes may be necessary to the approaches. A methodology for this review will be established during the inception phase to better understand how the programme should be assessed.

Semi-annual and annual progress reports will be submitted highlighting the progress of project implementation, project results, best practices and lessons learned, and the course corrections needed to address problems and plans for the next six months. The schedule and the template of the programmatic and financial reporting requirements to ECW will be as per

standard reporting agreed with ECW. Information from both sources will inform the Grantee's reporting and information sharing to ECW and partners at the EDF.

Third party monitoring will be part of the M&E approach, particularly in areas where there is less sustained humanitarian access. End of programme evaluation will be carried out to assess if the project has delivered within the identified results framework.



## ANNEX 3: Risk Matrix

### Part 1: Risk Matrix

**Overall, risk is assessed as follows: High.** The overall situation inside Syria remains dynamic and volatile in certain areas. Implementation of the Seed Fund places emphasis on mitigating risk to the extent possible, while also ensuring that the needs of children remain the first priority. Considering this overall risk rating, the MYRP will focus on the first year of implementation followed by a stocktaking exercise to assess the situation and determine how the MYRP will be implemented in years two and three.

NB: Please note some risks are cross-cutting and are relevant to more than one risk category

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
<b>Context</b>						
Donor red lines and risk thresholds shift during the life of the programme and compel steps to be taken that undermine, change or stop components of the project. This risk undermines the impact of the project's investments and can lead to children dropping out due to schools being de-resourced	High	High	<ul style="list-style-type: none"> <li>Advocate for the humanitarian nature of the intervention.</li> <li>Proactive discussions on red lines will be managed through effective governance structures mainly the MYRP/ECW Steering Committee</li> </ul>	High	High	DPG Grantee ECW secretariat
Changes in the security situation or authorities/groups in control of project areas. Changes could increase the risks faced, displace or restrict movements of the population, local partners and others relevant to the project. Depending on how these changes manifest, they could make the projects activities less appropriate to the new situation, make it difficult, unsafe or not possible for beneficiaries to access services or staff/consultants to provide services. Changes could also delay the delivery of supplies and services or result in the loss of supplies/assets. Additionally, lack of clarity of who is the local authority in a project area or the presence of multiple active local	High	Severe-medium	<ul style="list-style-type: none"> <li>Ensure relevant authorities/groups are aware of and technical authorities engaged with as relevant to the project and commit to ensuring basic safety/access for its implementation.</li> <li>Ensure flexible context-informed approaches and mechanisms to deliver the project outputs/outcomes, so that the project activities remain relevant and can be implemented in a changing context.</li> </ul>	High-medium	Moderate-severe	WoS education partners <sup>102</sup> ECW programme manager Hub and working group coordinators

<sup>102</sup> In this matrix, WoS education partners refer to those members that are implementing the sub-grant modality of the ECW investment.

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
<p>authorities makes it difficult to safely and appropriately engage with the authorities. This could negatively affect partners' ability to gain permission to work in an area or to carry out components of the project.</p>			<ul style="list-style-type: none"> <li>• Communicate to donors the importance of operational flexibility so that the project remains relevant to a changed context.</li> <li>• Ensure projects in insecure locations have security plans for their staff and the projects beneficiaries and sufficient resources to enact those plans. Commit partners to ensure a minimum duty of care to their staff including a right of refusal.</li> <li>• Ensure that staff members, teachers and education personnel are trained in safety and security, including mine risk education.</li> <li>• Assess where is the safest place to store supplies, including diversifying storage areas to minimize overall risks; review supply transit routes. If besiegement or road cut-offs, seem likely, preposition stock, as appropriate/possible.</li> <li>• As needed/possible, minimize the distance travelled to/from learning spaces.</li> <li>• Closely monitor the security situation in coordination with partners, civil authorities and relevant security and access stakeholders.</li> <li>• Ensure the timely flow of relevant context/security information, and related issues and solutions, from the field, through the Hubs and working group to WoS and the DPG.</li> <li>• All critical documents will be saved as soft copies, so that they will not get lost due to an attack. Noting that at times soft copies or computers may also need to be destroyed, partners will be responsible for frequently</li> </ul>			

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<ul style="list-style-type: none"> <li>• sending copies of critical documents to a safe location for archiving.</li> </ul>			
Interference of authorities/groups including exercising undue influence, intimidation, detention and violence against partners, teachers and education personnel or the targeted population; occupation of schools or learning spaces, confiscation/destruction/appropriation of project related supplies, documents and assets., etc.	Low-high (depending on location)	Moderate-high	<ul style="list-style-type: none"> <li>• Agree on the project's red-lines on interference from authorities/groups. As much as possible/safe, ensure that the authorities/groups are aware of red lines and the consequences of crossing them that could lead to disengagement from the programme. Establish criteria for partners' disengagement.</li> <li>• Ensure relevant authorities/groups are aware of, and technical authorities engaged with, the project and commit to ensuring basic safety/access for its implementation.</li> <li>• Ensure monitoring of attempts by proscribed groups to influence education provision.</li> <li>• Establish a safe and protected space for partners to raise issues they are facing with authorities and a safe and protected forum to find solutions.</li> <li>• Ensure the timely flow of relevant context/security information, and related issues and solutions, from the field, through the hubs to WOS and the DPG.</li> </ul>	Low-high (depending on location)	Severe-minor (depending on location)	ECW programme manager WoS education partners
The perceived or real risk of the bombardment of schools, mines, cross-fire and kidnapping, etc. could make the targeted population deprioritize sending their children to learning spaces or schools.	Low-high (depending on location)	Medium	<ul style="list-style-type: none"> <li>• In consultation with the community, partners will consider risks to students, teachers and education personnel when designing their projects and work towards minimizing risks.</li> <li>• Key messages for back-to-learning (BTL) campaigns will consider the concerns of parents and other community members.</li> </ul>	Low-high depending on location	Minor-severe	WoS education partners
Non-renewal of Security Council 2165 UN resolution, the legal document that permits the UN to work cross border	High-medium	High	<ul style="list-style-type: none"> <li>• Agencies/organizations are exploring how to continue programming under these</li> </ul>	High-medium	Moderate-severe	ECW programme manager

