Improving Equity and Learning:

Strengthening Educational Pathways for Syrian Children

©UNICEF/ Syria 2020/Souleiman

Education Sector Programme Implementation Grant Proposal

GPE

UNICEF

Version: 26 January (final version for submission)

Programme Summary Table

Country	Syrian Arab Republic
Programme Title	Improving Equity and Learning: Strengthening Educational Pathways for Children in Syria
Funds Requested	18,746,532 USD[1]
Program Duration	3 years
Target Areas	Governorates of: Aleppo; Al-Hasakeh; Ar Raqqa; As-Sweida; Damascus; Dar'a; Deir-Ez-Zor; Hama; Homs; Idleb; Lattakia; Quneitra; Rural Damascus; Tartous
Programme Objective	Conflict-affected children (3-17 years) (re) engage in learning in safer and more protective environments
Expected Results	71,100 children (3-17) participate in non-formal education interventions 18,100 teachers deliver a Life Skills Education package, benefitting 814,492 children
Focus Population	1. Out of school children, including children with disabilities, and those at risk of dropping out 2. Non-formal and formal teachers
Contact Person(s)	

---

[1] The MCA allocation is USD 25 million. This document presents implementation details of a programme by UNICEF, to the amount of 18,750,000 USD. The application recommends approval of a dual grant arrangement in Syria, with Save the Children serving as a second grant agent. Following GPE board approval it is expected that a subsequent proposal will be submitted for Syria on the basis of the remaining 25% financing (6,250,000 USD for StC). May the Board decide not to accept the preferred option, UNICEF will implement option 2. The proposal includes targets and budget for both options.

Contents

Acronyms

ASER	Annual Status of Education Report
BTL	Back-to-Learning (campaign)
CBO	Community Based Organization
CMS	Child-Level Monitoring Tracking System
CWD	Children with Disabilities
FCDO	UK Foreign, Commonwealth and Development Office
DPG	Syria Education Development Partners Group
ECE	Early Childhood Education
ECW	Education Cannot Wait
EDF	Education Dialogue Forum
EiE	Education in Emergencies
EMIS	Education Management Information System
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
IM	Information Management
INEE	Inter-Agency Network for Education in Emergencies
INGO	International Non-Government Organization
IP	Implementing Partner
LSE	Life Skills Education
MENA	Middle East and North Africa
MYRP	Multi-Year Resilience Education Programme
NFE	Non-Formal Education
NGO	Non-Governmental Organization
NLG	No Lost Generation (Initiative)
OOSC	Out-of-School Children
PPE	Personal Protective Equipment
SLP	Supportive-Learning Programme
UN	United Nations
UN OCHA	United Nations Office for the Coordination of Humanitarian Affairs
UNESCOUIS	UNESCO- Institute of Statistics
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

1   Strategic Context

1.1   Country Context

The Syrian Arab Republic enters a tenth year of conflict in 2020, with families and communities continuing to experience violence, displacement, socio-economic deprivations, pandemic-induced health hazards, and trauma. Within the country, more than 11.1 million people require at least one form of humanitarian assistance in 2020 - amongst which 4.7 million children - due to vulnerabilities stemming from displacement, exposure to hostilities and limited access to basic goods and services (UNOCHA, 2020). Over the years, a generation of children have been exposed to significant protection risks and 6.6 million children aged 3-17 currently reside in areas of the country classified as 'areas of elevated severity'[2] 4 to 6.

Prior to the crisis, Syria was classified as a middle-income country with strong economic growth and increasing, albeit inequitable, investment in key human development sectors.[3] By 2017 however, the country's human development index (HDI) had fallen from 0.644 (2010) to 0.536[4] due largely to an interruption of economic activity and the disruption of most social services for an entire generation of children and young people.

The conflict has had a devastating impact on Syria's economy, pushing 80 per cent of Syrians into poverty and leading to economic losses estimated at over US$440 billion[5] since 2011. This has resulted in an economic environment characterized by high basic commodity prices, high rates of unemployment and depletion of household income/assets. Over the course of the crisis, almost three million Syrians have lost their employment, impacting more than 12 million people who depend on this as a primary source of household income[6]. The rise in commodity prices has further hindered the ability of families to meet their basic needs, with a 5 percent increase in the cost of the national reference food basket between the months of September and October 2020 and which now stands as the highest recorded food basket price since 2013[7]. The dramatic increase in food price has contributed to a significant increase in the number of Syrians living with food insecurity- currently estimated at 9.3 million - and having risen by 1.4 million since late 2019[8].

---

[2] OCHA, Severity Scale Methodology: http://www.globalprotectioncluster.org/wp-content/uploads/Protection-cluster-PiN-calculation.pdf

[3] WES (World Education Services) 2016, 'Syria: Educational Profile: A Guide to Grade Equivalencies between Canada and Syria', New York, March, at http://knowledge.wes.org/rs/317-CTM-316/images/wes-paper-educational_profile-us-2017%20%281%29.pdf accessed August 21, 2020.

[4] Human Development Indexes and Indicators: 2018 Statistical Update- Syrian Arab Republic, UNDP

[5] Syria At War: Eight Years On, ESCWA, University of St Andrews, 2020 (This includes estimated gross domestic product losses and damage to physical capital.)

[6] Alienation and Violence, Impact of Syria Crisis report, 2014, Syrian Centre for Policy Research with support of UNDP and UNWRA, March 2014

[7] World Food Programme Price Overview, October 2020

[8] Syrian Arab Republic External Dashboard, WFP, October 2020 (https://www.wfp.org/publications/syria-2)

The COVID-19 pandemic has contributed to this situation through further loss of livelihood coupled with disruption of essential services. Half of households have lost one or more income streams due to COVID-19 related restrictions, with displaced families particularly affected[9]. While official numbers of laboratory confirmed COVID-19 cases remain relatively low[10], it is assumed there is widespread community transmission- particularly in more crowded urban areas and camp settings. In addition, preventive measures taken have affected the delivery of social services (including education) and economic growth, contributing to increased poverty levels.

It is estimated that currently 85 per cent of the population live below the poverty line, with 69 per cent below the extreme poverty line, and 35 per cent unable to meet their basic needs for survival. The Living Cost Index (LCI) dropped in Syria by 42 per cent between 2010 and 2019, reflecting the devastating impact of the crisis on families and individuals. Whilst living conditions have been affected across all of Syria, the severity varies across areas and has widened inequality between provinces[11]. The LCI in Idleb Governate recorded the highest deterioration over this time period- at 67 per cent- whilst Latakia experienced a still significant but lesser deterioration of 25 per cent. Beyond the damage inflicted to physical infrastructure, the conflict has strained social cohesion and exacerbated divisions within society[12].

A defining characteristic of the protracted crisis in Syria is the ongoing movement of high numbers of people. It is estimated that more than half of the country's pre-conflict population has been displaced during the conflict- one of the largest displacements of people worldwide since World War II[13]. There were more than six million internally displaced (IDPs) Syrians in 2019[14] and many have endured multiple displacements lasting longer than one year. In certain parts of the country internally displaced people and refugees are starting to return to their original places of residence, and face having to entirely rebuild their homes and livelihoods[15]. Their return is made more challenging as they are frequently unable to provide proof of ownership of land and property.

---

[9] WFP

[10] Syrian Arab Republic: COVID 19 Response Update No 12, 9 November 2020 (In GoS controlled areas 6,215 laboratory confirmed COVID-19 cases have been reported, in NES 4,978 reported cases have been confirmed and in NWS there were 7,059 confirmed cases of COVID-19.)

[11] Chatham House (2019). Continuous deterioration of living conditions in Syria. https://www.chathamhouse.org/file/continuous-deterioration-living-conditions-syria-2010-19?utm_source=Chatham%20House&utm_medium=email&utm_campaign=11029831_MENA%20October%20Newsletter&dm_i=1S3M,6KEO7,OKQVUU,Q42DL,1#

[12] The Conflict Impact on Social Capital: Social Degradation in Syria, Syrian Centre for Policy Research, 2017

[13] The World Bank in Syrian Arab Republic: Overview, World Bank, October 2020 (https://www.worldbank.org/en/country/syria/overview)

[14] United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Humanitarian Needs Overview, 2019.

[15] The data on this is not yet systematized to be referred to.

1.2 Sectoral and Institutional Context

1.2.1 Challenges Facing the Education Sector

The conflict has eroded earlier advances towards achievement of the education related Millennium Development Goals[10]. Prior to the crisis, there was near universal primary education enrolment and secondary school enrolment stood at 76 per cent[16]. Basic education was mandated as free and compulsory for all children, with an expenditure of 5.1% of GDP in 2009 on the sector[17]. By 2018 however, the number of children attending basic education had dropped by approximately 30 per cent as compared to pre-crisis levels. The conflict significantly increased the proportion of Syrian children and youth out of school from 0.9 million (14 percent) in the 2011/12 school year to 2.1 million (36 percent) in the 2019 school year.[18] The protracted crisis in Syria has resulted in an estimated 2.5 million children[19] out-of-school in 2020[20] and has put a further 1.6 million children at risk of dropping out[21].

The deterioration of the situation has led to a large out of school population who are particularly vulnerable. Different estimates on the number of out of school children exist[22], out of an estimated school-age population of seven million. For the purpose of this document, an estimated 2.5 million children are assumed to be out of school in Syria[23] in the age group 5-17 years. This includes an estimated 450.000 children aged 5, 1,6 million children between the ages 6 and 14, and another estimated 500.000 between the age 15-17. There exist differences throughout the country, between and within Governorates and per level of education. For example, since December 2019, hostilities and a deterioration in the security situation in North West Syria have worsened children's already low levels of participation in education services. Prior to then, 34 per cent of children (approximately 500,000 children aged 6-18) were already estimated to be out of school in North West Syria; of these 75 per cent having never attended and 25 per cent having dropped out[24]. As families seek to cope with the economic impact of the conflict, children - in particular boys - have had to engage in informal labour as a means of meeting their families' essential needs. The 2018 Humanitarian Needs Overview for Syria noted that 82 per cent of communities surveyed perceived child labour as a key factor which prevented

---

[16] Syrian Arab Republic Country Profile, UNESCO UIS (http://uis.unesco.org/en/country/sy)

[17] Ibid

[18] Syria Crisis, Education Fact Sheet, five years of crisis and conflict, UNICEF 2016, updated in the NLG 2020, Continuous learning for children and youth – we don't give up!

[19] The estimate of 2.5 million OOSC derives from an Out of School Children Study (currently in final draft), which draws on data from UNOCHA and EMIS for children aged 5-17, assuming total number of children in the age group 5-17 to be 6,2 million. The number is also reflected in the HNO 2020.

[20] This does not include those who may have dropped out to the impact of COVID-19

[21] United Nations Office for the Coordination of Humanitarian Affairs (OCHA). Humanitarian Needs Overview, 2020.

[22] The significant difference in estimated numbers of OOSC is due to differing sources of data and corresponding differences in methodologies of gathering data and corresponding projections (with regards to education indicators and population data)..

[23] The estimate of 2.5 million OOSC derives from an Out of School Children Study (currently in final draft), which draws on data from UNOCHA and EMIS for children aged 5-17, assuming total number of children in the age group 5-17 to be 6,2 million. The number is also reflected in the HNO 2020.

[24] Joint Education Needs Assessment for Out of School Children North West Syria; Assistance Coordination Unit, Save the Children, Syria Response Education Cluster; December 2019

school attendance. Out of School children are considered particularly vulnerable to exploitative forms of child labour, face a heightened risk of child marriage and possible recruitment into military forces. Exclusion from schooling has also meant these children's exclusion from integrated services offered within and through schools- be these health and nutrition efforts or access to clean water and sanitation. In an effort to address the food insecurity issues impacting on children's participation in education services, agencies such as the World Food Programme are providing school feeding interventions in different parts of the country and within formal and non-formal education settings. Children's vulnerability from being out of school lies not only in immediate risks to their safety and wellbeing, but also in the longer-term limitations they will face in relation to future employment opportunities.

Access to formal schooling is limited in Syria, with one in three schools no longer functional or accessible. This has resulted in a reduction of the number of instructional hours children receive, as multi-shift systems have had to be implemented in order to accommodate all students. This situation has worsened more recently due to COVID-19 and the implementation of social distancing measures which has reduced face to face instructional time in parts of the country by up to 40%[25].

A vast majority of children with disabilities are not catered for within the educational system. The situation for children with disabilities is particularly dire as they are more likely to be out of school and impoverished as the education system has limited capacity to cater for children with special needs. Children with disabilities in Syria are often exposed to higher risks of violence, and face difficulties accessing basic services that accommodate their needs, including education. Families of children with disabilities in conflict or crisis often lack the means or ability to provide their children with the equipment they need. Children with disabilities also face a general shortage of school facilities that respond to their needs. A 2018 assessment on children with disabilities in Syria[26] found that 64 per cent of children interviewed had a need for adaptive educational services and confirmed that less than 20 per cent had access to such services in their area. Challenges in supporting children with special need education in mainstream schools include lack of awareness and capacity to implement special needs education activities, and lack of educational resources for children with special needs.

There are few educational services dedicated to the particular developmental needs of children aged 3-5, with enrolment rates in public and private early childhood education (ECE) programmes starting from a very low base prior to the conflict. ECE participation rates (3- to 5-year-olds) reduced from 9% in 2010 to 5.4% in 2013.[27] Parents have noted challenges in accessing affordable ECE services and the poor quality associated within these.[28]

---

[25] Quarterly Progress Brief for Steering Committee- ECW, November 2020
[26] Children with disabilities in Syria; Syria Relief, 2018
[27] Syrian Arab Republic Country Sheet, UNESCO Institute for Statistics, (http://uis.unesco.org/country/SY)
[28] Quality of Life Assessment Syria, Aga Khan Foundation, 2018

Youth and adolescents (10 to 24 years old) make up over 30 per cent of the entire population and **have limited access to age-appropriate learning opportunities**, vocations or meaningful engagement in their communities. Many adolescents have had no access at all to formal schooling over the course of the conflict and are now unable to return to a formal schooling system. In addition, even if they have gone to school in earlier years, with increased poverty, children are more like to drop-out once they reach adolescence as they need to support family income. The lack of education creates **differential impacts on adolescent boys and girls**. For girls, this may lead 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[29].

Children have been exposed to a dramatic deterioration in living conditions, frequent exposure to violence and repeated displacement which has profoundly impacted their psychological well-being and development. In a survey undertaken by Save the Children, nearly one in three children identified feelings of helplessness, 39 per cent regularly had nightmares and 42 per cent stated they regularly felt sad. A Save the Children survey of children in Syria highlighted that up to half of the pupils surveyed spoke of how they were 'rarely' or 'never' able to concentrate in class. These findings were reiterated by teachers in schools that Save the Children supports, who said that one third of children were unable to obey instructions given by adults and almost half were unable to focus on their work while in class.

A high number of children are vulnerable for failure in the schools they attend and therefore at risk of dropping out. It is estimated that, in addition to the 2,5 million children out-of-school, 1.6 million children are at risk of dropping out of school[18] and will join the group of out-of-school children in the (near) future, if no explicit investment is made in improving the efficiency, quality and effectiveness of the education system.

The crisis and conflict have had a profound impact on children's ability to learn[30]. Whilst it has not been possible to implement wide-scale learning assessments in recent years, results from targeted literacy and numeracy measurement exercises indicate that students are not attaining the required levels of early foundational literacy and numeracy skills. In an ASER[31] assessment conducted with 2,846 children in Idleb Governorate, 59 per cent of sixth graders could not read a simple 7 to 10 sentence excerpt, considered to be equivalent to grade 2 reading skills[32].

There are insufficient numbers of qualified and experienced teachers available to meet the learning needs of Syria's children. More than 150,000 teachers have left the education system

---

[29] For more information on gender and inclusion, see also MYRP – para 1.2.4

[30] Learning poverty is a general concern in the region: the WB estimates that on average, 6 in 10 children in MENA cannot read and understand a simple age-appropriate text at age 10 (or 59%) - Source: World Bank Learning Poverty (2019): https://www.worldbank.org/en/topic/education/brief/learning-poverty

[31] ASER – Annual Status of Education Report. This is an annual survey that aims to provide reliable estimates of children's enrolment and basic learning levels

[32] International Rescue Committee, The Impact of War on Syrian Children's Learning, 2017

in recent years, due to displacement, injuries or death. With insufficient numbers of formally certified teachers available to work in schools, there has been a reliance on unskilled teachers with a corresponding impact on the quality of teaching. Only 32 percent of teachers have teaching certificates and 43 percent of teachers have only one to three years of teaching experience[33]. The educational gaps and learning challenges of students are such that teachers require strong pedagogical skills to guide learning within mixed-age groups and mixed ability settings. Efforts to build the competencies of in-service teachers as well as graduating new certified teachers are hampered however by the protracted crisis and more recently by COVID-19.

Teacher Poverty and Teacher Psychosocial Distress There was a 7 per cent decrease in the domestic budget allocation to the education sector between 2010 and 2016. Whilst this has not directly impacted teachers' salary payments, their purchasing power has decreased by 85 per cent as a result of currency devaluation and overall inflation[34]. Further, the removal of social service privileges teacher professionals enjoyed prior to the war, such as family healthcare and food stamps, has exacerbated teachers' socio-economic situation. No research to date has documented the impact of the crisis on teachers' psychosocial health, however it must be assumed that teachers are equally in need of targeted support. As frontline humanitarian workers, teachers are obliged to overcome their own pressures to work in difficult circumstances- delivering services in under resourced and overcrowded schools for children stressed by the impact of years of conflict and economic shock.