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
into Syria, resulting in a ceasing of UNICEF cross border operations in 2020.			<p>conditions to ensure continuity of service delivery.</p> <ul style="list-style-type: none"> <li>To the extent possible cross border service, delivery will continue through other modalities in coordination with the Damascus Hub.</li> </ul>			Hub Coordinators
<b>Delivery</b>						
Delay or inability to deliver supplies in a timely manner due to border crossing closure or border regulations, insecurity on transit routes or near warehouses.	Medium-low	Moderate	<ul style="list-style-type: none"> <li>Procurement, pre-positioning and delivery plans will consider possible delays in borders or transit. Continue coordination with UN OCHA who advocates on behalf of humanitarian actors for the exemption of payment of road charges.</li> <li>Education materials will be transported via the safest approach/route including by UN convoys.</li> <li>Partners will be encouraged to locally purchase project supplies/materials.</li> <li>Partners will liaise with local authorities and communities prior to distributions to ensure they are received in a safe and timely fashion. This includes liaising with local communities and authorities.</li> <li>As needed specific task forces may be established to deal with items that may have specific restrictions (like printed materials, etc.); as needed tasks forces will seek support from UN OCHA.</li> </ul>	Low	Minor	WoS education partners
Loss of project supplies or assets due to bombardment or seizure of warehouse and/or stocks.	High	Medium	<ul style="list-style-type: none"> <li>When possible, partners will agree with local authorities on where safe warehouses can be established.</li> <li>Partners will sensitize local authorities, and as relevant AOGs, on the need to keep warehouses and stocks safe and used for their intended purpose.</li> </ul>	Medium-low	Medium	WoS education partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<ul style="list-style-type: none"> <li>Supplies will be provided shortly ahead of distribution to minimize storage period. In non-government-controlled areas, humanitarian agencies have the right to report the GPS coordinates of humanitarian assets to the Coalition, Russian and Syrian command for deconfliction. This is up to the discretion of the agency and is done confidentially with UN OCHA.</li> </ul>			
Inability to provide supplies or cash for local purchase to underserved locations.	High-low (depending on location)	Medium	<ul style="list-style-type: none"> <li>Projects in areas that are, or will likely be, underserved will be designed within the specifics of the context. NGOs that work in underserved locations have developed various methods to overcome most of the complexities of these locations and are able to mostly mitigate risks.</li> </ul>	Low	Moderate	WoS education partners
Limited number of teacher and education personnel benefiting from the project could cause inter-community tension and pressure on partners and local authorities.	Medium-low	Medium	<ul style="list-style-type: none"> <li>The project will adopt an inclusive school approach and will foster community participation as much as possible. At the onset of the project, partners will aim to quell expectations by being as transparent as possible by: clarifying the outputs and intended outcomes of the project, the number of people who will benefit from each component of the project, the criteria for selection, and the work methodology (having open discussions with community members and authorities, etc.).</li> </ul>	Low	Minor	WoS education partners
Insufficient numbers of teachers and education personnel with sufficient ability to appropriately benefit from capacity building; potential of trainings negated by turnover of education personnel; limited ability to access appropriate education personnel due to local authorities/groups insistence that specific people are invested in.	High-medium	Medium	<ul style="list-style-type: none"> <li>Partners will make every effort to identify and support teachers and education personnel with sufficient potential ability and ensure trainings cater to specific needs/deficiencies.</li> </ul>	Medium	Moderate	WoS education partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<ul style="list-style-type: none"> <li>• Pre/post training quizzes and trainer/learner feedback will be used to evaluate training content/approaches and adjustments made as needed.</li> <li>• A standardized stipend scale that ensures adequate remuneration should reduce turnover of teachers and education personnel.</li> <li>• Partners' red lines, including undue influence, will be shared with local authorities /groups and the consequence of crossing those lines will be made clear.</li> </ul>			
Limited technical capacity of implementing partners (IPs)	Medium	Medium	<ul style="list-style-type: none"> <li>• At proposal development stage, Education Sector provides support and detailed feedback on project development including programme design, budgeting and delivery</li> <li>• WoS online training for IPs on effective project management</li> <li>• As identified and needed during implementation, UNICEF provides one-on-one technical support and training</li> <li>• Safeguarding risks are mitigated through established communication protocols between UNICEF and IPs</li> </ul>	Low	Moderate	UNICEF, IPs
<b>Safeguarding</b>						
Non-targeted communities feel unequally treated or left out and express frustration that their communities are not benefiting from the project.	Medium-high	Medium-high	<ul style="list-style-type: none"> <li>• From the onset of the project, partners will establish transparency and information sharing with targeted and non-targeted communities through: sensitizing local authorities and their constituents in targeted and non-targeted communities explaining project outputs/outcomes, what criteria/selection processes were used to select beneficiary communities/people, create safe forums for communities to ask</li> </ul>	Medium-low	Minor	WoS education partners ECW programme manager

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			and get answers to their questions, explain the presence and use of complaints/feedback mechanisms, etc.			
Tensions in targeted communities due to expectations exceeding what the project can deliver.	Medium-high	Medium-high	<ul style="list-style-type: none"> <li>In addition to the point above, partners will try to ensure that expectations do not exceed what the project can deliver, work towards meeting the overall education needs of a community, explain needs-based targeting and work with communities to better ensure that the projects target the people in need, including the marginalized, vulnerable, etc.</li> </ul>	Medium-low	Moderate	WoS education partners
Risk of aerial bombardment or other forms of attacks in schools or learning spaces in some project locations.	Low-high (depending on location)	Medium-high	<ul style="list-style-type: none"> <li>Promote the establishment/support of early warning systems, building reinforcement, safety/security training and equipment and other measures that can mitigate the impact of attacks.</li> <li></li> </ul>	Low-high (depending on location)	High	WoS education partners
Continued risk of harm to children if negative pedagogical and other practices are not remedied through improved teachers and education personnel practices.	Medium-high	Moderate	<ul style="list-style-type: none"> <li>Ensure that teacher and education personnel trainings address assessed priority needs and threats that focus on the well-being of the child.</li> <li>Teachers, school personnel and students sensitized on child safeguarding.</li> <li>Better ensure application of training content through pre-post training quizzes, follow-up and refresh trainings and where/if possible, in-classroom review and support.</li> </ul>	Medium-low	Low	WoS education partners
Tensions between partners and local authorities over resource allocation, control and direction/contents of the project.	High	Medium-high	<ul style="list-style-type: none"> <li>Where possible, projects will work within the UN OCHA principles of engagement with local authorities and a cluster enforced MOU that clarifies roles/responsibilities between partners and local education authorities and work within 'Do No Harm' principles.</li> </ul>	Medium-high	High	WoS education partners ECW programme manager



GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<ul style="list-style-type: none"> <li>Partners will make “red lines” clear with local authorities and their constituents and keep WoS and relevant constituencies updated on issues and possible solutions related to undue pressure/interference by local authorities.</li> </ul>			
Tensions between cluster/sector members who are selected and those who are not selected to implement projects under ECW.	Medium-low	Medium	<ul style="list-style-type: none"> <li>Comprehensive sensitization on criteria and selection process for partner/project selection. This will be based on the good-practices of each Hubs specific operating context.</li> </ul>	Medium-low	Minor	ECW programme manager Hub and working group Coordinator WoS education partners
Insufficient facilities in schools reduce the ability of some children (girls, disabled, etc.) to access school with sufficient safety and dignity.	Medium-low	High	<ul style="list-style-type: none"> <li>Projects will aim to provide inclusive and safe education, and this will be considered during the project vetting process.</li> <li>As relevant, partners will be expected to seek support from relevant clusters (WASH, GBV, child protection, etc.).</li> </ul>	Medium	Medium	WoS education partners ECW programme manager Hub and working group coordinators
Resistance to gender mainstreaming and inclusivity approaches from local authorities, teachers or education personnel. Resistance to anti-corporal punishment measures by caregivers, teachers or education personnel.	Medium-high	Moderate	<ul style="list-style-type: none"> <li>Projects will seek to benefit all members of the community and will always seek prior agreement and active involvement of the traditional leadership structure.</li> <li>Programme activities, which engage girls/women, will be endorsed by community and religious leaders to gain support from male community members to reduce the likelihood of resistance to these activities.</li> <li>Ensuring a gender perspective is integrated and monitored in all grantee and partner activities, and that programme outputs and results demonstrate that: both sexes benefit equally from interventions; women and girls’ rights are promoted, women and girls’ participation is included, and where possible there is an explicit</li> </ul>	Medium-low	Minor	WoS education partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			focus on changing attitudes and behaviours toward gender equality <ul style="list-style-type: none"> <li>• Child safeguarding mainstreaming into programme delivery and monitoring.</li> <li>• Advocacy and awareness plans are in place.</li> </ul>			
<b>Operational</b>						
Relevant ministries/people in the Government of Syria or local authorities do not engage, or do not engage productively, with the project due to a wide range of perspectives/interests, disagreements between or within them, etc. This makes it difficult for the project to meet its outputs/outcomes within the agreed timeframe.	Medium-high	High	<ul style="list-style-type: none"> <li>• Project outputs based on needs articulated by communities and relevant authorities so they should be generally supportive of them.</li> <li>• Ensure the sensitization of relevant authorities and their constituents through the life of the project.</li> <li>• Ensure adequate numbers of project staff that have the required skills to ensure positive engagement of relevant authorities.</li> <li>• As relevant and safe, keep communities updated on hindrances to the project outputs/outcomes due to issues related to the authorities who represent them.</li> <li>• Keep the DPG informed on issues and impediments that may affect the project's ability to meet its outputs/outcomes within the agreed timeframe.</li> </ul>	Medium-high	High	WoS education partners ECW programme manager Hub and working group Coordinators
Donor expectations on delivery of outputs and outcomes does not fully consider the complexities of the Syrian response or the projects deliverables.	Medium	Moderate	<ul style="list-style-type: none"> <li>• Keep DPG updated on the project progress, issues, proposed solutions and any proposed changes in the work plan.</li> <li>• The expectations and commitments of WoS, implementing partners and the donors will be clarified at the onset of the project. The cost in terms of time, human resources and finance of meeting these</li> </ul>	Medium-low	Low	WoS education partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<p>expectations will be articulated, understood and agreed by all parties.</p> <ul style="list-style-type: none"> <li>The partners will regularly inform WoS and will regularly inform the donors of relevant difficulties that may lead to delays or disruptions to the projects. Whenever possible solutions will be proposed when issues are raised.</li> </ul>			
Limited monitoring by senior partners, WoS staff due to the remote-management nature of the cross-border operations and/or difficulty in gaining approval by the Government of Syria to visit project sites.	Medium-high	Moderate	<ul style="list-style-type: none"> <li>Partners will provide a project specific monitoring plan that considers their specific operational context.</li> <li>Partners will ensure proactive engagement with relevant line-ministries and timely requests for field visits.</li> <li>Third party monitoring (TPM) visits will monitor the progress of the projects.</li> <li>Partners will provide a project specific feedback and complaints plan.</li> <li>A variety of communication/visual tools will be used to bridge gaps (WhatsApp, Skype, email, telephone, photos, videos, etc.) and for partners, WoS will have meetings with partner staff and beneficiaries in the field.</li> <li>Regular meetings between WoS and partners.</li> <li>Partners, and where possible/safe, local authorities verified signed beneficiary lists.</li> <li>Photos/videos from partners providing evidence of training in action.</li> <li>Finished products and beneficiary feedback.</li> <li>Pre/post surveys/questionnaires.</li> <li>Pre/post training quizzes for trainees.</li> </ul>	Medium-low	Moderate	ECW Grant Mangers WoS education partners Hub and working group coordinators

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<ul style="list-style-type: none"> <li>Partners training reports; verification of training reports via phone/skype with participants.</li> </ul>			
Insufficiently skilled staff/consultants due to difficulty of finding adequately skilled people inside Syria or unwillingness of people to travel to work inside Syria.	Medium	Moderate-High	<ul style="list-style-type: none"> <li>As part of their project application process, potential partners will provide evidence that they have, or can hire, sufficiently skilled project staff.</li> </ul>	Low	Minor	WoS education partners ECW programme manager
Insufficient coordination among education actors due to multiple entities supporting education and/or local authorities. Some of these entities are outside of the cluster/sector coordination system. Some of these entities may be less interested in productive coordination and/or may have objectives that have cross-purposes with the objectives or approaches of the project.	Low	Medium	<ul style="list-style-type: none"> <li>Establish/maintain communication pathways with all education actors.</li> <li>Ensure all education actors are aware of the Programme and its outputs/outcomes; as needed meet with these actors.</li> <li>Inform DPG of relevant issues with education actors that are not resolved quickly; as needed request DPG to support appropriate solutions to issues that may arise.</li> <li>Continue/intensify coordination with non-humanitarian actors and encourage them to report their activities on the WoS 4Ws. Continue coordination with education authorities at hub level to avoid duplication of coverage on the ground.</li> </ul>	Medium-Low	Low	ECW programme manager Hub and working group Coordinators WoS education partners
<b>Fiduciary</b>						
Weak partner financial systems and/or insufficient compliance to systems and procedures in place.	Medium-high	High	<ul style="list-style-type: none"> <li>Financial procedures (e.g. HACT for UN agencies) in place and partners are trained/refreshed annually on procedures and systems and are supported throughout the project.</li> <li>Compliance spot checks are carried out in the field and other relevant offices in Turkey/Jordan.</li> <li>TPM visits cover operational and programmatic compliance.</li> </ul>	Low	Minor	WoS education partners ECW Grant Manager ECW programme manager