COVID-19 has aggravated and deepened existing weaknesses and educational inequities in terms of access, participation and learning outcomes. Education institutions closed in March 2020 and whilst various efforts were made to continue student learning at home (including through the remote support of teachers or the use of technology) many children were unable to access structured education programmes from home. As in other countries, the closure of schools impacted not only learning but also the well-being and protection of children. Schools re-opened in October 2020, however the economic impact of the pandemic may have forced even more children, in particular adolescent girls and boys, to engage in child labour or undertake early marriage to support their families (see also point above on access of adolescents to education opportunities). Further, school closures have resulted in children and youth missing out on social contact and play- essential for their development and learning, particularly in a volatile context such as Syria. The closure of schools also disrupted the provision of school-based health and nutrition programmes (including immunization; school feeding; mental health services), compromising children's physical and emotional health. The experience of COVID-19 has

---

[33] Integrity. "Research to improve the quality of teaching and learning inside Syria". 2019 (Funded by DFID)

[34] Local currency depreciation leads to local prices increase, which leads to higher inflation, which in return decreases the purchasing power of salaries. See Centre for Operational Analysis and Research [COAR] (2020, November). The Syrian Economy at War. Part 2: Labor Pains Amid the Blurring of the Public and Private Sectors. https://coar-global.org/2020/11/20/the-syrian-economy-at-war-labor-pains-amid-the-blurring-of-the-public-and-private-sectors/

reinforced the importance of multiple pathways to learning and the key role of life-skills in ensuring that children develop the capacity to engage in independent learning.

1.2.2 Sector Coordination

The existence of a Local Education Group (LEG), as defined in GPE operational guidelines, does not exist within the Syrian context.

The overarching humanitarian coordination mechanism in Syria is that of the **Whole of Syria (WoS)** structure, established in 2014. The WoS Education Humanitarian Sector (across three hubs/working groups of Damascus, Gaziantep and North East Syria) serves as the coordination platform for education partners delivering services in Syria. UNICEF and Save the Children are co-leading the WoS education sector, supporting consistency and coherence in the education response.

Donors involved in the education sector in Syria coordinate between themselves within a **Donor Partnership Group (DPG)**, which is currently represented by the UK's Foreign Commonwealth and Development Office (FCDO) and the European Union (EU). The UN organizations engaged in the education sector coordinate amongst themselves at regional level[35].

The **Education Dialogue Forum (EDF)** was established under the framework of the first ECW investment for Syria in 2017 by the WoS and the DPG, with a focus on increasing understanding between humanitarian and stabilization driven education interventions in Syria. It serves as the primary platform by which donors, UN agencies and other relevant partners improve coordination and share information across the humanitarian and development continuum.

A taskforce was established under the EDF to facilitate consultation and consensus building in the development of the MYRP and the ECW funding proposal. This **EDF Taskforce** comprises of representatives of the different EDF constituencies- namely WoS, UN and DPG and was identified by the EDF as the most suitable body to negotiate the development of the GPE's Education Programme Sector Implementation Grant programme for Syria following consensus reached on the MYRP and the ECW proposal.

1.2.3 Rationale for the Programme

Education plays a critical role in providing emergency support to children in crisis, ensuring children are not left behind and have opportunities to develop their potential. Children and young people's participation in education also contributes to strengthening the resilience of families and communities.

Whilst the exact number of out of school children in Syria has not been determined, based on estimates that use most recently available data (see also point 1.2.1 on page 8), approximately 2.5 million children are unable to access schooling and many more (around 6.8 million)[36] who

---

[35] Currently, WFP is focal point for the UN partners in the case of Syria.
[36] HNO 2020 (draft)

are in need of educational assistance. This figure is likely to have increased more recently, as a consequence of the social and economic impact of COVID 19.

The exclusion of children from education impacts their ability to develop the foundational literacy, numeracy and life-skills essential to later lead a self-determined life. The acquisition of these skills allows for choice over economic livelihood and enhances the capacity to participate in society. Recent research has determined that the returns to foundational skills are large. Kaffenberger et al. (forthcoming)[37] find that the association of basic literacy with child mortality, fertility, and women's empowerment is just as large and, in some cases, larger than the association of additional years of schooling with these outcomes. The benefits of investing in education are particularly strong for marginalised groups, such as migrants and displaced communities, with the risks of non-investment including underachievement and school drop-out, non-employability, social isolation, polarization, and the possibility of violent conflict[38]. Children then grow up without the skills and knowledge they need to relate, communicate, engage, and build their adult lives, support their families and provide for their future. They are forced to the margins of society. This not only harms the children themselves, but also puts a burden on host societies and the next generation.

As many children in Syria have been out of school for an extended period of time, the educational gaps they face are such that they cannot or may not want to reintegrate a formal education system which would requires them to join an age-determined grade level. Where out-of-school children are obliged to return to formal schooling without consideration of their particular learning needs, they become at high risk of dropping out as they struggle to perform academically and disengage from the learning process.

At the same time, a deterioration of the formal education system as a consequence of multiple crisis (including COVID 19) and a lack of investment alongside an increase in poverty, puts increasing numbers of in-school children at risk of dropping out and becoming a new generation of out-of-school children. This includes those children who have recently re-integrated into formal schooling but are unable to keep pace with the academic demands within school. Further, this hampers the ability of formal schools to absorb children currently out of school but ready to re-integrate or start their schooling.

Children in Syria have suffered from considerable distress due to internal displacement, the daily threat of violence, and the considerable strain placed upon their social support networks. There is considerable evidence as to the damaging effects of traumatic experiences on children's physical, emotional and cognitive development and the negative impact this has on learning[39]. Teachers

---

[37] Belafi C, Hwa Y, Kaffenberger M, Building on Solid Foundations: Prioritising Universal, Early, Conceptual and Procedural Mastery of Foundational Skills, RISE, August 2020

[38] https://www.rand.org/content/dam/rand/pubs/research_reports/RR1600/RR1655/RAND_RR1655.pdf ,http://report.educationcommission.org/report/ (pp. 31-32)

[39]Statman-Weil (2015), Teicher (2018), Wood et al (2012) referenced in Education as Healing: Addressing the trauma of displacement through social and emotional learning (April 2019), Policy Paper 38, Global Education Monitoring Report, UNESCO

and school settings have an important role to play in providing children with psycho-social support which can help offset these negative effects and in promoting children's development of social and emotional skills. Going to school (in formal or non-formal settings) contributes to a sense of normalcy and hope for a better future.

To address the education needs of children currently not in school, flexible non-formal education pathways are required which allow children to reintegrate into the formal education system or to acquire the relevant skills needed for a decent livelihood[40]. These pathways must therefore focus on the acquisition of foundational and life-skills, so that children can successfully complete a full basic education cycle and have a chance at a better future.

Development and humanitarian partners engaged within the education sector in Syria, as well as those seeking to meet the educational rights of Syrian children and young people displaced to other countries, have jointly committed to focusing their efforts on implementation of a Multi-Year Resilience Education Programme (MYRP) 2020-23. The MYRP serves as the framework within which this programme, "*Improving Equity and Learning: Strengthening Educational Pathways for Children in Syria*" has been developed and which also contributes towards results articulated in the Syrian Humanitarian Response Plans (HRP 2021 and beyond).

2 Programme Development

2.1 Engagement with GPE

In February 2018, the Global Partnership for Education (GPE) announced a USD 25 million grant allocation to the Syrian Arab Republic and requested the Education Dialogue Forum (EDF) to facilitate the development of a programme proposal for their consideration. UNICEF was tasked by the EDF to coordinate the development of a proposal in close coordination with its co-chairs[41], which was submitted to the GPE in May 2018. This first iteration of a funding proposal sought approval for a two phased approach, with initial financing requested under the accelerated funding modality and a second grant phase contributing to the transition and reconstruction of the education sector. The decision taken by the GPE, communicated to the EDF co-chairs and UNICEF in September 2018[42] to defer a decision on grant allocation to Syria as the requirements for GPE membership could not be met, and the modality of an accelerated fund for emergency settings was yet to be approved. In December 2018, the GPE board approved 'Operating Principles for Fragile and Conflict Affected States and Complex Emergencies' that would allow working in Syria through the Whole of Syria (WoS) mechanism and the EDF, rather than through a Local Education Group led by the Government of Syria.

---

[40] For more evidence on the impact of Accelerated Education Programmes (AEP) see: Accelerated Education Evidence Review, Accelerated Education Working Group, INEE, April 2020
[41] DFID, EU and the WoS coordinators
[42] Letter Alice Albright dd 20 September 2018 to EDF co-chairs

An options paper for financing to Syria was presented to the GPE board in December 2019 by the GPE secretariat. This led to a decision for GPE funding to be made available to Syria under applicable UN resolutions and mechanisms and waived the GPE's financing pre-conditions, namely: 1) Developing Country Partners (DCP) membership; 2) the need to have an approved (Transitional) Education Sector Plan; 3) presence of a functional Local Education Group (LEG) led by government; and 4) adherence to GPE funding model requirements. The GPE Board agreed to "*select UNICEF as the most appropriate grant agent...*" and requested UNICEF in January 2020 to elaborate a proposal in line with the coordinated Whole of Syria approach, the Humanitarian Response Plan (HRP) and aligned with the Multi-Year Resilience Education Programme (MYRP), in close coordination with the EDF.

2.2   Consultative Design Processes

The development of the proposed programme draws directly from the extensive consultations held amongst EDF partners in the development of the MYRP that took place throughout 2019. A streamlined process for consultation of the ESPIG proposal was agreed to with the DPG, WoS and UN representatives- with representatives of each consulting with their respective constituencies at key stages of the process. Within the course of the development of the initial programme Concept Note and the subsequent Programme Document, there were four key points at which consultations took place: 1) Review of the draft Concept Note; 2) Endorsement of the final Concept Note by the EDF representatives on the Taskforce; 3) Review of the draft ESPIG proposal and 4) Endorsement of the final ESPIG package by the EDF. This process adhered to the request from the GPE Board for UNICEF to prepare the proposal in consultation with the Education Dialogue Forum [EDF]. In addition to this, on January 18th 2021 UNICEF undertook a presentation on the proposed GPE financed programme to the education sector partners organisations seeking their views and ensuring that everyone was informed about next steps moving forward.

Since January 2020, UNICEF has engaged in a series of consultations to identify the key interventions which could be supported with GPE funding, while observing the programmatic parameters of the MYRP. These consultations have taken place at both global and regional level. At global level, UNICEF worked with Development Partners Group (DPG) members on the GPE Board. At local level, UNICEF worked with the taskforce set up by the EDF to guide the development of the MYRP, and subsequently the GPE proposal to ensure alignment of GPE engagement in Syria with this framing instrument. The Taskforce includes representatives of the three constituencies of the EDF (the Development Partner Group, the United Nations and the WoS Coordinators). The representatives were tasked to ensure broad-based consultations with their respective constituencies over the course of the consultations. This intense process of consultations resulted in a matrix of program interventions agreed upon and originally shared with the GPE secretariat on the 10th of September 2020. The Interventions Matrix[43] was

---

[43] Annex 1: Interventions Matrix

formally endorsed by the co-chairs of the EDF on the 15th of October and - along with the MYRP - forms the basis for the content of the programme proposal, clarifying limitations of operations.

2.3 ESPIG Grant Agent Modality

The GPE board indicated per its decision (BOD/2019/12-11) the selection of UNICEF as most appropriate grant agent to ensure alignment with ECW's MYRP, and to operate in Syria in line with UN resolutions. Since the Board decision in December 2019, two new resolutions have been adopted, impacting operations in Syria. The UN resolution 2504, adopted by the Security Council on the 10th of January, excludes border crossings allowing access to North East Syria (NES). This restricts the UN's ability to financially engage with actors not registered with the Government of Syria (GoS). UNICEF does have access to communities in NES through its Field Office in Qamishli alongside technical engagement with the Kurdish Self-Rule Administration. This situation has required UNICEF and its partners to re-assess the situation with regards the proposed implementation arrangements under the grant.

UNICEF, in consultation with the EDF, proposes a dual grant agent approach, whereby UNICEF and Save the Children serve as grant agents. Save the Children will focus on North East Syria, while UNICEF will engage throughout Syria (**Option 1**). This arrangement mirrors that taken for implementation of the Education Cannot Wait (ECW) seed grant, structured with a dual grant arrangement in recognition of the significant needs in North East Syria. Save the Children is proposed as second grant agent in light of their co-leadership of the education sector in the Whole of Syria (WoS) with UNICEF, and their role in coordinating the Education Working Group of North East Syria.

It is proposed that the maximum country allocation be split between the two grant agents along the lines of 75% for UNICEF and 25% for Save the Children. This allocation between the two grant agents has been informed by the proportion of children residing in sub-districts categorised as being of high severity (levels 4-6) in North East Syria (data from 2020 HNO). This allocation is based on broadly 6 million children living across the country in the top three severity levels (4-6), of which 15% reside in North East Syria. The proposed allocation recognises that North East Syria has been heavily under-served, that needs are severe and that both agencies have reach and coverage in this area.

The context of North East Syria is particularly complex as highlighted in the maps below, Figure 1 visualises GoS controlled areas, SDF-controlled areas, TKS-SNS controlled areas, as well as GoS-SAA deployment areas together with areas where ISIS attacks have recently occurred. Figure 2 demonstrates ethnic divisions across Northern Syria, with Arabs forming approximately 65% of the total population, Kurds 25%, and 10% consisting of Syriacs, Assyrians, Chaldeans; and a smaller number of Armenians and Yazidis. Ethnic composition considerations influence decisions of authorities both within the GoS and KSA as to what kind of services may be operationalized or demanded in north eastern Syria.

Figure 1: Area of Influence – North East Syria (estimated, January 2021)
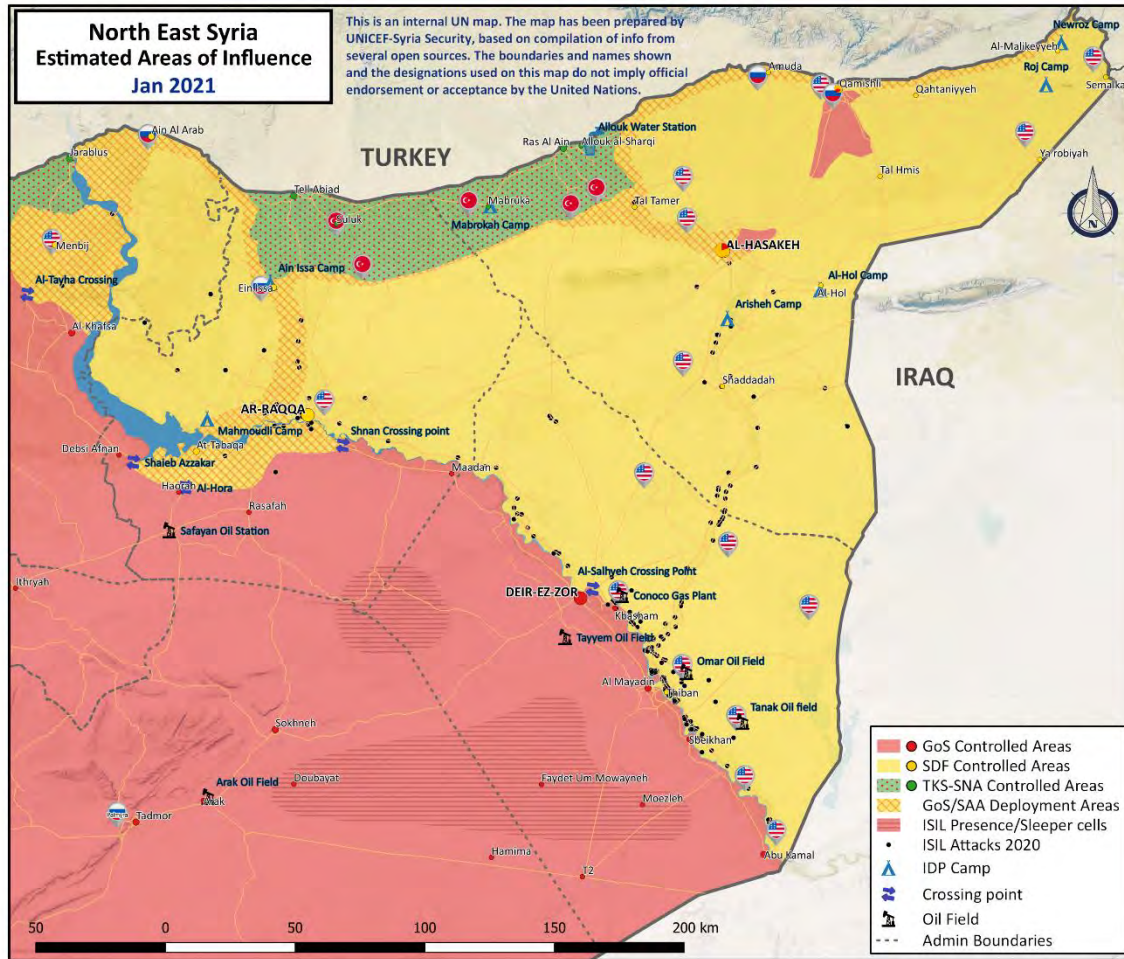
Across NES there are approximately 850,000 children and education personnel in need of humanitarian education support. Within the first half of 2019, less than a third of people in need (PIN) benefited from any form of education support. Children residing in formal and informal camps and settlements within NES face particular challenges in accessing educational services[44].