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Mismanagement of funds by partners.	Medium-high	Moderate	<ul style="list-style-type: none"> <li>Partners who are micro-assessed as medium risk will have improvement milestones. Progress will be reported in their periodic reports.</li> <li>Financial procedures (e.g. HACT for UN agencies) in place and partners are trained/refreshed annually on procedures and systems and are supported throughout the project.</li> <li>Compliance spot checks are carried out in the field and other relevant offices as per financial (e.g. HACT for UN agencies) procedures.</li> <li>TPM field visits cover operational compliance including spot checks.</li> </ul>	Medium	Moderate	WoS education partners ECW programme manager ECW Grant Mangers
Loss of finance or other compliance documents due to bombardment, seizure/destruction of computers/files, etc.	Medium-low	Moderate	<ul style="list-style-type: none"> <li>Partners will transfer soft copy scans and move hard copies of project and compliance data on a frequent basis.</li> <li>Partners will be encouraged to back up project and compliance data on memory sticks.</li> </ul>	Low	Moderate	WoS education partners ECW programme manager ECW Grant Mangers
ECW budget rules/regulations are not sufficiently flexible to meet the evolving demands to appropriately meet the outputs/outcomes of the project in a dynamic context.	Medium	High	<ul style="list-style-type: none"> <li>Communicate to donors the importance of operational/fiduciary flexibility that enables the project to remain relevant to contexts that may evolve; ensure DPG's commitment to flexibility.</li> </ul>	Low	Low	WoS education partners ECW Grant Mangers ECW programme manager
Unstable project costs due to an unstable Syrian Pound, or unstable costs due to poor market access/availability, etc.	Medium	Moderate-low	<ul style="list-style-type: none"> <li>Project budgets will consider real costs and most likely changes in costs during the life of the project (i.e. price increases/decreases linked to the start/stop of blocked roads, available supplies, etc.)</li> <li>Partners will be asked to flag early any budget issues related to price fluctuations.</li> </ul>	Low	Minor	WoS education partners ECW programme manager ECW Grant Mangers

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			<p>As a last resort project, budgets may be realigned.</p> <ul style="list-style-type: none"> <li>• Partners will monitor the evolution of prices through their field and through information provided by the FSL cluster, cash working group, etc.</li> <li>• Where possible partners will be encouraged to purchase at scale and seek fixed prices with suppliers.</li> </ul>			

## ANNEX 4: Child Safeguarding Measures

### Part 1: Child safeguarding assessment

The Child Safeguarding Risk Assessment identifies potential risks associated with implementation of the overall programme that could place children at risk. It provides an assessment generally for the programme. Selected implementing partners will be required to include a specific child safeguarding risk assessment in their project documents and signed off by a child-safeguarding advisor before the project is accepted and implementation begins. Based on the Syria MYRP, the below activities or factors have the potential to raise the level of risk regarding children (it is possible there are other factors and activities not considered and it is expected the project specific assessments will provide a full analysis).

<p><b>Personnel involved in project activity</b></p> <ul style="list-style-type: none"> <li>• Teachers, other education personnel and organization will have regular and direct contact with children</li> <li>• Staff supporting quality assurance at schools and learning spaces</li> <li>• Staff involved in the transportation and movement of children</li> <li>• Implementing partner staff who will be working with families and children</li> <li>• Teachers and other education personnel not well adept at working with children with disabilities</li> <li>• Consultants will be visiting children in programme locations i.e. schools, non-formal centres, temporary learning spaces</li> <li>• Schools/ organizations are not able to conduct safeguarding background checks on teachers</li> <li>• Staff or volunteers not trained in identifying and responding to child protection concerns and not provided with local referral/reporting information</li> <li>• Staff or volunteers not trained in Child Safeguarding policy/standards</li> </ul>	<ul style="list-style-type: none"> <li>• Children</li> <li>• Children are without parental/caregiver supervision</li> <li>• Very young children will attend learning activities</li> <li>• Children will travel in provided transportation or provided with funds to travel with public transportation</li> <li>• Children exhibiting psychological distress inflicted from the on-going crisis, both from hostilities and displacement.</li> <li>• Project will be working with children who have been in detention, who are or have been refugees or displaced</li> <li>• Children with a disability will be participating</li> <li>• The project will be working with children who might have been abused, subject to violence, or have experienced psychological distress/conflict/disasters</li> <li>• The project is working with marginalized/disadvantaged children</li> <li>• Children involved in the project not made aware of how they can raise a concern for their safety or wellbeing</li> </ul>
<p><b>Partners</b></p> <ul style="list-style-type: none"> <li>• Partner has minimal child safeguarding measures and/or does not have a child safeguarding policy currently in place</li> <li>• Partner personnel will be working directly with children</li> <li>• Partner is a government agency/university</li> <li>• Use of physical and/or humiliating punishment by partner organization personnel</li> <li>• Partner personnel are not aware of how to report misconduct of personnel in relation to children</li> <li>• Partner lacks resources or capacity to implement child safeguarding measures</li> </ul>	<p><b>Activity</b></p> <ul style="list-style-type: none"> <li>• Project requires staff to spend one to one time with children</li> <li>• Staff will be accompanying children to a conference/event</li> <li>• Project includes child participation activities</li> <li>• Project involves use of social media or online activities by children</li> <li>• The project will involve staff/volunteers transporting children</li> <li>• Programme requires visiting children and families in homes</li> <li>• Staff will be required to handle sensitive information about children in the programme</li> </ul>



## Child Safeguarding Risk Assessment Matrix

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level	Mitigation Strategy/Action(s)	Responsibilities
Teaching and other education personnel and IP staff or contractors will have contact with children on the grounds of schools, non-formal education spaces and other educational facilities, possibly with limited training and supervision.	Staff could act inappropriately towards children (verbally, physically, emotionally, neglect, grooming, sexual exploitation and abuse) and abuse their position of trust. Teachers and education personnel may not always give appropriate oversight/ supervision based on trust.	Likelihood – Possible Consequence – Major/Extreme  Level = Medium	<ul style="list-style-type: none"> <li>It will be a requirement for all implementing agencies to provide teaching, and any other staff or volunteers having direct contact with children with child safe guarding training (part of inductions and ongoing training).</li> <li>Learning centres will provide group (rather than individual) spaces for teaching and other interactions between teaching staff and students.</li> <li>Programme requirements will include staff being vetted appropriately, and responsible for child safe guarding reporting. This will include them being recruited using Child Safe organization guidelines and steps (including questions in interviews to respond to a safeguarding scenario/</li> <li>Teachers and education personnel will be required to sign a code of conduct</li> <li>All IPs will be required to have Grantee agreed child safeguarding measures in place. See Annex 3.</li> </ul>	The senior management of the implementing organization. At the beginning of the programme and thereafter quarterly
Existing schools and their surroundings may be physically unsafe.	Physically unsafe structures or areas put children and school personnel at risk of accidents and injury or exposure to the elements.	Likelihood – Possible Consequence – Moderate/Major  Level = Medium	<ul style="list-style-type: none"> <li>Targeted learning facilities will be repaired. Repairs will aim to address safety issues in and around the school or learning centre.</li> <li>Schools and learning centres will have a practiced and resourced safety and security plan.</li> </ul>	Project staff School staff
Children (especially girls and children with disabilities) will travel to and from learning centres in often insecure environments	The children will be discriminated against. Staff could act inappropriately to children they are responsible for transporting The children may be prone to more violations, including sexual harassment and abuse. Shorter light hours during the Winter results in children having to walk in the dark may increase the frequency of threats faced.	Likelihood – Likely Consequence – Major  Level = High	<ul style="list-style-type: none"> <li>Where distances are long, implementing partners will design, develop and implement appropriate interventions to address proximity issues (e.g. community transport, establishment of community safety net measures etc.)</li> <li>Design special measures to ensure protection of disabled children; which may include being accompanied to learning centres, where distances are long.</li> <li>Ensure community awareness on the providing care and support to disabled children.</li> <li>Advocacy to ensure community awareness on protection of children, both boys and girls, for safe travel to/from</li> </ul>	Project Staff This must be done at the beginning of the project and continuous during the implementation.

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level	Mitigation Strategy/Action(s)	Responsibilities
			learning centres and free possible violation such as sexual harassment and abuse.	
Programme will involve children who may be vulnerable due to disability or special needs	Children with specific disabilities may have limitations communicating with adults; projects might not provide opportunities for children to share information about previous issues or abuse, staff may not understand how to identify child abuse or risk factors.	Likelihood – Possible Consequence – Moderate Level = Medium	<ul style="list-style-type: none"> <li>It will be required that project staff be trained on child safe-guarding and reporting procedures to be able to respond appropriately to potential abuse of children uncovered in the project.</li> <li>Ensure that all staff connected are made aware of child protection issues, including how to identify signs of different forms of abuse and respond to allegations.</li> <li>Ensure recruitment of the special needs education teachers and female teachers, who understand the children's situation and mode of communication.</li> </ul>	Project staff. At the beginning of the programme and continuous during the project implementation.
There is likely to be documentation and promotion of activities using media, reports, and social media associated with the programme.	Children, teachers and school personnel images and information risk being made available, or identifying factors revealed in photos and other documents without informed and written consent.	Likelihood – Unlikely Consequence – Moderate Level = Low	<ul style="list-style-type: none"> <li>Establish required criteria for all implementing partners relating to the use of the collection and use of images of children, teachers and school personnel (to be included in contract agreements, and covered under project monitoring activities)</li> <li>Ensure all programme, and implementing partner, staff are aware of policies on using images of children and adults – including all media and social media materials</li> <li>It will be a requirement that all parents/caregivers will be asked for permission (consent forms) for images of children to be used in material.</li> <li>All partners involved in implementation, who may be involved in promoting the progress of the programme and related projects, will be assessed for CP policies and standards.</li> </ul>	Project Staff.  At the start of the project and regular monitoring.
Children, parents and teaching staff targeted in projects may not be aware of child protection mechanisms	Children, parents and teaching staff (and others involved in the programme) in the target areas may not be aware of how to report incidents, and some incidents may not be properly reported.	Likelihood – Likely Consequence – Moderate  Level = Medium	<ul style="list-style-type: none"> <li>Teachers, other staff will be made aware of programme reporting methods (e.g. hotline), and access to these communication methods will be promoted in the programme. Established reporting mechanisms / methods will be required to be established by implementing partners.</li> </ul>	Project Staff This will be done on a regular basis

Activity/Factor (e.g. children will be travelling to and from project activity)	Child Safeguarding Risk(s) Identified (e.g. children are unaccompanied)	Level	Mitigation Strategy/Action(s)	Responsibilities
			<ul style="list-style-type: none"> <li>Children will be made aware that they can raise concerns about their safety and are clear whom they can report to.</li> <li>Community mechanisms established to report safety concerns about children. Mechanisms that already exist will be maintained and strengthened</li> </ul>	
Implementing partner staff and associates <sup>103</sup> have contact with children	Partners will be required to implement specific projects and to ensure children are safe, and their child safeguarding systems and practices may not be sufficiently rigorous.	Likelihood – Unlikely Consequences – Major Level = Medium	<ul style="list-style-type: none"> <li>Partners will be assessed for their own child protection policies</li> <li>Partners will be required to ensure mitigation steps are taken where risks to children are identified as part of projects.</li> <li>All staff connected with the programme will be provided with thorough training on recommended Codes of Conduct (in local language).</li> <li>All breaches will be effectively responded to as per policy.</li> <li>Ensure code of conduct<sup>104</sup> is included in the contracts when hiring project safe to ensure child safe guarding</li> <li>Ensure complaints mechanisms are designed and developed at all levels of the project cycle to enhance children safety.</li> </ul>	Senior Management of the implementing partners. This should be at the beginning of the project.

<sup>103</sup> Staff and associated includes volunteers, interns, board representatives, consultants, contractors and suppliers

<sup>104</sup> Disciplinary sanctions and termination rights will be included in hiring contracts for breaches of code of conduct.