The two grant agents will coordinate to ensure reach and approaches are consistent, aligned and complementary, in the best interest of Syrian's children, taking into consideration programmatic access and reach.

---

[44] Northeast Syria: Education Priorities, Opportunities and Needs (2019) Education Cluster

Figure 2: Ethnic Divisions in Northern Syria
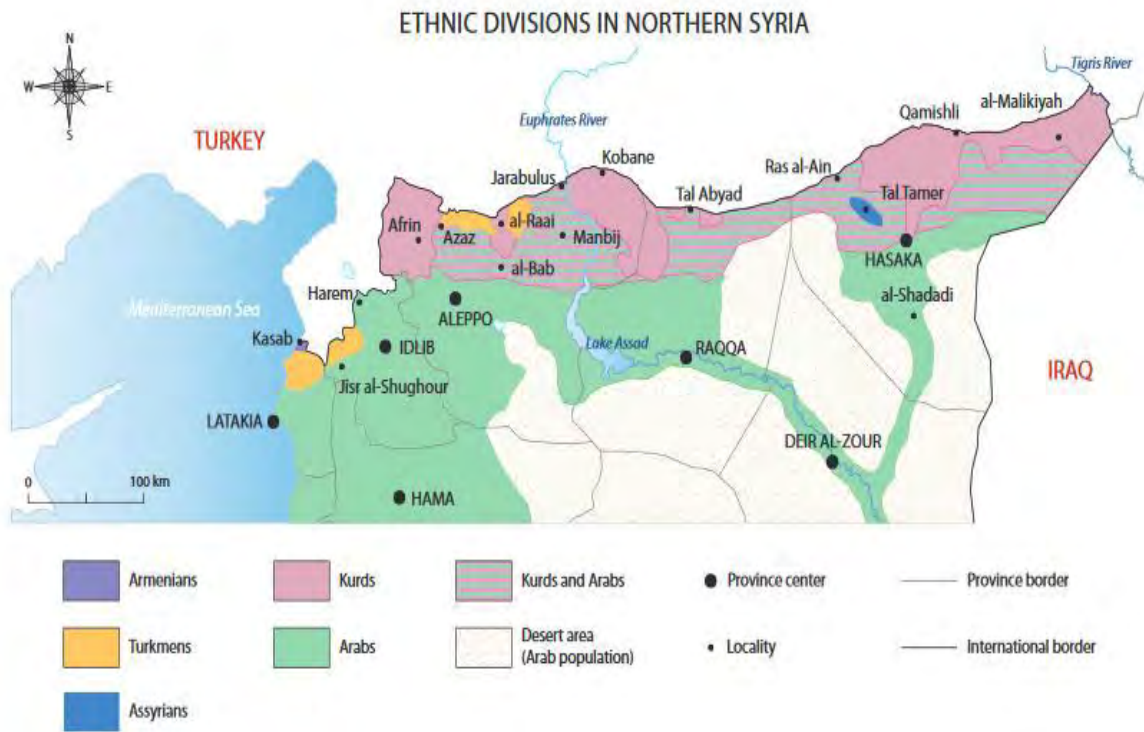
Alternative option

While the dual Grant Agent mechanism is the preferred option (**Option 1**), the final decision to move ahead with two grant agents will be a GPE board decision. In the case the preferred option is not approved, UNICEF will serve as single agency overseeing implementation of an ESPIG across Syria, including NES (**Option 2**). Should this option be that selected by the GPE board, UNICEF would extend the reach of its interventions and results detailed in this programme proposal, including in North East Syria.

UN Resolution 2533 – considerations (North West Syria)

In July 2021, UN Resolution 2533 allowing for cross-border operations in North West Syria comes to an end and its extension is currently uncertain. Should the resolution not be extended, UNICEF is expected to continue its cross-border operations till the end of the year (December 2021). Continued delivery of services would be ensured[45] either through the second grant agent or UNICEF by way of its Damascus office taking into consideration agency reach and capacity to ensure continued delivery of services under the agreed programme in the North West.

---

[45] Depending on level of control

2.4   Lessons Learned from Previous Sector Programmes

Whilst there are no prior GPE financed programmes on which to draw lessons to inform this proposal, the programme results framework and intervention strategies have considered experience from other sector investments- namely those of Education Cannot Wait, the Humanitarian Response Plans, annual reviews within the context of the No Lost Generation (NLG) Initiative and other programs/projects implemented within Syria through different cluster partners, including Save the Children. The following are some of those considered most immediately relevant in the designing of the programme:

- **Flexibility of programming** allows for and facilitates adequate and timely responses as the political and conflict context evolved.
- This is directly linked to the need **for flexible, predictable and multi-annual funding** to ensure continuity of learning opportunities for children[46] in a protracted crisis and volatile context. High quality **PSS activities** (defined as being structured, goal-oriented and evidence informed) are needed to address the serious PSS needs of children and adolescents, as well as of their teachers, as a result of prolonged crisis. Ideally, PSS should be integrated into learning programs.
- 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, including into formal education, information management systems and resources, efforts will continue to fail to reach the scale required.
- The importance of **systemic follow up of the effective transition and reintegration** of children in formal schools. Feedback from implementing partners[47] alerted to the importance of NFE interventions being linked/coordinated with formal schools as main success factor to ensure transition to, and retention in, schooling.
- **COVID-19** has highlighted the need to identify flexible delivery modalities for education interventions, making these safer and more crisis-responsive, so that children most at risk of dropping out (from non-formal and formal education programmes) do not lose the gains achieved when crises occur.[48] In Syria, education sector programming supported by UNICEF and other humanitarian partners has provided important lessons concerning approaches and strategies to be considered in delivering distance forms of education due to COVID-19. Of particular relevance to the proposed programme is a need for initial

---

[46] NLG recommendations -
https://www.nolostgeneration.org/sites/default/files/webform/contribute_a_resource_to_nlg/21821/nlg---continuous-learning-for-syrian-children-and-youth.pdf or https://www.nolostgeneration.org/article/nlg-education-report-we-made-promise

[47] Interviews with Implementing Partners as part of the "lessons learned" exercise in the context of ECW implementation (first and second grant).

[48] See Promising Practices for Equitable Remote Learning: Emerging Lessons from COVID-19 education responses in 127 Countries; Innocenti Research Brief; UNICEF Office of Research; 2010 https://inee.org/system/files/resources/IRB%202020-10.pdf

teacher training on the use of distance education tools/strategies, including relevant ICT based platforms. This training should lead teachers to an increased familiarity with online platforms and help them understand how to use these tools and adapt their approaches to communicating at a distance with students. Further, reviewing/revising education material so that it is better adapted to a blended (face-to-face & distance) modality is required early on in programme implementation. The use of staff from other sectoral programmes- such as case workers from child protection programmes- has helped mitigate some of the risks associated with reduced 'face to face' schooling and provides important psychosocial support. Additionally, partnership budgets need to consider the required resources such as internet connections for teachers and families for home-based learning, COVID-appropriate cleaning and hygiene equipment and supplies to ensure a safe environment at learning sites, additional teachers to accommodate reduced class sizes and additional shifts to ensure proper social distancing for face-to-face instruction, and increased number of case workers.

- Ensuring that appropriate **learning assessments** are in place within non-formal education programmes helps support individual children's progress and can provide insights on programme curriculum. This requires collaboration across sector partners. Through ECW funding, a technical working group is being established in early 2021 to identify best practice and will assist in determining what tools may be utilised for the purposes of the GPE financed programme.

- A realistic time-frame, estimated at 6 to 8 months, is required for the selection of partners and **development of partnership documents** in a manner which adheres to value for money principles. This requires the early initiation of programme partnership SOP's within the year one implementation plan and clearly communicating the criteria by which partnerships will be reviewed for possible extension in outer years of the programme.

3   Overview of Programme's Theory of Change and Structure

3.1   Rationale

The programme has been designed on the premise that *if* out-of-school children[49] and children at risk of dropping out are supported with non-formal education[50] pathways[51], and *if* teachers have improved capacity to deliver life skills education and violence prevention measures which supports the psycho-social well-being of students and teachers, *then* children will acquire the necessary (foundational and life) skills which reduce their vulnerabilities and increase their resilience[52] to the risks associated with residing in areas of conflict and crisis.

As outlined in section 1.2.3, the main purpose of the proposed program is to ensure children, *out of school or at risk of dropping out*, engage in learning and acquire the relevant skills that provide them with the best possible chance to continue their learning.

This will require complementary and flexible education options for children, so they may acquire basic skills (foundational and lifeskills) necessary for continued learning, coping in situations of distress, and employability. The effectiveness of such learning opportunities will depend on the capacity of teachers to support children's learning, both in terms of providing a safe learning environment (free of violence and which provides the necessary psycho-social support required by children living through the crisis) and the acquisition of key skills.

Lifeskills[53] education is not only a goal in itself- providing for relevant 21st century skills- but also a means for better learning outcomes. Traumatized children or children that lack skills for

---

[49] Children out of school are defined as children in the age group 3-17.

[50] Non-Formal Education that is institutionalized, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/or a complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters for people of all ages, but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low intensity, and it is typically provided in the form of short courses, workshops or seminars. Non-formal education mostly leads to qualifications that are not recognized as formal qualifications by the relevant national educational authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of-school children, as well as programmes on life skills, work skills, and social or cultural development (UNESCO- ISCED 2011)

[51] This aligns with the MYRP, which serves as a strategic framework for addressing the key barriers that keep children out-of-school and strives to increase access to learning opportunities by fostering inclusive and multiple pathways and engage communities. It aims to guide future external investment in non-formal education in Syria, based on agreed Humanitarian Principles.

[52] UNICEF defines resilience as the ability of children, communities, and systems to anticipate, prevent, withstand, adapt to, and recover from stresses and shocks while advancing the rights of every child, with special attention to the most vulnerable and disadvantaged children. (from Risk Informed Education Programming for Resilience: Guidance Note, UNICEF, 2019)

[53] The use of lifeskills in this document refers to the MENA Life Skills and Citizenship Education (LSCE) framework (see below, Figure 2, p.28, developed as a partnership agenda, involving international organizations, ministries of education, private sector partners and academia and was officially launched in 2017 (see https://www.unicef.org/mena/life-skills-and-citizenship-education). The concept of lifeskills is also referred to as 21st century skills and encompasses social and emotional skills (SEL). For UNICEF's definition of 'citizenship skills', please see below (Footnote 46). While Lifeskills education and training are part of the NFE interventions (described under component 1, this component refers to the roll out of a dedicated lifeskills teacher training program. The lifeskills component under NFE program may use different materials, in use by the implementing partners.

self-learning, self-empowerment or active participation, will not be able to benefit from education programs as much as children who have these skills.

The programme will directly contribute to achievement of the aim of the MYRP, namely that conflict-affected girls and boys (re-) engage in meaningful learning in safe and protective environments. Reaching this aim requires investment both in the availability of services as well as in the quality of these environments, so that learning takes place on a continuous basis, in safe spaces, with relevant learning materials and capable teachers.

Annex 2 provides a schematic overview of the Theory of Change and Results Chain that is explained in this chapter. Figure 1 provides a summarised schematic overview of the programme structure, directly linked to the Theory of Change as schematized in Annex 2.

Figure 3: Programme Structure
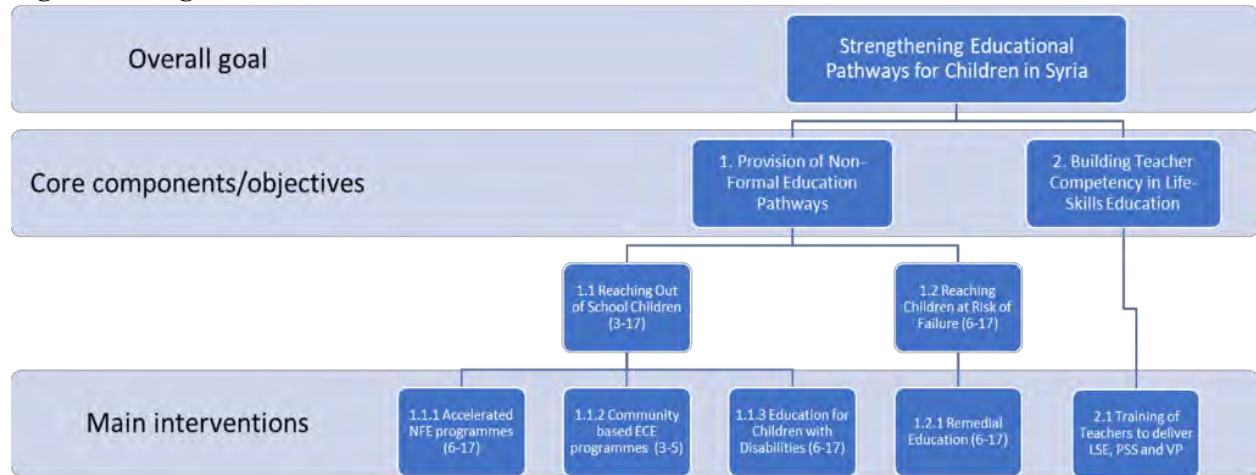
3.2   Programme Goal and Objectives

The "Improving Equity and Learning: Strengthening Educational Pathways for Children in Syria" programme will increase the number of vulnerable children (re) engaging in learning within safe and protective educational settings.

The programme is comprised of two complementary objectives, together aiming at improving vulnerable children's participation in learning opportunities and ultimately, their acquisition of foundational and life skills.

The first objective (component) seeks to address the need for educational programmes which allow out-of-school children or those at risk of dropping out, to (remain) engage(d) in learning that provides them with the relevant foundational and life skills, necessary to continue their education or transition to the world of work. Focus is on reaching the most vulnerable children, that includes Children with Disabilities (CwD).

The <u>second objective</u> (component) recognises the contextual need for trauma informed educational services and the role of teachers in strengthening the resilience of the children they serve and to support them to cope with the violence and conflict they have witnessed.

3.3   Guiding Principles

The design of the programme has been guided by a recommendation within the MYRP that additional financing be used in the first instance to extend the reach of the ECW financed initiative on Non-Formal Education (NFE). It must be noted that while the programme will address pressing educational needs, the extent to which the humanitarian principles have informed the programme and the potential impact of GPE's investment have been constrained by donor conditionality and redlines as outlined in the MYRP document.

 The key principles that underpin the programme, directly aligned to those within the MYRP, and which have guided programme interventions are as follows:

- **Do no harm**[54]: preventing and minimizing 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.

It is assumed within the programme's Theory of Change that over the course of the coming three years there will continue to be insufficient resources for the provision of formal education by local education authorities and that displacement conditions are likely to remain for many school aged children across the country. Further, it is also assumed that there will continue to be sudden onset localised crises impacting on the continuity of educational programmes initiated in this program.

The temporary closure of schools due to COVID-19 and the impact of social distancing measures required within educational facilities on the accessibility and quality of education programmes are assumed to continue over 2021. While this situation highlights the need to develop and

---

[54] This principle has been considered in relation to 1) avoiding increasing social tension through the inclusion of host communities in locations where children in camps are supported; 2) having strict data protection mechanisms in place for monitoring tools; 3) assessing safety of NFE sites for children and teachers prior to interventions; 4) working closely with Implementing Partners to ensure the cultural appropriateness of SLP content and LSE training.

strengthen multiple pathways to reach children in and out of school, it also impacts the way non-formal education will be delivered as there is a need for remote options, beyond face-to-face modalities. Such remote options require heavy investment in teachers that are not always trained to facilitate remote learning processes.

3.4 Expected Results

Through this programme, approximately **71,100 children** (aged 3-17 years) and **18,100 teachers and master teachers** across Syria will be reached. A further **estimated 814,492 children** are expected to indirectly benefit through the improved competencies of their teachers, following their completion of the professional development intervention.

Table 1: Results Framework (summary)

	Results Structure	Target			
		Total	Year 1	Year 2	Year 3
1	**Non-Formal Education Pathways**	71,100	22,866	22,872	22,873
1.1	*Reaching out of school children*	44,100	14,700	14,700	14,700
1.1.1	*Accelerated Non-Formal Education Programme*	39,000	13,000	13,000	13,000
1.1.2	*Non-formal ECE*	2,400	800	800	800
1.1.3	*Education for Children with Disabilities*	2,700	900	900	900
1.2	*Remedial Education*	27,000	9,000	9,000	9,000
2	**Building Teacher Competency in Life Skills Education (PSS, Violence Prevention)**	18,100	5,430	7,240	5,430
2.1	*LSE Teacher Training Programme*	18,100	5,430	7,240	5,430

3.5 Geographic Coverage

The HNO provides the evidence base for strategic planning in education, as well as the baseline information upon which situation and response monitoring systems will rely. It builds on the GoS Education Management Information System (EMIS) and the OCHA-led quantitative Multi Sector Needs Assessment (MSNA), based on data and additional needs-based quantitative and qualitative analysis carried out by education partners throughout the year. To support the prioritization of needs, the WoS Education Sector uses a standardized tool based on a severity ranking approach. The Education Severity Scale tool provides a method and structure to prioritize needs by categorizing and weighing indicators along geographical areas, sectors, inter-sectoral aspects and demographics.