## Part 2: Implementing partners

UNICEF partners ensure that all school staff have read, understood and signed the Code of Conduct and Child Safeguarding Policy. UNICEF has a zero-tolerance policy towards any violation of the Code of Conduct and Child Safeguarding Policy.

As part of standard partner vetting, UNICEF reviews the organization's safeguarding measures they have in place. The below is the checklist by which UNICEF assess the organization's safe guarding policy and code of conduct.

Safeguarding measure	In place?	Description	Status
Child safeguarding policy – contains a clear commitment to protect children from harm.	Y	Policy safeguards children from abuse, exploitation and neglect.	E.g. adopted in 2017
Code of conduct for staff, volunteers, interns, associates / others.			
Safe recruitment practices (e.g. background checks, verbal reference checks, targeted behavior-based interview questions for child-focused roles).			
Established reporting mechanism.			
Case management protocols, including on survivor-centered responses and investigation practices.			
Training / briefings for staff, volunteers, interns, associates / others on safeguarding requirements.			
Methods for communicating reporting mechanisms with beneficiaries and community members.			
Risk identification and management tools.			
Monitoring indicators, tools and plans.			
HR disciplinary sanctions and termination rights for code of conduct breaches.			
Audit and termination rights under grant agreements and supplier / vendor contracts for child safeguarding breaches.			
Communications and advocacy – requirements / guidelines to safeguard children.			
Capacity building plan to ensure implementing partners / sub-grantees have the capacity to apply adequate child safeguarding measures.			
Implementation plan to ensure risks to children are managed by implementing partners / sub-grantees.			

Partners develop safeguarding standards for their projects. These standards may include:

- Documented child safeguarding recruitment and screening is completed for all personnel (staff, volunteers, consultants, partners);
- Documented reporting process concerning the safety or wellbeing of a child is in place, including personnel misconduct in relation to a child (internal and external child safeguarding reports);
- All personnel attend induction/training on Child Safeguarding Policy, Code of Conduct, reporting and other measures with attendance recorded;
- All personnel signed Code of Conduct;
- A child-friendly reporting/complaint handling process is implemented as part of the project.

## ANNEX 5: MRM4Syria versus WoS-based Monitoring

The purpose of the table below is to clarify the differences and linkages between MRM4Syria and Whole of Syria attacks on education mechanism:

Aspect	Whole of Syria (WOS) Education Mechanism	MRM4Syria
Responsible	Whole of Syria Education	Country-based task forces co-led by UNICEF and the highest UN representative in the country.
Physical presence	Field staff and WoS members inside Syria.	No physical presence in Syria. MRM4Syria is present in Turkey, Iraq, Lebanon and Jordan.
Purpose	<p>To reduce the frequency and the impact of attacks on education by:</p> <ul style="list-style-type: none"> <li>• Generating credible, timely and comprehensive information needed by education, protection and human rights actors.</li> <li>• Enabling better advocacy against attacks on education through the provision of well-timed evidence -based information.</li> <li>• Improving mitigation measures on the impact of attacks on learning facilities through the provision of guidelines.</li> </ul>	Under UN Resolution 1612 on grave violations of children's rights in situations of armed conflict the MRM4Syria provides timely and reliable information on six grave children's rights violations. (Attacks against schools and hospitals falls under UNSR 1998.)
Subject scope	<ul style="list-style-type: none"> <li>• Monitoring and reporting on: Attacks and threats on learning facilities, students and education personnel; military use of schools including use of schools to recruit children or adults into armed forces or armed groups; and other interference with education.</li> <li>• Provision of resources to reduce the possible impact of attacks.</li> </ul>	The targeting of schools that cause the total or partial destruction of facilities or other interferences to the normal operation of the facility. This may include: occupation, shelling, targeting, or otherwise causing harm to schools or school personnel.
Geographic scope	Area based: Strategically targets areas of Syria where the vast majority of attacks on education are taking place. Currently this is non-government areas of northwest Syria.	Country based: Republic of Syria
Primary audience	<ul style="list-style-type: none"> <li>• Advocacy on prevention: International community influencers and decision makers through informed media messaging from international and national press core, aid agencies, human rights agencies.</li> <li>• Promotion of mitigation measures: Aid workers, teachers, school personnel and students.</li> </ul>	Security Council, UN members and relevant parties to the conflict.
Information collection	<ul style="list-style-type: none"> <li>• Proactive information collection by designated staff inside Syria.</li> <li>• Sources: field staff, networks of contacts, media reports and social media.</li> </ul>	<p>Reactive information collection by designated staff outside of Syria.</p> <ul style="list-style-type: none"> <li>• Sources: news media reports, social media and reports from the Cross -Border Education Sector member reporting mechanism (this would be replaced by the WoS Mechanism).</li> </ul>

Verification	<ul style="list-style-type: none"> <li>Conducted by WOS Mechanism staff inside Syria.</li> </ul> <p>Two step confirmation process by two different field staff teams, one that is based in the area of the reported attack the second based outside of the area of the reported attack. Threshold is limited to confirmed.<sup>105</sup></p>	<ul style="list-style-type: none"> <li>Conducted by MRM staff outside of Syria.</li> <li>The threshold for verification must ensure that information is admissible for internal criminal investigations (i.e. ICC, etc.).</li> </ul>
Products and Resources	<ul style="list-style-type: none"> <li>Alert disseminated within 24 hours of reported attack</li> <li>Press statements</li> <li>Media interviews</li> <li>Incident and thematic reports</li> <li>Human interest stories</li> <li>Infographics (in collaboration with MRM4Syria)</li> <li>Annual report</li> <li>Produce a guide for WOS members on how to mitigate the possible impact of attacks.</li> <li>Establish a dedicated focal point for information on attacks on education.</li> </ul>	<ul style="list-style-type: none"> <li>The annual UN Secretary-General report to the Security Council on grave violations against children.</li> <li>Infographics (in collaboration with the Whole of Syria)</li> </ul>
Product Timeframe	Alerts within 24-hours of reported attack. Timely advocacy products based on frequency and trends of attacks.	Quarterly and annual reporting. Attacks that are reported after the reporting period cannot be considered for reporting.
Product language and tone	<ul style="list-style-type: none"> <li>Products framed by the humanitarian principals, a rights-informed approach and the concerns of the Education Sector.</li> <li>As the products cannot be attributed to a specific agency but is authored by a collective so they can have a more pointed tone.</li> </ul>	A UN document with language agreed through multiple reviews.
Interlinkages	The Cross -Border Education Sector member reporting mechanism is an important source of information for MRM4Syria. The WoS Mechanism will build from and replace Cross Border Education Sector member reporting mechanism. The WoS Mechanism will have enhanced information collection and verification capacity and will therefore be able to share more and higher quality information with the MRM4Syria.	

<sup>105</sup> In line with the Health Sector's reporting on attacks on health.

## ANNEX 6: Components of Syria Education Coordination

The education actors are organized and coordinated through several formal or non-formal structures. The overarching humanitarian coordination mechanism for Syria is the Whole of Syria structure. The overarching framework is the annual Humanitarian Needs Overview and the annual Humanitarian Response Plan. As stabilization actors also support education in Syria the WOS Education Sector engages with relevant stabilization actors. As humanitarians, the Sector engages with relevant local authorities. It also ensures dialogue and information exchange relevant with relevant sectors, such as Protection and WASH, and maintains a dialogue with relevant donors.

### *Whole of Syria Approach (WoS)*

The provision of humanitarian assistance is coordinated through the WoS approach. The WoS aims to ensure that the humanitarian response in Syria approaches the country as a whole, rather than a fragmented response oriented from different response-centres. It was established in 2014 following the UN Security Council Resolution (SCR) 2130 and 2165, which allowed cross-border operations from Jordan, Turkey and Iraq to access areas of Syria to which the GoS does not have sustained access. The WoS coordination architecture is led by the UN, coordinated through OCHA. It is intended to ensure strategic and operational coherence in the delivery of humanitarian assistance by different actors. Currently there are three coordination main response centre hubs (see below).<sup>106</sup> The current resolution (UN SCR 2449) extends the authorization of the delivery of humanitarian supplies across borders and lines until the 10 January 2020. At the end of 2019 the Security Council will review the extension of the resolution.

The WoS approach allows for collaboration and coordination between the different hubs aimed at operationalizing the most effective and efficient response through more aligned and integrated programming for better results for children and people affected by crisis.

### *WoS Education Response*

Based on the Education Sector Approach<sup>107</sup>, the WoS education response is led by UNICEF and Save the Children who collaborate to support hub coordination. The role of the WoS Education co-coordinators and hub coordinators is to provide support to the hubs by facilitating WoS analysis, planning, reporting, and ensuring coherence and harmonization of standards across the hubs.<sup>108</sup>

The current WoS education response operates from the following hubs:

- The Damascus Hub (Education Sector) intervening into both government- and non-GoS-controlled areas (the latter through cross-line work that focuses on supplies) predominantly through UN agencies, the Syrian Arab Red Crescent (SARC) and international and Syrian NGOs. The Sector has 56 members.
- The Gaziantep (Turkey) Hub (Education Sector) intervening into opposition, Government of Turkey and Kurdish controlled areas in the Northwest of Syria and

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<sup>106</sup> Amman Hub was formally de-activated on December 31, 2018 because of the change in territorial control and associated cessation of cross border activities; operations in the same areas are now coordinated through the Damascus Hub.

<sup>107</sup> Based on the cluster approach as outlined in the IASC guidance on using the cluster approach to strengthen humanitarian response.

<sup>108</sup> UNICEF and the Ministry of Education (MoE) co-lead the Damascus Hub, the Gaziantep hub is co-led by UNICEF and Save the Children and youth and Save the Children and youth leads the North-East Syria Working Group.



areas in southern Syria, predominantly through NGOs (Syrian, Turkish and international), some of whom are supported by the UN. The Cluster has 99 members.

- The Northeast Syria Education Working Group (EWG) intervening in Kurdish-controlled areas in Northeast Syria (NES) predominantly through international and Syrian NGOs, some supported by the UN. The Working Group has 15 members.

#### *The Syria Development Partners Group (DPG)*

The DPG is a coordination forum for donors and development donors supporting education in Syria. It was established by DFID in May 2016. The DPG is comprised of 15 donors supporting stabilization and/or humanitarian efforts in Syria. One of the aims of DPG is to strengthen coordinating donor funding to education in Syria. When engaging with WoS Education, the DPG is currently represented by DFID with active participation from the EU.

#### *Syria Education Dialogue Forum (EDF)*

The EDF was established under the framework of the first ECW investment for Syria in 2017 by WoS and DPG with a focus on increasing understanding between humanitarian and stabilization driven education interventions in Syria. The EDF is a strategic forum that supports bridging the nexus between humanitarian and stabilization investments inside Syria and providing a space for improved coordination and information sharing between these two elements of the response. The EDF has proved to be an advanced form of cooperation among these stakeholders—no other Sector in the Syria response has a similar forum. EDF members includes WoS, DPG and relevant UN agency representatives. The current MYRP ECW proposal has been developed under the umbrella of the EDF and the Forum will continue to play a key role in monitoring its implementation in terms of results as well as platform for resource mobilization.

#### *No Lost Generation Initiative*

The WoS Education Sector is also supported by the No Lost Generation (NLG) initiative, an advocacy platform for actors founded in 2013 as a response to challenges faced by children and young people affected by the crises in Syria and Iraq. The NLG initiative includes advocacy under three pillars of education, child protection, and youth. It brings together humanitarian and development partners from UN agencies, local and international NGOs, donors and host governments to collectively address these challenges as a shared responsibility. The NLG initiative reinforces, coordinates and amplifies programming under the Regional Refugee Resilience Plan for refugees outside of Syria ([3RP](#)), the Syria Humanitarian Response Plan ([HRP, for people inside Syria](#)) and the Syria Humanitarian Response Plan ([HRP for people inside Iraq](#)) to address needs related to education, child protection and adolescents and youth. Its particular strength lies with promoting intersectoral programming to address the key barriers children and youth are facing in terms of accessing education and learning through coordinated action across the three pillars.

#### *Local Education Authorities*

Local acceptance is key to aid interventions and education services should complement and not supplement education services provided by local authorities. To this end education actors engage with relevant local education authorities. There are multiple authorities that are responsible and/or claim responsibility for education. Engagement with these entities is limited to technical issues related to the provision of education services.

## ANNEX 7: Due diligence outline

### 1 Risk management of ECW seed funding

Due diligence of programme implementation for the appropriate use of ECW funding is the responsibility of the grantee (UNICEF). Due diligence applies to i) fund management by UNICEF, ii) vetting and monitoring of implementing agencies, iii) programme contents.