The programme will be implemented in highly vulnerable sub-districts of the following eight governorates: Aleppo; Deir-Ez-Zor; Hama; Homs; Idleb; Lattakia; Qamishli and Rural Damascus.

In line with the MYRP and the ECW seed funding, the programme will target children in sub-districts with a severity range of 4 to 6 on the Whole of Syria Education Sector Severity Scale. The severity scale is defined at the sub-district level and as there are pockets of disparity and disadvantage within sub-districts, such as in camp settings, the programme will consider the

inclusion of these as required and based on evidence. Annex 3 provides a list of sub-districts which have been identified for possible involvement in the programme and which have been prioritized on the basis of their severity scale rating (4-6) and the number of education facilities within these. Further analysis on the presence of implementing partners and accessibility will determine which sub-districts within this longer list will be selected for programme interventions.

Figure 4: Education 2020 Severity & PiN
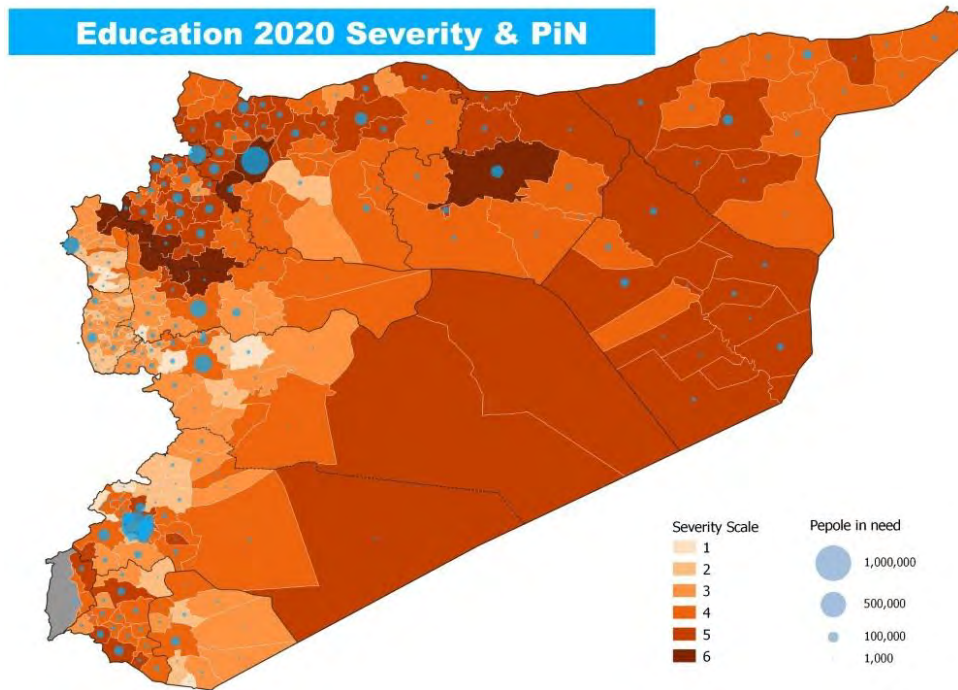
In selecting the governorates and sub-districts for involvement in the programme, consideration has also been given to the presence and scale of Internally Displaced People (IDP) in light of the significant pressures this can place on existing educational facilities. The map below outlines the numbers of IDP's across the Governorates, dated as of August 2020. Further details on the number of IDP's hosted within each of the proposed programme sub-districts is included in Annex 11.

Figure 5: Estimation of IDP's by Governorate

Syrian Arab Republic: IDPs estimation as of August 2020

Governorate	Final Est of IDPs (Aug 2020)
Aleppo	1,235,179
Al-Hasakeh	323,393
Ar-Raqqa	167,107
As-Sweida	71,867
Damascus	607,494
Dar'a	63,890
Deir-ez-Zor	164,916
Hama	223,211
Homs	311,011
Idleb	1,766,584
Lattakia	449,697
Quneitra	3,512
Rural Damascus	1,131,443
Tartous	182,668
Grand Total	6,701,972

Legend:
- 1- 11,500
- 11,500 - 23,500
- 23,500 - 41,500
- 41,500 - 75,000
- 75,000 <

The following criteria will be drawn upon to assist in the prioritisation of locations for the programme interventions:

- Underserved communities located in sub-districts categorised with a severity range of 4 to 6 (exceptions will be considered where evidence is available on high severity of needs in individual communities/camp settings)
- Presence of partners capable to deliver at scale in a timely, effective and efficient manner
- No other (or low number of) service providers active in the target area.

Duplication of investments with the ECW programme will be avoided, as the communities selected to benefit from the provision of NFE interventions will not be receiving support from ECW (ensured as the grant agent is the same for both programmes). Implementing Partners engaged through this programme will likely already be involved in the implementation of NFE programmes within the sub-district, which will facilitate the selection of communities are not benefitting from other investments. It is noted that the selection of programme intervention areas

is undertaken within the context of a Whole of Syria approach that considers every child's needs, independently of where the child resides.

3.6 Targeted Beneficiaries

In 2020, there are 11.1 million people in need of support in Syria, of which 4.7 million children. Approximately 6.8 million children (aged 3-17) are considered in need of educational assistance in 2020, of which an estimated 2.5 million are out of school[55].

The programme will focus on children who are out of school and at risk of dropping out from sub-districts classified as severity scale 4 to 6 of fourteen governorates. The interventions in this programme will be undertaken in the Governorates of: Aleppo, Al-Hasakeh, Ar Raqqa, As-Sweida, Damascus, Dar'a, Deir-Ez-Zor, Hama, Homs, Idleb, Lattakia, Quneitra, Rural Damascus and Tartous.

Annex 3 provides details with regards to the specific Areas of Programme Intervention and targets per governate/sub-districts. As per para 3.5, a vulnerability approach has been taken in defining the specific number of beneficiaries per governate and subdistrict.24

3.7 Implementing Partners

UNICEF is an active member and co-chair of the education sector within the Whole of Syria Response and coordinates its investments with those of other development partners, including in the delivery of the Multi-Year Resilience Programme. By way of its strong presence in Damascus as well through its technical staffing in field offices located across other parts of the country, UNICEF has experience with leading sub-sector coordination in addition to programme implementation.

Further, as grant agent for a recent contribution provided by Education Cannot Wait towards implementation of the MYRP, UNICEF is familiar with the engagement of a diverse set of organisations and is able to align its efforts to these.

UNICEF will partner with non-profit organisations in the implementation of the programme and will benefit from the substantial capacity building which has been provided to these organisations by UNICEF and other sector partners in recent years. No direct support will be provided through the programme for-profit providers of core educational services, in line with the GPE's Private Sector Engagement Strategy. The selection of partners for the delivery of the programme will follow UNICEF's global guidelines, and is accompanied by internal control, tracking and monitoring systems with a view of taking all reasonable steps to ensure that funds are utilised for their intended purpose (see Annex 6: Due Diligence). The programme will issue a competitive call for "Expressions of Interest" to CSOs/NGOs- through which implementing partners would be selected based on a clear set of criteria to ensure capacity to implement. Agreements entered into with Implementing partners would be multi-annual to ensure

---

[55] UNOCHA, HNO 2020

consistency and continuity, depending on their annual performance and analysis of the political context.

A Partnership Review Committee system within UNICEF allows for quality assurance of contracts and partnerships, including value for money, mapping of potential risks and identification of required risk mitigation measures. It also helps ensure high-quality standards in financial controls of partnerships, as well as impartiality in the evaluation of project documents. In addition, UNICEF has developed an online Equitrack system to monitor the performance of partners including the disbursement and expenditure of financial resources.

4 Programme Interventions

4.1 Component 1: Provision of Non-Formal Education Pathways

4.1.1 Rationale for Component 1

The Syrian Humanitarian Response Plan 2020 has set the ambitious target of reaching 263,000 out of school children (around 11% of the total children out of school) with non-formal education services over 2020, however a considerable gap remains as only 33 per cent of this target had been reached as of June 2020 (equating to 87.000 children or only 4% of the total number of children out of school). With high numbers of children not in school across many parts of the country, it is essential that support be focused on extending access to ensure continuity for those already engaged in non-formal education programmes as well as supporting the establishment of new programmes where there is currently no access.

Drawing on its significant experience in supporting the implementation of non-formal basic education programmes across Syria, UNICEF will focus on two groups of children- one catering for children who are out of school (subcomponent 1.1) and the second catering for children at risk of dropping out of school (subcomponent 1.2), who are attending school but remain vulnerable to failure within this (see Figure 1).

Subcomponent 1.1 includes three interventions that target groups of particularly underserved children: namely school-aged children out of school, those of pre-primary age and children with disabilities.

4.1.2 Interventions

Sub-Component 1.1: Reaching out of school children

There is ample evidence which demonstrates that students who miss acquiring basic competencies early on in their schooling trajectory (including during their early childhood years) are unable to engage effectively with subsequent curriculum and therefore do not gain expected outcomes from additional years of schooling and will lack skills necessary to access information

and knowledge, necessary for further development[56] or skills required for a decent job. Children who have been excluded from participating in schools due to the conflict and displacement require educational programmes which can address their foundational educational gaps, regardless of their age, and ensure they have the basic literacy and numeracy skills necessary to engage with subject learning milestones.

Output 1.1.1. Accelerated Non-Formal Basic Education Programme

Initiated in 2016, the Supportive Learning Programme (originally entitled the Self Learning Programme - SLP) offers an accelerated learning package which allows children from both GoS-controlled areas and non-GoS-controlled areas to acquire foundational literacy, numeracy and life-skills and progress through a modified basic education course. The programme is delivered by implementing partners within temporary learning spaces which, depending on availability, span stand-alone temporary learning centres, community-based spaces or the use of formal school structures after their official school hours. As the SLP is designed around the particular situation of children out of school, it is implemented year-round[57] and does not follow a traditional school calendar- as children join whenever they are able. The SLP curriculum materials are currently being updated and digitalized to expand possible use beyond face-to-face delivery.

The centre-based SLP package, has a number of core elements which have been selected on the basis of their impact on children's participation, retention and learning- namely:

> *1- Back to Learning Campaign*: As a means of informing parents on the availability of non-formal education interventions and so as to advocate for their children's enrolment in these, Back to Learning campaigns will be undertaken. These campaigns are undertaken by NGO staff and volunteers in nearby neighborhoods and provide a useful opportunity to identify children who are out-of-school and/or with disabilities and to seek solutions with parents on the means by which their children might attend the programme.

> *2- Safe, inclusive infrastructure*: Whilst there has been an expansion of temporary learning spaces available for implementation of the Supportive Learning Programme, not all of these are sufficiently safe and protective of students and teachers. Light rehabilitation will be undertaken to ensure the availability of functional gender disaggregated water and sanitation facilities, and the provisioning of adequate furniture.

> *3- Capable, motivated teachers*: SLP teachers participate in training on the management of multi-age classrooms and ways of delivering a curriculum instructional package which

---

[56] This goes beyond education itself. Foundational skills are required to access information on health, nutrition, child care or legal support, etc.

[57] Short Term-SLP (transitional): Feature: quick learning programme that supports children to accelerate enrolment back into formal. Dropped out for more than 1 month. Duration: -300 sessions (i.e. an average of 3-5 sessions/day, 4-5 days/week, every month) for no more than 3 months. It should be ended by the time the child has access to school again (re-enrolled into formal) Long term- SLP: Feature: It is flexible and alternative to existing programs. Duration: a minimum of 320- 1,440 sessions in 4-12 months ideally (i.e. an average of 4-5 sessions/day, 5-6 days/week, every month)

is individualised to the learning gaps of each student including on the delivery of lifeskills and psycho-social support. Through the training, teachers enhance their competencies on child-centred pedagogy, positive discipline and ways in which 'multi-ability' classrooms and co-curricular activities can best be managed. In recognition of the impact of the crisis on children's well-being, teachers are also familiarized with modalities for imparting life skills as they relate to self-management, resilience, communication, empathy, respect for diversity, and active participation. Teachers are motivated when they see the progress achieved by the students, and through the support they receive from master teachers and specialists within the organisation managing the delivery of the intervention.

4- Community and Parental Engagement: The SLP reaches out to parents of students in order to provide them with guidance on their child's progress and the ways in which they can be further supported at home.

5- Availability of learning supplies: All students are provided with the necessary individual stationery and learning materials required for the SLP.

6- Assessment of (learning) outcomes: Children's learning progress will be measured in two-ways: i) assessment of foundational and socio-emotional skills of children for their respective programme cycles/levels, and ii) through a current tracking instrument, developed to track progress and transition to the formal system. NGO partners will receive training on administering these tools.

7- Recreational activities: Recreational activities as well as psychosocial enablement activities are embedded within the SLP, aimed at promoting and improving children's well-being. These activities engage children and adolescents in games and sports as a means of addressing their anxieties and promoting the development of important life-skills such as cooperation, negotiation and stress management. Each NFE centre is provided with an adequate number of recreation kits (each suitable for use with to up to 45 children at a time) which include game/sports materials as well as suggested activity guides. Following a gender analysis of the kit additional items aimed at encouraging physical activity and sport amongst girls have been included.

In order to allow children to remain engaged in the SLP when schools are closed due to sudden onset crises, such as sporadic conflict or the recent COVID-19 pandemic, the programme will adapt the SLP for delivery through a distance modality. UNICEF and its partners recognise the need for diverse delivery modalities so that the most vulnerable out of school children are able to sustain their involvement in the programme.

It is expected that this modality will be delivered through a blended or hybrid approach, depending on the availability of telecommunications in different locations. Where the use of smart phones is feasible, an abbreviated SLP learning package delivered through memory cards

and messaging services alongside individualised remote support from educators will be considered. It is expected that in particularly remote areas with limited telecommunications, a print SLP package will be required for children to independently continue their learning at home. In 2020, WhatsApp education groups have been utilised by teachers and students in North West Syria in response to the decrease in class instructional time due to COVID-19 social distancing measures, to ensure that students remain engaged in learning and can communicate any problems they may face during their studies. Challenges experienced with this shift to distance/home-based education include student engagement and motivation, teaching practice and student assessment. Building on this experience, the flexible approach to delivering SLP will be further developed during the first year of the programme and will be guided by socio-economic vulnerabilities of OOSC, value for money considerations and the effectiveness of different approaches.

Output 1.1.2: Non-Formal Early Childhood Education

The programme aims to have Implementing Partners strengthen or introduce community based early childhood education interventions attached to non-formal education centres, as a means of supporting young children's school readiness and increasing the capacity of parents and caregivers to best support their children's early learning and development and transition to school[58]. Through this intervention, three to five year-old children will have the opportunity to develop the skills and attitudes which will help them succeed in a structured learning setting and better adjust to an early primary curriculum. Beyond the impact for the children who participate in ECE, this intervention will allow mothers, in particular teenage mothers (often having entered early marriage as a result of family circumstance during the crisis), the opportunity to return to schooling. Through the opportunity of preprimary education, young mothers can justify their return to temporary learning spaces without jeopardizing the wellbeing of their children.

In recognition of the urgent needs facing young children within the prolonged crisis, the programme will support NGO's to establish Community Based Child Centres (CBCC) - offering a non-formal, play based education for three-to-five year-old children. The CBCC's will be provided with learning materials, light facility rehabilitation and the delivery of an evidence based ECE training programme. The CBCC model was piloted at small scale over 2017/18 in Hama and Tartous Governorates, through a partnership between UNICEF and the Agha Khan Foundation. The intervention is designed as a family friendly model and is managed by the community. The Agha Khan Foundation provided its strong technical expertise in the establishment of the centers and training of the facilitators and worked with community members so that they could take over the management of the centres. The communities were responsible

---

[58] Public Kindergartens in Syria are being opened by the Ministry of Education to increase access to younger children but not all formal public schools may have the capacity to enrol all children. There is a strong association between early childhood factors and primary school performance and progress: it has been demonstrated that children who have participated in early childhood education and related programmes generally remain in school, hence the need to expand access for younger children to a non-formal-Early Childhood Education (NFE-ECE) programme to prepare young children for a successful enrolment in formal grades. ECE Programme for children aged 3-5 implemented by partners in non-formal settings

for obtaining official approvals to use community spaces for CBCC purposes from the relevant authorities. To date, and with no additional support, the initial CBCCs remain operational and are enrolling new children- reflective of the high community demand and ownership of this service. Lessons learned from this experience include the importance of providing multi-year training support to the CBCC facilitators and using the opportunity of health outreach programmes to advocate for families involvement in early development programmes where they are available. A communication campaign targeting parents and care-givers will be implemented to improve parental awareness on the ways in which they can nurture the psychosocial development of their young children and how best to stimulate them at home. This will be particularly relevant in light of ongoing COVID-19 concerns and possible limitations/interruptions in the community-based ECE programme. A variety of platforms linked to the Non-Formal Education centres will be used for this campaign and where feasible those of other sectors (such as health, nutrition, child protection) in which the Implementing Partners might be engaged, which will be led by NGO's through integration within their existing family outreach strategies.