The proposed operation in Syria is high risk (see risk matrix). In Syria, UNICEF adapted its risk mitigation measures to address the challenges of working in a complex operating environment while retaining the objective of saving lives at the core of its business. In a context like Syria, residual risk will remain high for the provision of assistance after risk mitigation measures have been put in place. Humanitarian actors are required to weigh residual risk against the humanitarian imperative, and frame it against the 'impact and cost of non-delivery of assistance'. To manage this risk UNICEF has adopted a comprehensive risk management approach to its emergency response for Syria including the following:

- The Enterprise Risk Management, Business Continuity and the Emergency Preparedness Platform systems have been undertaken by the Syria office and by the Regional Office for cross border operations
- Internal management measures are in place for capacity building, partner screening, audit and risk management (Gaziantep and Damascus). Financial and programme assessments of partners are undertaken to review risks, assurance systems and address capacity gaps (monitoring visits by UNICEF staff or third party, financial assurance and audits) in line with the Harmonized Approach to Cash transfer
- UNICEF ensures compliance of the provisions under Secretary General Bulletin (ST/SGB/2003/13) on Sexual Exploitation and Abuse and the 2018 United Nations Protocol on Allegations of Sexual Exploitation and Abuse Involving Implementing Partners
- The Grantee also will check implementing partners against the UN Sanctions list as part of its due diligence/vetting process to ensure that organizations receiving funds are eligible

### 2 Fund management

UNICEF will set up, as part of the WoS, a programme management unit that consists of a programme manager in Amman, supported by two programme staff in Gaziantep and Damascus.

The programme manager will be responsible for programme management, coordination, quality assurance, risk management and oversight of implementation through SCO and Gaziantep, (partially) funded through the ECW seed fund. The programme manager reports to the WoS coordinators on fund management concerns who has the overall oversight of programme implementation.

Fund management will be done through the UN system Harmonized Approach to Cash Transfers (HACT). HACT is a common operational framework for UNDP, UNFPA and UNICEF for transferring cash to government and non-government implementing partners. HACT is based on risk management approach based on understanding of partner's financial management capacity and to shift towards progressive use of national systems for management and accountability.

UNICEF HACT procedure defines minimum level of requirements with regards to: spot-checks, audits and other mitigating measures depending on the defined risk level of the implementing partner. Additional measures will be put in place, considering the risk level of the operating environment, with cross-border operations and in the Northwest.

### **3 Vetting and monitoring of implementing partners**

#### *Vetting of IPs*

All UNICEF contractors and implementing partners undergo eligibility screening in addition to rigorous selection processes with oversight committees in place. Implementing partners (IP) under ECW seed funding will be identified through the call of proposal. Potential candidates that meet preliminary eligibility criteria and are determined to have the technical experience and management capacity to successfully carry out the project and manage the funds will be further vetted, using the following procedures:

- CSOs/NGOs/INGOs not yet vetted will require to complete a Partner Declaration, Profile and Due Diligence Verification Form. Through this form, the partner organization confirms, amongst other things, that:
  - It is committed to the core values of the UN, the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Convention on the Rights of Persons with Disabilities (CRPD)
  - Neither the organization nor any of its members is mentioned on the [United Nations Security Council Consolidated Sanctions List](#), and that the organization has not supported and does not support, directly or indirectly, individuals and entities sanctioned by the Committee or any person involved in any other manner that is prohibited by a resolution of the United Nations Security Council adopted under Chapter VII of the Charter of the United Nations
- Declarations will be verified and confirmed by UNICEF
- Legal agreements with CSO implementing partners and suppliers contain General Terms and Conditions with numerous clauses related to expectations related to ethical behavior, PSEA, fraud, and investigations

#### *Monitoring of implementation*

- UNICEF closely monitors the delivery of programmes, including through partners, and Third-Party Monitors.
- Third party monitoring (TPM) through regular spot checks will be used to ensure operation compliance of projects and in terms of:
  - Verifying results/indicators and progress against plan;
  - Due diligence with regard the resources allocated (in line with the agreements);
  - Possible changes in the context
- UNICEF will verify TPM reports and implementing partner report through supervisory visits in places where there is access and through Key Informant interviews with partner organizations and beneficiaries in other cases;
- UNICEF works closely with partners to ensure that any attempt by controlling entities/local authorities to interfere with targeting is reported and appropriate action is taken;

*Mitigation actions:*

- UNICEF will follow up on monitoring and support IPs on identified programme weaknesses or measures to address gaps in meeting indicators
- UNICEF will communicate immediately to the ECW donors through ECW Secretariat and the Steering Committee of any changes in the risk profile or non-compliance with due diligence arrangements
- Partnership will be stopped, in case IPs no longer comply or conform to the clauses in the contract
- Beneficiary feedback mechanism and fraud prevention policies and procedures are in place to facilitate “whistleblowing”

#### **4 Programme contents**

The MYRP aims to (re-) engaging children in learning and to provide them with the opportunities to continue their education. Interventions will focus on:

- a) Children currently out-of-school, participating in accelerated programme aimed at reintegration into formal schools
- b) Children in school that lack behind in terms of basic literacy and numeracy programmes will receive catch up classes, focused at basic numeracy and literacy skills
- c) All children will benefit from improved learning and teaching practices in the classroom and at school – this requires teacher training in child friendly teaching methods)

IPs, in consultation with UNICEF, will select content and curricula they see fit for purpose. As part of the selection process, contents proposed to be used by selected IPs will be evaluated in terms of contentious contents, using 6 basic criteria:

1. Content that is politicized - While not false, it may be selectively presented to reinforce a given national narrative or to legitimize an existing social and political order
2. Content that is insensitive to the history, culture, language and religion of different social groups (ethnic, religious, political) - *It potentially furthers misunderstanding and misconceptions about different social groups*
3. Content that suggests hatred and violence - Content that may incite hatred and violence in general
4. Content that includes harmful or negative representations of different social groups (ethnic, religious, political) - *It may promote tensions against and between different social groups*
5. Content that contains biases with regards to gender - It may foster gender discrimination (women, girls,)
6. Content that does not promote psychosocial wellbeing of children in the context of conflict - Visual and narrative material content that can potentially be harmful and/or insensitive to children, with a particular focus on those who have experienced trauma.