Output 1.1.3: Education for Children with Disabilities

Schools and non-formal education services in Syria are often ill prepared to assist students with various types of disabilities, and such children are frequently excluded due to limitations of the school environment and insufficient resources for teachers to proactively include them in their classrooms.

The programme will invest in the development of guidance for NFE partners on the inclusion of children with disabilities within non-formal education settings and support their training in the implementation of this. The programme will contract technical expertise of a specialised agency with experience in the implementation of inclusive education programmes to train NFE partner agencies. This initiative will be coordinated with Education Cannot Wait who intend to support the education cluster to provide inclusive education training for partners. In addition to training of NFE staff on identification of disabilities, relevant teaching pedagogies and intervention plans, technical expertise will be made available for longer term coaching of the teachers and remote delivery of technical guidance (such as through webinars). Funding will be provided to NGO partners for the recruitment of inclusion officers who will be responsible for supporting the inclusion of children with special needs. Inclusion officers have a background in working with children with disabilities, ensuring that good practices are followed and vulnerable children participate in inclusive education interventions. The inclusion officers work with NFE centre staff to undertake awareness sessions for parents and community members and ensure that staff conduct follow-up visits to parents of children with disabilities to support as required. Through the inclusion officers it is expected that children with disabilities will receive specialised services from qualified professionals which meet their particular needs. Amongst their responsibilities, inclusion officers must work with colleagues in the learning centers to establish an inclusion plan as well as the development of a training plan for these colleagues, parents/care-givers and local

community members. These inclusion officers are roving, in that they support several NFE centres and move between them providing technical support and assistance. These interventions will be complemented through the provision of funding for necessary accommodations which are required at NFE temporary learning centres, as well as for the provision of assessments and/or support from specialised services for children with disabilities enrolled in the NFE centres. (link with sub-component 1.1.1) Lastly, where children with disabilities are unable to be accommodated within the NFE programmes due to their particular type of disability and require specialised school settings, support will be provided to such centres so that they may meet these needs (for example blind children).

Sub-Component 1.2: Remedial Education

The programme will implement a remedial education intervention delivered by NGOs in schools or temporary learning spaces for children (aged 6-17) who are considered to be at risk of dropping out of education, with the purpose of bringing them up to the level expected for their age or grade. This intervention is considered particularly relevant in light of the impact of recent school closures due to COVID-19. The demographic and school-based criteria by which children are identified as being at risk of dropping out of school includes the following: 1) Low academic performance; 2) High absenteeism rate; 3) Learning disabilities; 4) Dropped out of school (less than one month); 5) Repeated/recent displacement; and 6) Home/family barriers to support for learning.

The remedial education intervention is delivered by non-formal teachers[59] (from NGO partners) through 3 to 5 sessions per day over 4 to 5 days a week, and includes recreational activities and life skills development. Particular attention is placed on ensuring that students have mastered the foundational literacy and numeracy skills, and is tailored to the educational level of the child (as opposed to age or to curriculum). The teachers draw on materials from the SLP in line with the educational needs of the students. The programme is implemented in temporary learning spaces or in formal schools outside of official hours, and runs at times which are easiest for students (after school, over weekend, during summer holidays). The classes cater to a maximum of 20 students at a time.

In addition to the structured remedial education intervention, the programme, delivered by NGOs, will offer a homework support modality which supports children in formal schools with their homework after school hours.

The progress of children involved in the NFE interventions, including that of remedial education, will be monitored by means of a Child Monitoring System (see details under Monitoring & Evaluation), which has been designed in coordination with NFE implementing partners. The information gathered through the CMS allows teachers to follow the progress of their students and identify learning challenges they are facing, as well as allowing for broader programmatic

---

[59] As per agreement in the Intervention Matrix, NGOs will not contract public school teachers for this purpose.

monitoring of trends in relation to the impact of the intervention on the retention of children at risk of dropping out of school.

4.1.3   Beneficiaries and Impact

A total of **71,100 children aged 3 to 17** are expected to benefit through Component One under each intervention as follows:

66,000 children aged 6 to 17 will participate in the accelerated Supportive Learning Programme and the Remedial Education intervention, although the reach is expected to increase following the development and implementation of a technology supported SLP modality as of Year 2 of the programme.

The programme will reach 2,400 children aged 3-5 years of age through community-based early childhood centres, which are also expected to benefit approximately 2,000 parents and/or caregivers. The programme is expected to benefit young mothers willing to return to schooling continue their education or work, as this will allow them the opportunity to participate in learning or employment whilst their children are being taken care of. The documentation of learning from this intervention is expected to benefit a far greater number of young children, as this will guide the 'downward' expansion of other non-formal education programmes to include gender-sensitive pre-primary within their basic education interventions.

2,700 children with disabilities (aged 5-17) will benefit through the direct support provided from specialised NGO's with expertise in this area.

Should the intended number of beneficiaries not be reached in a given programme year, extended efforts will be made to meet the full set of targets in the following programme year (security constraints and socio-economic barriers permitting).

Beyond those children benefitting directly from the intervention, the programme's investments will increase skills and capacities of local partners implementing non-formal education in temporary learning spaces.

4.1.4   Alignment and Contribution to MYRP and ECW

This programme component supports achievement of the MYRP Outcome 1, "Children access safer and more equitable learning opportunities" and is directly aligned with the corresponding MYRP strategic outputs "Safer and more protective learning spaces are available" and "Learning spaces are equipped with adequate learning and teaching supplies".

The approach applied for Non-Formal Education is similar to that promoted under the ECW seed funding initiated in 2020 (see Annex 2 of the MYRP).

The MYRP has explicitly noted a need for prioritised support to children with disabilities within non-formal education programmes in Syria and the expansion of Early Childhood Education.

Both sets of interventions have not been considered under the ECW seed funding and are therefore complementary.

4.2 Component 2: Building Teacher Competency in Life-Skills Education

4.2.1 Rationale for Component 2

Children in Syria have suffered from high amounts of anxiety and trauma due to displacement, violence, poverty, the recent global pandemic and surviving in difficult living conditions. This has direct repercussions on their participation in school and their ability to learn. The WoS Education Sector has prioritised the provision of Psycho-Social Support (PSS) to children within/through schools- aiming to reach 1.2 million children with this support over 2020. By mid-2020 however, only 6% of the target had been reached and significant numbers of children remain without the required support.

The prevalence of violence on the way to school and within educational settings has been captured in a recent study, where thirty-six percent of children interviewed felt afraid in their center/school, and 39 percent felt afraid while traveling to their center/school. Corporal punishment in schools is prohibited by Syrian law, however the use of physical violence by teachers is likely to be pervasive. 30 percent of children reported feeling unsafe because an adult had hit, kicked, or threatened to hurt a child in their center/school. 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. Physical and verbal violence occurs not only between adults and children, but also among children. Over half of the children (67.5 percent) reported that children in their center/school have gotten into a physical fight with other students, and 51 percent of children reported bullying within the center.

Teachers lie at the heart of efforts to improve children's development of social and emotional skills, both in the explicit teaching of these within the curriculum as well as in mirroring the related behaviours within their classroom and across the school setting.

In 2021, UNICEF Syria's education and child protection programmes are embarking on a partnership to design and implement a joint programme strategy to curb school-based violence. This is being undertaken in recognition of the unique position schools are in to address and prevent violence between and against children. Not only are schools accountable in ensuring that their premises are safe and protective, but they also have a significant role to play in engaging parents and the broader community on issues related to violence. Schools are an ideal environment to challenge some of the harmful social and cultural norms that tolerate violence towards others. Further, preventing and responding to violence in schools can improve educational outcomes in children and help achieve their educational targets.

Comprehensive activities that help to prevent violence and which involve all stakeholders who are important in a young person's life have been proven to be more effective in prevention violence than activities that just focus on one particular target group. This approach works

towards ensuring that the school leadership, teachers, students, parents and the community work together towards this shared goal. GPE funding will contribute to this by investing in the professional development of non-formal and formal teachers for the delivery of life-skills based education and the provision of psycho-social support for children in need, and through this, contribute to curbing violence in schools[60]. The NFE centres involved in this programme will receive support by Implementing Partners in the implementation of centre-level policies and strategies to address violence. In line with the parameters of the Intervention Matrix, the programme will not support formal schools with these complementary interventions, which will be covered through the support of other funding sources which allow for direct engagement with schools on these issues.

4.2.2   Interventions

Sub-Component 2.1: Training of Teachers in Life Skills Education, Psycho-Social Support and Violence Prevention[61]

UNICEF is committed to provide education services that give due acknowledgement to the importance of skills which produce not just academic but also social returns. The MENA Core Life Skills Framework (Figure 2)[62]developed under the coordination of UNICEF's MENA Regional Office, offers a multi-dimensional perspective on learning and highlights the need for balance within education systems' efforts to develop student knowledge alongside "learning to be", "learning to live together" and 'learning to do'.

UNICEF has supported the development and piloting of seven Life Skills Education teacher training manuals in Syria, comprised of two overarching and five subject-specific manuals. The purpose of these training materials is to enable (non-formal and formal) teachers to include life skills components within their daily classroom lessons as well as through co-curricular interventions with students.

The training manuals have been developed with UNICEF technical support on the basis of the regional Life Skills Framework. The manuals have been reviewed by UNICEF in relation to contentious content, gender sensitivity and age-appropriateness. Prior to implementation of this programme component, UNICEF will arrange for an additional content vetting exercise through hiring an independent consultant to vet all materials against MYRP content criteria and/or by the EDF[63].

The teacher training programme is supported by master teacher trainers who provide ongoing professional development support to the teachers who are expected to participate in two training

---

[60] See "School-based violence prevention: a practical handbook. Geneva: World Health Organization; 2019. Licence: CC BY-NC-SA 3.0 IGO" for further evidence on the relationship between Life Skills Education and Violence Prevention.
[61] While Lifeskills education and training are part of the NFE interventions (described under component 1), this component refers to the roll out of a dedicated lifeskills teacher training program. The lifeskills component under NFE program may use different materials, available through the implementing partners.
[62] See footnote 53
[63] Annex 3: Due Diligence Outline

programmes as well as in four weekly professional exchange seminars. Over the course of a ten-day training programme (delivered in two stages), teachers are introduced to the concept and rationale of the Life Skills Framework and its relevance in supporting students' social and emotional skills development. Teachers are offered practical tools and skills to integrate life skills components into 'taught' subjects (including Arabic, Biology; Social Studies).

In recognition of the conflict's impact on children, particular focus will be placed on violence prevention and conflict management- with the development of a separate teachers' manual to include advice on how to provide psycho-social support to students. The content for this material will be informed by the findings of a study which is currently underway, and which aims at assessing the magnitude, incidence, cause and consequences of various forms of violence against children at homes, schools and care systems, workplaces and communities.

Figure 6: UNICEF – Life Skills Framework[64]

---

[64] Although the MENARO Framework uses the term 'active citizenship' as an umbrella terminology for 'Learning to Live Together', it must be emphasized that the use of this term does not imply intentions to give students information or facts about a country's institutional framework or political paradigms. Jointly with UNESCO, UNICEF seeks to contribute to the Education 2030 Agenda and Framework for Action, notably Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which

Teachers will be trained on how to identify and interpret signs and symptoms of psychosocial distress amongst their students and will be supported to understand what referral pathways are available to them for children in particular distress. The training materials designed for this intervention will be developed in collaboration with the child protection sector and with inputs from experienced partner organisations. The professional development programme will be initiated later in 2021 in light of the high likelihood of continued COVID-19 prevention measures until then. Should restrictions continue beyond mid 2021, the programme will be guided by local authority and WHO regulations to inform the selection of training venues (for adequate social distancing within these), the provision of PPE, and the use of technology for remote coursework if available.

The teacher training programme will be initiated later in 2021 in light of ongoing COVID 19 prevention measures. Should restrictions continue beyond mid 2021 the programme will be guided by local authority and WHO regulations to inform the selection of training venues (for adequate social distancing within these), the provision of PPE and the use of technology for remote coursework if available.

The following criteria will be applied to prioritise teachers eligible for the LSE professional development programme:

- Teachers employed in non-formal education centres and formal schools located in particularly vulnerable communities;
- Teachers of grades/age-groups and subjects for which LSE materials are available;
- Teachers with experience in training or mentoring their peers;
- Teachers with relevant work experience, including counselling and working with children with disabilities;
- Teachers in charge of extracurricular activities;
- Maintaining a gender balance in the training cohort.

This intervention complements teacher training activities foreseen under output 1.1.1, as it allows for a more in-depth and comprehensive coverage of social and emotional skills development. It is expected that the teacher training foreseen under output 1.1.1 will also benefit from the content developed under this Component 2.

4.2.3 Beneficiaries and Impact

Through this programme component, **18,100 teachers and master teachers** will improve their knowledge and skills to implement Life Skills Education within non-formal and formal school

---

calls on countries to "ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development". For this GPE proposal, UNICEF will narrow the definition even further by focusing on the sub-concepts of 'learning to be', and 'learning to live together'.

settings. In turn, it is expected that approximately **814,492 children**[65] will benefit indirectly, through the explicit teaching of life skills education and the provision of psycho-social support interventions and violence prevention measures.

4.2.4 Alignment and Contribution to MYRP and ECW

This component forms part of the Intervention Matrix which was endorsed in October 2020 (see Annex A). It is furthermore aligned to the MYRP Outcome 2, "Children acquire foundational, socio-emotional, life and technical skills" and its corresponding programming strategies, "NFE teachers possess basic skills to deliver foundational and technical skills courses" and "Learning spaces are equipped with resources to provide basic Psycho-Social Support".

This activity is integrated in the NFE approach used by the ECW seed funding programme.

5 Governance, Management and Human Resources

5.1 Governance Structures (see Annex 4)

Strategic overview and direction for the program will be provided by a **GPE Steering Committee** [SC], aimed at providing strategic oversight and support to the grant agent(s) and to facilitate information sharing and consultation with the larger group of partners (i.e. EDF).

It is proposed that the GPE SC is comprised of the leads of the three EDF constituencies (the DPG, the UN and the WoS) and the grant agent(s). A chair will be nominated amongst the SC member or, ideally, from the larger EDF constituency to ensure neutrality and impartiality.

In consideration of the SC ToR provided in the MYRP, the GPE SC will:

- Receive reports and updates from the Grant Agent(s) on implementation progress and results;
- Be consulted on programming trends and findings;
- Endorse substantive reprogramming or budget amendments put forward by the Grant Agent(s) in consultation with the larger EDF constituency before submission to the GPE secretariat by the Grant Agent(s) as a result of changing realities, including a possible continued negative impact of COVID 19 on education and learning;
- Be responsible for informing the Grant Agent(s) about any shifting political lines relevant for program implementation in Syria;
- Make decisions to strengthen accountability and due diligence as needed and based on progress and status reports.

The EDF remains the forum for information sharing and dialogue, bringing together the different partners that support education in Syria. In this context, the grant agent(s) will report to the EDF,

---

[65] This is estimated on the basis of a 45:1 student/teacher ratio and as excludes the master teachers. The actual number of children benefitting is likely to be higher.

to ensure alignment and complementarity of activities funded by different partners, grant agents and funding sources, including GPE and ECW, during its annual meetings. The chair of the GPE Steering Committee will ensure regular consultation on key issues (i.e. sharing agendas for SC meetings, seeking endorsement of structural changes and reports to be communicated through the GPE SC to the GPE secretariat).

Alignment between GPE and ECW will be ensured internally by the Grant Agent(s), through the WoS structure in Amman.

5.2 Programme Management & Human Resources

The political and logistical complexities associated with the implementation of programmes in Syria are such that a geographically dispersed management team will oversee the delivery of this programme.

The virtual team will be comprised of designated Programme Delivery Technical staff based in Damascus and Gaziantep. The Programme Delivery staff will have responsibility for the development of programme implementation plans for their respective geographic locations, the selection of implementing partners and provision of technical guidance as required, as well as documenting results achieved.

Coordination between Damascus and Gaziantep will be ensured through the UNICEF's regional office in Amman. A staff will be responsible for the consolidation of the area-based programme implementation plans and the overarching programmatic reports. The designated staff will also coordinate programme management with the second grant agent, promoting technical collaboration and avoiding duplication of efforts. This coordination of management with the second grant agent is also ensured through their joint reporting to the GPE Steering Committee. The specific management and staffing structure of the programme implemented by the second Grant Agent, will be separately elaborated, once GPE Board Approval has been received for option 1 (see point 2.3) in consultation with UNICEF.

The programme will draw support from UNICEF's field presence in Syria and the availability of technical professional staff in areas relevant to the programme, including: water and sanitation, child protection, monitoring and evaluation and communication for development.

6 Results Monitoring, Evaluation and Learning

6.1 Monitoring Approach

The programme will be monitored through three complementary modalities to ensure fidelity to the intended design of interventions and to assist in determining timely course corrections for achievement of intended outputs and outcomes. Findings from programme monitoring will be shared and discussed in a timely manner between Grant Agencies so as to identify bottlenecks and collaborate in finding means of overcoming these.

1- Internal Monitoring: In areas that are accessible, UNICEF staff conduct quarterly programme monitoring visits, where possible, to assess progress of interventions as against results planned and to better understand the situation for children. Monitoring is done at two levels. One at central levels where monitoring is undertaken by the WoS or the UNICEF Damascus Office with the field offices. Then UNICEF Field Offices have responsibility to closely monitor implementation.

2- Monitoring through Implementing Partners: Implementing Partners submit to UNICEF regular programme progress and financial reports, which include the identification of lessons learned. Throughout the country, UNICEF relies on a large network of international and local partners to deliver programmes for children and their families. These partners conduct continuous programme monitoring visits (the frequency is determined by the respective IP, however UNICEF expects evidence of these documented visits to be submitted with mid/end year reporting) to provide necessary technical guidance and assess the status of the interventions ; they provide monthly updates on the status of their interventions through the Whole of Syria 4W's (including number of beneficiaries in specific location) so as to assist in coordination of efforts.

3- Third Party Monitoring: The volatile situation and the constraints posed by the security environment may prevent UNICEF staff from undertaking regular field monitoring visits. UNICEF, therefore, engages the services of a third-party monitoring organization to perform regular monitoring visits. UNICEF draws on a network of third party monitors to provide real time data monitoring on programme supported interventions and to inform course corrections. These monitors are deployed to their respective areas of origin and have a combination of technical expertise in the programme as well as a thorough knowledge of the location in which they operate. The engagement of this modality has helped to strengthen the effectiveness of UNICEF Syria's humanitarian assistance and have more informed sector programmes.

6.2   Monitoring Instruments

In support to the monitoring as outlined above, the following instruments will be used.

1. Cluster Monitoring (4W System): In line with other agencies supporting the education sector in Syria, UNICEF contributes to the 4W system- sharing its monthly progress as against the 'Who, What, When, Where' coordination database.

2. Child-Level Monitoring System (CMS): In recognition of the additional data which is needed to inform UNICEF's Non-Formal Education programming, the UNICEF Syria Country Office in collaboration with the WoS has recently developed a **Child-Level Monitoring Tracking System** (CMS). The purpose of the monitoring system is to obtain child-level data that informs the NFE programme's progress and helps identify bottlenecks and trends to enhance the effectiveness and efficiency of the approach. The CMS tracks each child enrolled in an NFE intervention (both the accelerated SLP intervention as well as the

remedial education initiative), following their progress including through to transition into formal education. The following are the key aims of the CMS:

- Enhance partners' capacity to standardize reporting to capture child performance and improve UNICEF aggregating reporting process;
- Inform program improvement and planning to introduce programmatic shifts to better address children's educational needs;
- Allow for referrals of out-of-school children into formal education identifying the detailed education pathway for each child;
- Extract and review datasets from the 4W at the child level system to add an extra level of quality assurance for reporting

This is a data reporting system which goes from the NFE classroom (or temporary learning spaces), through the Implementing Partner to UNICEF- thereby facilitating a strong and reliable reporting and planning system. The CMS involves low-cost technology and has replaced paper-based data collection, with the database managed by UNICEF. The system integrates a user-friendly data entry tool and Power BI as the analytical tool within the web-based platform. Its online platform allows Implementing Partners to easily aggregate student-level data of Out-of-School Children who are enrolled in non-formal education programmes, currently being undertaken on a monthly basis. Further, the system gathers information on children with disabilities so that the programme can identify what type of support is required to assist with their learning. In order to protect individual children's identities, each student has a code associated with their data and no individual names are included in the system above the level of the individual facility where children are enrolled. Further, the coverage of data collected is limited to educational background and performance as well as progression/transition. The programme intends to use the CMS in order to trace children as they progress through the NFE programmes, so as to gage the proportion of children who transition into formal education as well as how those who are enrolled in the remedial education intervention continue in their schooling.

3. Learning Assessment Instruments: Various partners involved in the Syria education response are investing in the development and use of tools to better understand the quality of learning in educational programmes. In North West Syria for example, NFE programmes are using the ASER test to assess where children are in their learning with regards to core competencies. In addition to drawing on these existing tools, the programme will explore the potential of using the Holistic Learning Assessment (HAL) instrument[66], a set of tools for measuring early grade learners' literacy, numeracy and social emotional skills.

4. Teacher Capacity Assessment: As part of the teacher training programme under Component 2, a specific tool will be developed to measure the extent to which teachers improve their

---

[66] The HAL instrument was developed under the first ECW contribution to education in Syria and has been piloted in the Syrian context (NES).

theoretical knowledge in life-skills, psycho-social support and violence prevention as well as their awareness of implementation strategies, through the use of pre/post tests and self-reported attitudinal change. In addition to this, observation of teacher practice with regards to LSE will be undertaken by Master Teachers.

6.3 Programme Review Processes

In light of the rapidly changing contexts in areas served by this programme, as well as a need to sustain a focus on efficiently delivering interventions, every year, stock-taking will take place to provide the opportunity for UNICEF and its partners to identify revised approaches as needed during the annual EDF meeting. In the second year, a more elaborated review exercise will be undertaken which will review programme design, objectives, implementation strategy and governance and management arrangements in light of changes in the context. This will be an opportunity to take stock of progress and make recommendations on areas to improve programme performance including areas which will require specific attention over the last year of the programme in order to achieve expected results.

Changes to the program structure (activities, targets, budgets and implementation arrangements) which stem from annual and mid-term reviews will be endorsed by the GPE Steering Committee in consultation with the EDF before submission to the GPE secretariat.

6.4 Evaluation

The programme intends to measure the extent to which teachers improve their theoretical knowledge on Life Skills Education, Psycho-Social Support and Violence Prevention as well as awareness of implementation strategies through the use of pre/post tests and self-reported attitudinal change. Further, the programme will measure its impact in relation to changes achieved in children's literacy and numeracy skills.

The programme is committed to supporting an independent final evaluation to better understand the quantitative and qualitative changes brought on by the programme and to inform future designs. An evaluation outline document will be elaborated over the course of the first year of the programme, in collaboration with the members on the GPE Steering Committee and in consultation with Implementing Partners. It is expected that the evaluation questions will align with the DAC Evaluation Criteria and will provide opportunities for beneficiaries to provide their perspectives on the changes which may have come about through the programme (such as through Outcomes Harvesting or Most Significant Outcome methodologies which will be integrated within the monitoring processes). As this will be an external evaluation, it is understood that it will be a document for public dissemination and publication- although this will need to be confirmed with/through the GPE Steering Committee in relation to any sensitivities which could arise from this process.

6.5   Accountability to Beneficiaries

In line with the humanitarian principles guiding the education cluster's response in Syria, the programme will ensure accountability to beneficiaries by means of a complaints' mechanism established with the support of Implementing Partners. This mechanism will allow for beneficiaries to submit complaints or concerns either through telephone/hotline or in written form, and will be received and categorised by the M&E/Accountability staff of the respective NGO. A categorisation sytem for complaints is currently in place, with pre-determined levels of severity, and in which cases flagged as red are immediately submitted for further investigation. Throughout an investigation, the complainants' confidentiality, safety and security are prioritised. Further, as a member of the UN AAP Working Group, all UNICEF programmes are required to utilise a UN wide AAP call center mechanism hosted by WFP. Accountability and protection trainings are incorporated into induction plans for all implementing partner staff. In addition, the UNICEF HACT monitoring system includes a component to obtain feedback from beneficiaries on services provided.

In line with the MYRP framework, codes of conduct will be a requirement for all organisations partnering in the delivery of the programme. These Codes will be visibly posted so that all staff in the NFE centres as well as the parents of children attending the NFE sites are aware of them. Further, teachers, education personnel and organisation staff will be required to carefully read through the code of conduct and indicate they have understood the expectations and accountabilities by providing their signature against this.

7   Value for Money

7.1   Dimensions of VfM

The GPE Grant Agents are committed to maximising resources to accelerate achievement of results for vulnerable children and their families in the Syrian Arab Republic. The program seeks to demonstrate Value for Money (VfM) through four key dimensions, namely: economy, efficiency, effectiveness and equity[1].

Partnership and collaboration are critical to the success and sustainability of all efforts to realise children's rights and promote an equity agenda, in terms of planning, implementation and monitoring and ensure Value for Money approach with the specificities of the Syrian Context. This VfM approach used in the program, is demonstrated through i) partner selection and contracting processes, ii) establishment of thresholds for operational and programme delivery costs and iii) promoting the generation of new approaches and alternative solutions.

<u>In terms of economy:</u>

The program includes an average cost per child for each of its core interventions, which allows for comparable costs across implementing partners. Further, it is anticipated that the programme's efforts to reach children through remote and distance non-formal education

approaches will extend the investment to a greater number of children- thereby allowing for cost-savings. Whilst cost is recognised however as an important feature in determining VfM, the risks and benefits of different programme approaches are such that the cheapest option is not always the preferred one. One needs to weigh costs with possible reach and impact of results.

In terms of efficiency:

The Grant Agents constantly seek to streamline their business processes to maximize efficiencies and closely monitor programme transaction costs to ensure these are proportional to the scope of programme results. Managing the delivery of education services across Syria is highly complex and prone to risks, including with regards to the management of programmes and protection of staff (Grant Agents and their implementing partners).

Despite high programme support and operation costs, UNICEF is committed to achieving efficiencies within its supply and service procurement processes. Local procurement of education supplies is undertaken where possible, contributing to the timely delivery of assistance while also strengthening the resilience of local communities. Multi-sectoral interventions, such as those involving education and child protection programmes, are promoted as a means of more efficiently achieving results for children and allow for cost-savings in programme and operational expenses.

In terms of equity:

Both the MYRP and the multi-year UNICEF Syria Education Programme Results Framework maintain a focus on equitable results whilst allowing flexibility in programme implementation, essential in Syria's fragile/volatile environment. The focus is on the most vulnerable children, including Children with Disabilities, through direct targeting or through their integrating into specific programs.

In terms of effectiveness:

The programme considers effectiveness both in the scale of results achieved (i.e. numbers of beneficiaries reached) as well as changes brought about in educational outcomes for children. Investment in emergency repair and rehabilitation of critical parts of basic public services to facilitate access to minimum reliable services, together with capacity development of local communities, is essential to ensure that interventions are sustainable.

Further, education programme interventions are designed to allow future replication including through leveraging other sector partners - therein expanding the impact of initial investments. The multi-year financing from GPE allows for increased efficiency through longer-term partnerships and procurement efforts as well the generation of knowledge to inform future investments.

7.2 Performance Management

A performance management system is in place to generate and aggregate timely financial and results information for assessing the cost-efficiency of key aspects of the programme as well as the extent to which operations deliver for the most vulnerable and marginalised populations – including girls and children with disabilities. Programme quality review processes are undertaken as a means of ensuring the programme remains on-track and includes frequent monitoring and formal programme performance review meetings. Risk assessment and response systems also contribute to reducing inefficiencies and ensuring that resources are reaching intended programme beneficiaries and targets.

7.3 Limiting Factors

Although the programme has adapted a VfM approach, the context in Syria challenges the undertaking of such such an approach. Ten years of protracted crisis have resulted in damaged service delivery systems, uprooted and impoverished populations, social corrosion, insecurity and a lack of trust of people in services and organizations, as well as concerns with mental health of children, young people and adults.

The programme aims to contribute to restoring and strengthening the resilience of children and soften the impact of the war. It must be recognised however that without a return to peace and the effective strengthening of social services, economic opportunities and social support networks, longer-term impact through efforts such as this programme are unlikely to be sustained.

8 Visibility

The Grant Agents will apply their organisational policies with regards to programme visibility, taking into consideration sensitivities of (implementing) partners and in line with the GPE Protocol for Communications and Media Outreach and the GPE Identify Guidelines. This means that, should they undertake branding of interventions financed by the programme, they will inform the GPE Secretariat and request written permission to proceed with the inclusion of GPE branding.

Any visibility of investments made by the GPE would be undertaken in line with the Agents' commitment to principles of neutrality and impartiality and would reflect a human rights-based approach to programming. There would be no visibility accorded to the GPE for interventions which are financed through other sources, nor any overlap in visibility materials produced for other funding institutions.

Human Interest Content may be published, by sharing short human-interest stories highlighting issue-action-impact features of the program (through text, video and high-resolution photos). Stories, videos and images will be uploaded on agency's digital platforms.

UNICEF may share its Private Fundraising Partnerships (PFP) unit for publishing in the Panorama magazine, and social media channels. Images will be shared with the UNICEF 'We Share Photo' website as well as with the GPE.

All media products will be posted on social media channels (e.g. Facebook, Twitter) and will be made available for use by GPE. Social media will be used especially on key dates, through the Back to Learning initiative and others.

9 Risks and Mitigation Measures[67]

As detailed in Annex 7, the major risks to the programme can be classified into five categories:

(i) **Contextual**: potential adverse outcomes that may arise beyond the control of UNICEF include changes in the security situation and/or of authorities in control of programme areas (as per context analysis) which increase risks for programme beneficiaries and their ability to participate in planned interventions. Depending on how these changes manifest, the programme interventions could become less of a priority or there could be delays in the provision of supplies and services. These risks could result in a change to the selection of sub-districts in line with where programming is able to be delivered. The programme seeks to mitigate these risks through ensuring that the relevant authorities are informed and engaged, and that operational flexibility is built into the programme as of the outset should context(s) require a change to the programme. This is particularly important in contexts within the country where sporadic and sudden conflict continues to occur.

(ii) **Delivery:** weaknesses in programme design and/or fidelity of implementation lead to risks of results not being met. For example, a risk recognised by the programme is that of the acceptability to teachers of in-kind vouchers to serve as reimbursement for their costs to participate in the teacher training (in light of the fact that the programmatic red lines established with donors do not allow for cash disbursement to teachers). Further, the intervention is designed on the assumption that teachers will be able to utilise these vouchers for goods, however the volatile prices and possible closure of businesses represent risks to this approach. Amongst the measures taken to mitigate the impact of these risks is that of consulting with teachers to gage their views on what in-in-kind vouchers might be most feasible.

(iii) **Safeguarding:** are those risks that can lead interventions to cause harm (including inadvertently), such as through tensions between Implementing Partners and local authorities due to the programme's resource allocation and focus of interventions. UNICEF will request Implementing Partners to inform local authorities and communities on the programme interventions and outcomes and to ensure a functional feedback/complaints mechanism is operational.

---

[67] This section draws on the Syria MYRP Risk Matrix and UNICEF's Enterprise Risk Management Policy, 2020

iv) **Operational:** whilst there are extensive business processes in place to support the operational needs of the programme, there are risks which arise from the remote management of programme interventions in cross border arrangements (such as in the North-West) and in remote locations where access is more challenging. UNICEF will require Implementing Partners to develop and share a Monitoring Implementation Plan during the inception phase of the programme, and will track its implementation both through formal partnership review meetings as well as through third party monitoring system.

v) **Fiduciary**: there are immediate adverse consequences of fiduciary failure as well as longer term reputational damage which can occur. Implementing Partners' financial systems have been strengthened in recent years through training and technical support from UNICEF (in line with the organisation's HACT policy) however UNICEF will continue to deliver annual HACT training for implementing partners and will contract a third-party monitoring organisation to monitor operational and programmatic compliance.

UNICEF works closely with its Implementing Partners to monitor emerging risks and supports training in risk identification and mitigation. UNICEF has an expectation that Implementing Partners demonstrate a minimum duty of care for staff and a commitment to undertake training on safety and security for staff members, teachers and education personnel.

Overall risk for the programme is assessed as **<u>High</u>**, with an outlook of continued volatility in the programming environment for 2021. A review of progress against planned results and an assessment of implementation bottlenecks faced will be undertaken after one year of the programme, so as to ensure timely reorientation of the programmatic and operational strategies due to the risks identified below (or unforeseen risks which may arise).

10 Programme Budget Overview

Note: See Excel Budget for further details.

Two budgets are presented below, the first representing costs in line with a dual grant agent arrangement and the second representing costs should UNICEF serve as sole grant agent.

In Option 1, the budget reflects UNICEF being awarded 75 per cent of the maximum country allocation (equating to USD18,750,000). The programme planning and associated budgeting for the remaining 25 per cent will be undertaken at a later stage by the second grant agent- following approval by the GPE board. It is expected that the second grant agent's programme logical framework and budgeting will broadly align with that of this programme document.

In Option 2, the budget reflects UNICEF being awarded 100 per cent of the maximum country allocation (equating to USD25,000,000) and has been formulated on the basis of scaling up the results proposed in the programme document.

The programme budget has been informed by a unit cost per child for the key interventions, with the costing data drawn from a recent analysis of UNICEF and Implementing Partner budgets. The following are the estimated unit costs per child for the programme interventions:

Intervention	Average Cost/Child
Accelerated NFE / SLP (per child/year)	150$
Early Childhood Education (per child/year)	150$
NFE for CwD (per child/year)	222$
Remedial Education (per child/year)	90$
Teacher Training (per teacher/day)	22.5$

The key line items for each of these interventions can be found in the detailed Programme Budget.

Option 1 – Dual Grant Agent Management (UNICEF- 75% of Country Allocation)

Result	Budget Requirement	Year 1	Year 2	Year 3
Component 1: Provision of Non-Formal Education	**9,624,264**	3,208,088	3,208,088	3,208,088
Sub-Component 1.1: Reaching Out of School Children	***7,452,909***	*2,484,303*	*2,484,303*	*2,484,303*
Accelerated Non-Formal Basic Education Programme	6,142,500	2,047,500	2,047,500	2,047,500
Non-Formal Early Childhood Education	550,200	183,400	183,400	183,400
Education for Children with Disabilities	760,209	253,403	253,403	253,403
Sub-Component 1.2: Remedial Education	***2,171,355***	*723,785*	*723,785*	*723,785*
Component 2: Building Teacher Competency in Life Skills Education (PSS; Violence Prevention)	**4,953,780**	1,651,260	1,651,260	1,651,260
Direct Programme Costs	**14,578,044**	4,859,348	4,859,348	4,859,348
Programme Mid Term Review & Evaluation	**375,000**		75,000	300,000
Programme Support Costs Staffing Costs Operational Costs	**3,793,488** 2,040,592 1,752,896	1,264,496	1,264,496	1,264,496
UNICEF Sub-Total	**18,746,532**	*6,123,844*	*6,198,844*	*6,423,844*
Save the Children Fund	**6,250,000**	*TBC*	*TBC*	*TBC*
Total	**24,996,532**	*TBC*	*TBC*	*TBC*

Option 2: UNICEF as Single Grant Agent (UNICEF- 100% of Country Allocation)

Result	Budget Requirement	Year 1	Year 2	Year 3
Component 1: Provision of Non-Formal Education	13,469,538	4,489,845	4,489,845	4,489,848
Sub-Component 1.1: Reaching Out of School Children	10,402,325	3,467,441	3,467,441	3,467,443
Accelerated Non-Formal Basic Education Programme	8,052,325	2,684,108	2,684,108	2,684,109
Non-Formal Early Childhood Education	1,050,000	350,000	350,000	350,000
Education for Children with Disabilities	1,300,000	433,333	433,333	433,334
Sub-Component 1.2: Remedial Education	3,067,213	1,022,404	1,022,404	1,022,405
Component 2: Building Teacher Competency in Life Skills Education (PSS; Violence Prevention)	6,282,077	2,094,025	2,094,025	2,094,027
Direct Programme Costs	19,751,615	6,583,870	6,583,870	6,583,875
Programme Mid Term Review & Evaluation	375,000		75,000	300,000
Programme Support Costs Staffing & Operational Costs GPE Programme Manager	4,876,162 4,025,323 850,839	1,625,387	1,625,387	1,625,388
Total	**25,002,777**	**8,209,257**	**8,284,257**	**8,509,263**

10.1 Programme Support Costs

The costs of delivering programmes in Syria – 20% (excluding the GPE manager) - is similar as included into budgets of other international donors. It reflects the complexity of the context, high risk environment, security constraints and prices which – as a result of different economic shocks the country has experienced – have risen dramatically over the past year. This directly impacts on the technical and operational support costs for programming required for delivery of the results.

Managing the delivery of education services across Syria is highly complex and full of risks, including with regards to the protection of staff (UNICEF and its implementing partners). This requires complex administrative and managerial efforts as well complex accountability

mechanism to operationalize programmes across 6 Field Offices (Gazientab, Qamishli, Deir Ez Zor, Aleppo, Homs, Tartous and Damascus), the Syria Country Office based in Damascus and the Whole of Syria Office in Amman. Each of these structures is staffed and equipped to respond to emergencies and protracted education needs. The program fully depends on third party organizations for its implementation, mostly civil society organisations which in turn requires additional quality assurance, risk management and investment in capacity development.

Funding to Syria is high in its conditionality, leaving minimal space for the necessary flexibility to ensure covering all operational costs.

All of the above, makes the Syria operations high in program and operation support.

The Programme Support Costs include the following two components:

Technical support cost: The technical support costs cover a percentage of effort of key professional staff required to contribute to the success of the programme and includes the following:

- Programme-specific coordination and programme delivery staff (based in Amman, Damascus, Gaziantep) as well as staff involved in the day-to-day implementation of the progamme.
- Monitoring and Evaluation: Quality assurance over implementation of programme monitoring and evaluation frameworks as well as programme planning and reporting.
- Finance and administration: Ensures timely partnership management, including financial disbursements. The staff ensure financial due diligence including through micro-assessments of partners). In this way UNICEF helps mitigate the risk of financial fraud or mismanagement of programme funds.
- Logistics and supply management: Supports the procurement & delivery of supplies to partners, ensuring quality standards are met and that these represent value for money.
- Communications

Operational support cost: The operational costs (calculated on the basis of 12% of programmable cost) finance the physical presence of UNICEF in Syria. These costs are high in light of the security requirements for staff and in order to ensure a safe working environment for those located in different locations of the country.

Annex 1: Intervention Matrix

(Agreed between UNICEF and EDF dd 15 October 2020)

The below matrix topics reflect the discussions between GPE, (local) donors and UNICEF regarding the application of GPE funding in Syria, building on the discussions and agreements reached at the global level during the consultation meeting of the 21st of August 2020 and amended during a call on the 8th of October 2020 on point 1: minimum rehabilitation

The matrix reflects 1) the area of intervention, 2) UNICEF's proposal and 3) operational considerations. UNICEF seeks agreement from the donors on these points. Once agreement has been reached, UNICEF will develop a concept note as a basis for the GPE program document.

The UNICEF proposal builds on the discussions and clarifications received in the meetings on the 12th and 20th August – see notes on this. It should be noted that permits and access approvals are required from local authorities prior to the delivery of proposed interventions; this necessitates engagement with local and national actors. Engagement will not extend to technical discussions and any proposed technical or operational workplans will not change as a result of discussions with local actors, without the broader approval from the Steering Committee.
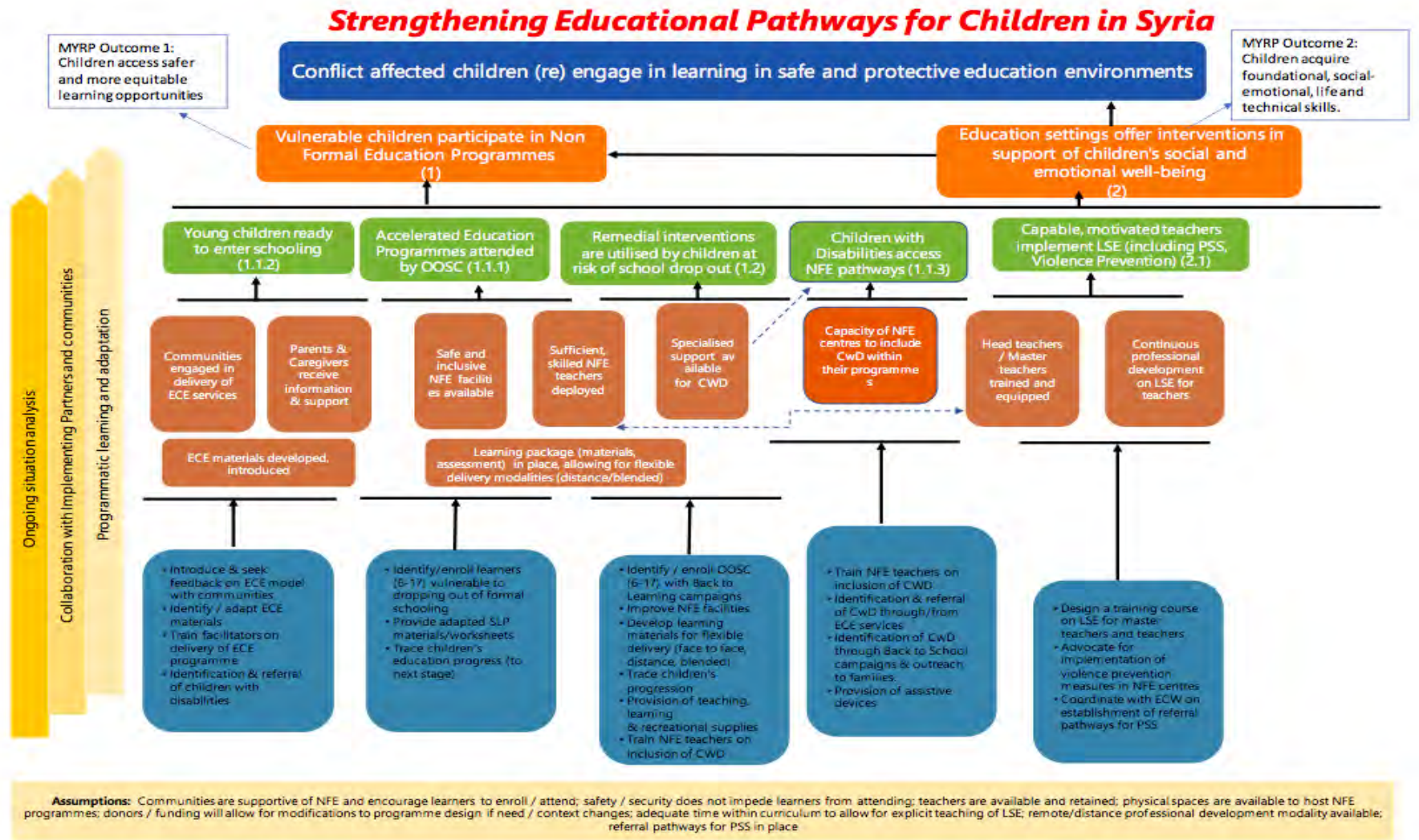
Nr.	Topic	UNICEF proposal	Agreement on operational issues
1	Minimum rehabilitation (via private companies/NGOs) to ensure that schools are safe and inclusive places	UNICEF may engage in light rehabilitation of structurally sound non-formal spaces that are inclusive, where children are safe, in line with MYRP requirements. Light rehabilitation work includes: 'school upkeep work'; and delivery of school furniture but no products containing US technology components. Safe means: COVID19 safety ensured through hygienic measures (supplies); gender-appropriate WASH facilities that mitigate risk of sexual harassment. Widening of windows in corridors so that it is possible to look inside the classroom and prevent bullying or harassment. Blocking access to classrooms or buildings on the school compound which cannot be **rehabilitated through 'light measures', and may contain remnants** of UXO, ERWs etc. Inclusive means: inclusive for preprimary children and children with disabilities (hence furnishing of ECE rooms, and accessibility	Amendment dd 08 October 2020: Donors confirmed that light rehabilitation can only be done in the non-formal sector, and cannot be conducted in public schools, even if NFE and formal education both take place in the public school. UNICEF will use funds for assessing structural integrity of infrastructure in order to determine whether light rehabilitation is feasible but will not conduct structural repairs. • Light rehabilitation is okay in schools where the roof and walls are structurally sound. Activities may include: cleaning-up glass, replacing windows, replacing doors, patch repairs if there is a leak in roof, painting walls, installation of whiteboards and school furniture e.g. desks **and chairs (school furniture doesn't include textbooks and** all technology in schools should comply with American, EU, and UK sanctions and restrictions. An example, is that

Nr.	Topic	UNICEF proposal	Agreement on operational issues
		to schools for children with disability, as well as resource rooms for children with disabilities) Target areas: • UNICEF will select damaged schools in areas identified as pertaining to Humanitarian Needs Overview (HNO)/Humanitarian Response Plan (HRP) Severity Scale 3-6. • UNICEF will also consider schools in areas pertaining to Humanitarian Needs Overview (HNO)/Humanitarian Response Plan (HRP) severity scale 1 and 2 if these areas have experienced an influx of IDPs and refugees in areas **where host communities' school in**frastructure is structurally sound but stands in need of minor rehabilitation work.	technology that includes American parts cannot be procured.) • Light rehabilitation is NOT okay in schools where the roof and walls are NOT structurally sound. Donors prefer the use of other funding resources for the reconstruction or major rehabilitation of these schools. Donors also prefer that the implementing agency to work with the respective Education Directorate to find new safe school premises. If that is not possible, it is okay within donors redlines to establish temporary learning space at the site of such schools. Light rehabilitation in such schools where other funds pay for structural work on walls and roofs can be done though. Light rehabilitation and winterization is okay in schools where the roof and walls are structurally sound. Donors encourage the implementing agency to explore energy efficient solutions e.g. sandwich boards, carpeting, turfing roofs. However, they should respect international sanctions, with particular note to EU, UK and US sanctions regarding the procurement and use of technology. For example, solar panels cannot be procured, nor can technology that contains American components.
2	Salaries to teachers (via NGOs) for additional work (including catch up classes, remedial teaching, ALP, PSS, Life skills)	This is part of point 7 – provision of learning activities (NFE)	• As part of the delivery of services (see point 7) NGOs will remunerate their staff in the non-formal sector for delivering the services • NGOs/IP will not, contract formal schoolteachers for the delivery of services as not to undermine the public education system.
3	Basic learning and teaching materials (including textbooks) via private suppliers	• UNICEF will produce, print and digitalize a new generation of Supportive-Learning Materials together with third party service providers for remedial classes attended by OoSC. These materials will be used under point 7. • UNICEF will also support printing and distribution of learning games developed by UNICEF or third-party service providers as part of the COVID19 response. New games will be developed linked to life skills and curbing violence to be used in NFE programs or at home.	• No books pertaining to the formal government curriculum will be printed. • Curriculum B, an accelerated learning programme to help children catch up with school – originally developed by UNICEF and now adopted by GoS – will not be funded because it has since become a component of MoE formal education.

Nr.	Topic	UNICEF proposal	Agreement on operational issues
			• All materials printed and distributed will be vetted as indicated in Annex 7, p.84 of the MYRP prior to dissemination. Printing will be done through private consultants/suppliers hired by UNICEF.
4	Provision of support to families – transportation, stationary, etc. via NGOs	• UNICEF will distribute learning supplies directly to families or indirectly through schools with the aim to reduce the economic burden of education on the most vulnerable children. • Supplies may include schoolbags, stationary, food vouchers, etc.	• UNICEF will not vet recipients / beneficiaries of such supplies • The organization of exams will not be done with GPE funds • However, UNICEF will continue (as part of point 7) to provide remedial classes cross-border and crossline children who wish to participate in national exams (as part of point 7). • UNICEF will not provide support for examinations.
5	Teacher training on teaching methods for life skills (including curbing violence and PSS) via NGOs	• UNICEF will train formal and non-formal teachers (ECD/ECE, general education) in life skills, skills relating to preventing violence in schools, PSS and social life skills (including pedagogical skills that ensure that teaching on PSS/Life Skills/Violence Prevention is child-centered) • The training will use the recently developed LSCE manuals that are derived from the UNICEF MENARO LSCE strategic framework. • All contents materials – life skills, PSS, Prevention of Violence – will be vetted/reviewed as indicated in Annex 7, p.84 of the MYRP prior to dissemination. Printing will be done through private suppliers. • Training in these areas will be provided through third-party service providers (either NGOs, or UN-Agencies, or Expert Consultants hired by UNICEF) . • UNICEF (through the IP) will arrange for teacher learning encounters where teachers share their experiences on teaching LSE, PSS or methodologies for managing violence in schools. • UNICEF (through the IP) will organize the logistics bringing formal and non-formal teachers to training venues, accommodation, food, and reimbursement of transportation costs incurred for non-formal teachers participating in the training; we suggest that teachers in the formal sector participate in online training to avoid transportation costs; • No incentives or honorariums will be paid	• UNICEF will not vet names of teachers participating in the trainings. • As reimbursement of transportation costs in cash is not acceptable, UNICEF will find a way to support - all participating teachers (formal and non-formal) in-kind (for example through food vouchers – see point 4 – which is acceptable for formal teachers); • It is not logistically possible to arrange for door-to-door transportation; • The LSE teacher training manuals that will be used, are developed by the MoE and this needs to be recognized. The **materials are fully in line with UNICEF's regional life skills** framework. The contents will be reviewed and delivered by the Implementing Partner (not MoE) – depending approval MoE
6	Promotion of community engagement	• Will not be included in the proposal.	• See notes of the meeting discussions

Nr.	Topic	UNICEF proposal	Agreement on operational issues
	(PTAs/school council) via NGOs		

7	Provision of non-formal learning opportunities through non-governmental and community organizations for displaced children via NGOs and CBOs	• UNICEF (through IPs/NGOs) will provide education support (remedial classes, catch-up classes) for children unprepared to join Curriculum A or B
		• This service will include:
		  o The use of materials (to be vetted/reviewed of annex 7)'
		  o The payment of salaries of staff delivering the services to non-formal teachers (see point 2)
		  o Training of staff/teachers to deliver the support
		  o NGO capacity development to plan and manage education programmes
		  o Light rehabilitation – if needed – in formal schools where NFE may take place to ensure NFE classrooms are functional (see also point 1)
			• See point 2: No formal teachers will be contracted for this purpose
			• Where feasible, UNICEF will organize transport for students and teachers to temporary learning centers particularly in high severity areas where access is a concern

8	Cash transfers to children to support access to education	Not included as UNICEF does not vet names of cash recipients	
9	Roll-out of the Learning Passport – an online platform to ensure continuity of learning [either in Syria in non-formal settings, linked to cash transfers; or developed regionally for Syrian refugees and for Syrian children in NFE]	Not included: This will be implemented through UNICEF independent funding. The intention continues to be to create an NFE online platform, not hosting GOS materials, but SLM, that can be used for NFE	

Annex 2: Programme Theory of Change & Results Chain

Strengthening Educational Pathways for Children in Syria

Annex 3: Proposed Areas of Programme Intervention

The following table captures a list of sub-districts within which programme interventions under Budget Option 1 will take place, recognising that this provides a broad parameter for the selection of a shorter list of specific programme locations. The Severity Scale as per the 2020 Humanitarian Needs Overview is noted next to each Sub-District.

Governorate	Component 1: NFE Pathways Sub-Districts	# NFE Beneficiaries (incl CwD)	Component 2: LSE Teacher Training Sub-Districts	# LSE Teachers Trained	# Students reached through LSE
North East Syria					
Al-Hasakeh	Al Hasakeh (5); Areesheh (5); Hole (4); Quamishli (4)	19,575	Al Hasakeh (5); Quamishli (4)		
Ar-Raqqa	Al Thawrah (5); Ar-Raqqa (6)		Al Thawrah (5); Ar-Raqqa (6); Maadan (4); Sabka (4)	3,076	138,412
Deir-Ez-Zor	Abu Kamal (5); Al Mayadin (5); Ashara (5); Deir-Ez-Zor (5); Khasham (5); Muhasan (4); Tabni (4)	4,575	Al Mayadin (5); Ashara (5); Basira (5); Deir-Ez Zor (5); Hajin (5); Khasham (5) ; Kisreh (5); Thibban (5)	2,322	104,490
North West Syria					
Aleppo	Afrin (5); Aghtrin (5); Al-Bab (5); Al-Khafsa (4); Atareb (5); A'zaz (5); Daret Azza (5); Dayr Hafir (4); Haritan (5); Jandairis (5); Jarablus (5); Jebel Saman (6); Maskana (4); Menbij (5); Tall Refaat (5); Tell ed-Daman (4); Zeribbeh (5)	10,854	25% of schools from: Afrin (5); Ain Al Arab (5); Al Bab (5); As-Safira (2)[68]; A'zaz (5); Jarablus (5); Jebel Saman (6); Menbij, (5)	4,800	216,000
Hama			As-Saan (4); As-Suqaylabiyah (4); Hama (4), Hamra (4), Harbanifse (3)[69]; Kafr Zeita (6); Karnaz (5); Madiq Castle (6); Muhradah (5); Suran (6); Tell Salhib (3)[70]; Ziyara (6)	1,464	65,880

[68] As Safira is proposed for inclusion in the programme as it hosts IDP's, is relatively less well supported by NGO's and is accessible to Implementing Partners.

[69] Herbanifse Sub-District is proposed in light of the high number of returnees, particularly from Lebanon and the corresponding need for a greater number of educational services. (Rapid Education and Protection Needs Assessment Hama/Homs, March 2020)

[70] Tell Salhib Sub-District is proposed in light of the high number of IDP's it hosted which resulted in considerable over-crowding of classrooms and less than ideal learning conditions. As such, many children are in need of remedial education in this sub-district.

Homs	Farqalas (3)[71]; Hasyaa (3)[72]; Homs (4); Qaryatein (4); Mahin (4); Tadmor (5)	6,800	Ar-Rastan (3)[73]; Farqalas (3); Hasyaa (3); Homs (4); Mahin (4); Qaryatein (4); Tadmor (5); Talbiseh (4); Taldu (4)		
Idleb	Ariha (5); Armanaz (5); Dana (5); Darkosh (4); Harim (5); Idleb (4); Maaret Tamsrin (4); Salqin (5); Teftnaz (5)	17,436	Ariha (5); Armanaz (5); Dana (5); Darkosh (4); Harim (5); Idleb (4); Maaret Tamsrin (4); Salqin (5); Teftnaz (5)	1.980	89,100
South Western Syria					
As-Sweida	As-Sweida (4)		Ariqa [4]; As-Sweida [4]; Little Sura [4]		
Damascus	Damascus (4)		Damascus [4]		
Dar'a	As-Sanamayn (5); Busra Esh-Sham (4); **Dar'a (5)**; Hrak (4); Izra (4); Mzeireb (5); Sheikh Miskine (4)		As-Sanamayn (5); Busra Esh-Sham (4); **Da'el (4); Dar'a (5)**; Hrak (4); Izra (4); Jizeh [5]; Kherbet Ghazala [4]; Mseifra [4]; Mzeireb (5); Nawa [4]; Sheikh Miskine (4); Tassil [4]		
Lattakia	Lattakia [4]; Salanfa [4]	4,135	Harf Elmseitra [4]; Kansabba [6] ; Lattakia [4]; **Mzair'a** [4];**Rabbee'a** [6]; Salanfa [4]		
Quneitra	Al-Khashniyyeh (4); Khan Arnaba (5)		Al-Khashniyyeh [4]; Fiq [4]; Khan Arnaba [5]; Quneitra [4];		
Rural Damascus	At Tall (5); Babella (4); Bait Jan (5); Dhameer (4) Duma (4); Ghizlaniyyeh (4); Haran **Al'awameed** (5); Harasta (5); Jaramana (5); Jirud (4); Kafr Batna (5); Maliha (4); Nashabiyeh (4); Qudsiya (5)	7,725	At Tall (5); Az-Zabdani (4); Babella (4); Bait Jan (5); Dhameer (4); Duma (4); Ghizlaniyyeh (4); Haran **Al'awameed** (5); Harasta (5); Jaramana (5); Jirud (4); Kafr Batna (5); Madaya (4); Maliha (4); Nashabiyeh (4); Qatana (4); Qudsiya (5); Sabe Byar (5)	858	38,610
Tartous			Arwad [4]		
Total (Est)		71,100		18,100	814,492

[71] Farqalas Sub-District has been proposed as it includes a Camp (Malaha) and hosts a significant number of families from Rukban. An estimated 3,670 families from Rukban are settled in Homs Governorate. (Rukban Population Movement and Response, UNOCHA, September 2020)

[72] Hasyaa Sub-District has been proposed as it includes a camp (located in Shamsin area) which hosts families who moved from Rubkan.

[73] Ar-Rastan Sub-District has been proposed as it is facing a high number of returnees (particularly from Lebanon) and there is significant overcrowding in schools as 30 out of the 83 schools are unable to be used due to their need for substantive rehabilitation.

Annex 4: Results Framework

Note: (*) indicates those indicators directly aligned to the MYRP

Impact: Conflict-affected children (3-17 years) (re) engage in learning in safer and more protective environments					
Impact Indicator(s):		Baseline	Target	MOV	Assumptions
Percentage of programme supported learners who transition to formal education		TBD (male/ female)	TBD (male/ female)	Child-Level Monitoring data base	- Children's progress & transitions are captured within the Child-Level Monitoring database. - There will be children who do not transition due to supply and demand factors beyond the remit of the programme. - Transition processes from NFE-FE (equivalencies) are available. - Education system has absorption capacity to accommodate out of school children
Percentage of programme supported SLP learners achieving minimum grade level proficiency in literacy and numeracy.		TBD (male/ female)	TBD (male/female)		Existing literacy and numeracy measurement tools can be utilised within programme context
Percentage of programme supported learners who demonstrate improved social and emotional learning skills		TBD	TBD	SEL sample survey	- Existing SEL measurement tools can be utilised within programme context - Implementing Partners are in agreement to (and able to) undertake assessments
Component 1: Children (3-17) Access Non-Formal Education Pathways					
Outcome Indicator(s):		Baseline	Target	MOV	Assumptions
Number of out of school children (aged 6-17) enrolled in accelerated non-formal education programmes (*)		0 (female/male)	39,000 (50% female/50% male)	Programme reports; 4W's; Child-Level Monitoring database	- Parents and communities support their children's participation in NFE programmes. - Alternative programme delivery modalities are in place should security constraints or health pandemic limit children's access to learning spaces.
Percentage of programme supported SLP learners who complete a given NFE cycle		TBD (female/ male)	TBD (female/male)	Child Level Monitoring database	SLP learners are able to access NFE centre to undertake examination / testing at the end of a cycle (face to face)

Number of children (6-17) enrolled in remedial programmes		0 (female/male)	27,000 (50% female / 50% male)	Programme **reports; 4 W's;** Child Level Monitoring data base	• Alternative programme delivery modalities are in place should security issues or health pandemic (COVID-**19) limit children's access to learning spaces** • Remedial education is available at times which best suit students.
Outputs	**Output Indicator(s)**	**Baseline**	**Target**	**MOV**	**Assumptions**
Sub-Component 1.1: Reaching Out of School Children					
1.1 Out-of-school children (6-17) participate in safe accelerated non formal education programmes	# Nonformal teachers provided with teaching materials (*)	0 (female/male)	780 ((50% female / 50% male)	Programme **reports; 4 W's;** Third Party Monitoring Reports	• The learning package is flexible and based on **children's** actual skills level. • Durability of teaching materials for the lifespan of the programme.
	# Nonformal teachers trained on delivery of accelerated learning package (*)	0 (female/male)	780 (50% female/ 50% male)	Programme **reports; 4 W's**	• Teachers able to participate in face-to-face or remote teacher training modalities.
	# Non-formal education centres with improved facilities[2] (*)	0	TBD	Programme **reports; 4 W's;** Third Party Monitoring Reports	• Local availability of materials for repairs/ furniture.
	# programme supported children provided with learning materials (*)	0 (female/male)	39,000 (50% female/50% male)	Programme **reports; 4 W's;** Third Party Monitoring Reports	• Materials are relevant to situation of OOSC.
1.2 Community based early childhood education programmes are available for 3-5 year old children	# children (age; gender) enrolled in community based-ECE programmes	0 (female/male)	2400 (50% female;50% male)	Programme **reports; 4 W's**	
1.3 Children with disabilities (5-17) receive support for participation in non-formal learning programmes	# children with disabilities enrolled in Non-Formal education programmes	0 (female/male)	2700 (50% female;50% male)	Programme **reports; 4 W's;** Child Level Monitoring data base	• Strategies are available to address bottlenecks for CWD on the way to and from schools/ NFE centres.
Sub-Component 1.2: Remedial Education					

1.2.1 Children at risk of dropping out of school (6-17) participate in remedial education programmes	# remedial teachers provided with teaching materials (*)	0 (female / male)	675 (50% female; 50% male)	Programme reports; 4 W's; Third Party Monitoring Reports	• SLP materials are adapted to the modality of the **remedial ed'n programme.**
	# remedial teachers trained (*)	0 (female / male)	675 (50% female; 50% male)	Programme **reports; 4 W's;** Third Party Monitoring Reports	• Training programme is delivered over time/offering time for practice and feedback. • Training programmes offered at times which suit teachers.
	# programme supported children provided with remedial learning materials (*)	0 (female/male)	27,000 (50% female, 50% male)	Programme reports; 4 **W's;** Third Party Monitoring Reports	
Outcome 2: Teachers capacitated to deliver Life Skills Education, Psycho-Social Support and Violence Prevention Measures					
Outcome Indicator(s)		Baseline	Target	MOV	Assumptions
% programme supported teachers with increased mastery of Life Skills Education, Psycho-Social Support and Violence Prevention measures		0	85%	Pre/Post Test (Knowledge/ Attitudinal) Teacher Observation Checklist	• A pre/post instrument to measure impact of teacher training programme developed in year 1 of the programme implementation • Master teachers are able to access school sites and give adequate time in these to complete observation records of teacher practice re LSE (PSS, VP) & provide feedback • Teacher training programme delivered as planned
Output	Output Indicator(s)	Baseline	Target	MoV	• Assumptions
Output 2.1 Teachers have improved capacity to deliver Life Skills Education, Psycho-Social Support and Violence Prevention measures	# teachers and master teachers who complete a professional development course on Life Skills Education, including psycho-social support and violence prevention (female/ male) (*)	0 (female/male)	3,100 Master Teachers and 15,000 Teachers (50% female, 50% male) (for each of the 3 components).	Programme Reports; Training Records	• Training programme is able to adapt to distance modality should accessibility factors arise. • Teachers attend the full sequenced training programme.

Annex 5: Governance Structure
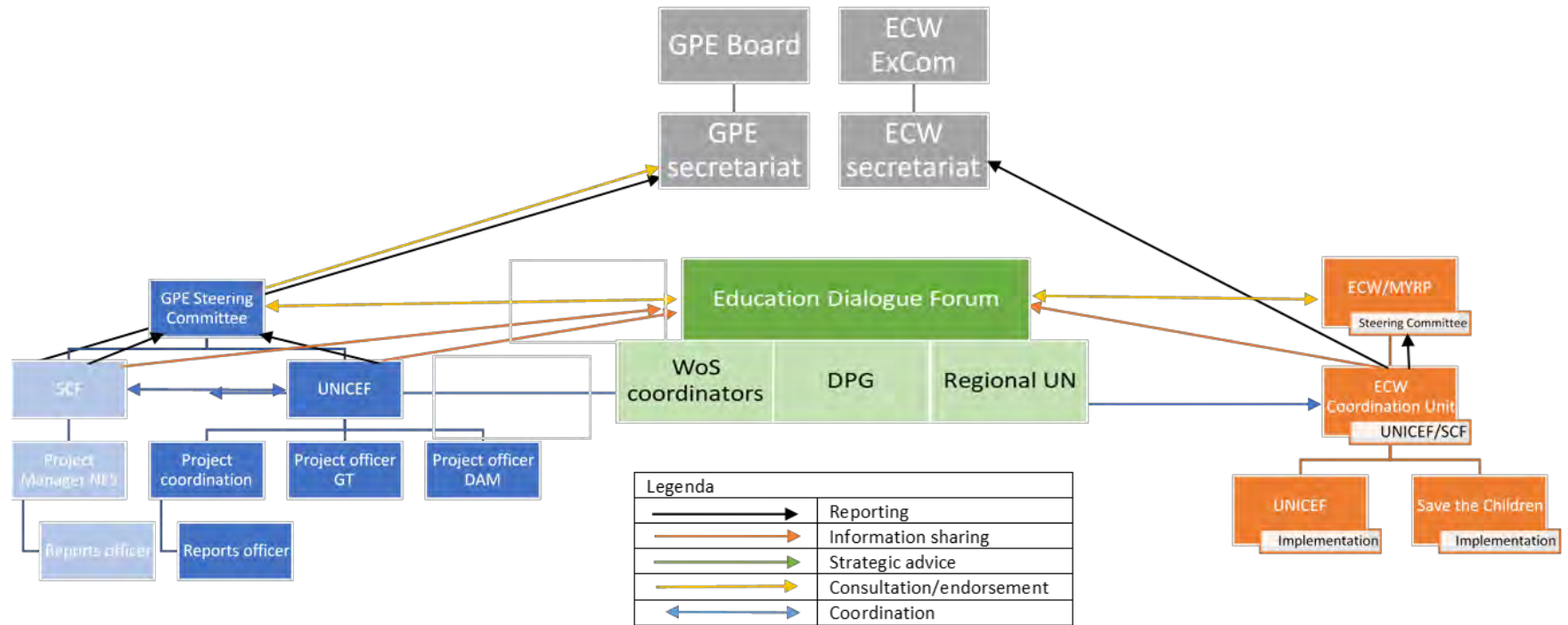
Annex 7: Due Diligence Approach (adapted from MYRP – Annex 7)

Due diligence of programme implementation for the appropriate use of funding is the responsibility of the grantee (UNICEF and second Grant Agent). Due diligence applies to i) fund management, ii) vetting and monitoring of implementing agencies, iii) programme content. It is expected that the second Grant Agent's policies and procedures will also align with the MYRP's overarching Due Diligence commitments and will be informed by their organisational guidelines and agency-specific operational mechanisms.

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

Fund management

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.

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. l. Potential candidates that meet preliminary eligibility criteria and are determined to have the technical experience and management capacity to successfully carry out the program 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 programs 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 GPE 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"

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.

Annex 8: Risk Matrix (Adapted from Annex 3 – Risk Matrix MYRP)

Overall, risk is assessed as follows: High. The overall situation inside Syria remains dynamic and volatile in certain areas. Implementation of the GPE program places emphasis on mitigating risk to the extent possible, while also ensuring that the needs of children remain the first priority.

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
Context						
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 program. This risk undermines the impact of the program's investments and can lead to children dropping out due to schools being de-resourced	High	High	• Advocate for the humanitarian nature of the intervention. • Proactive discussions on red lines will be managed through effective governance structures through the GPE Steering Committee	High	High	DPG Grant Agent
Changes in the security situation or authorities/groups in control in specific areas. Changes could increase the risks faced, displace or restrict movements of the population, local partners and others relevant to the program. Depending on how these changes manifest, they could make the programs 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 program area or the presence of multiple active local 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 program.	High	Severe-medium	• Ensure relevant authorities/groups are aware of and technical authorities engaged with as relevant to the program and commit to ensuring basic safety/access for its implementation. • Ensure flexible context-informed approaches and mechanisms to deliver the program outputs/outcomes, so that the program activities remain relevant and can be implemented in a changing context. • Communicate to donors the importance of operational flexibility so that the program remains relevant to a changed context. • Ensure programs in insecure locations have security plans for their staff and the programs 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.	High-medium	Moderate-severe	Grant Agent Implementing Partners Hub and working group coordinators

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			• Promote that staff members, teachers and education personnel are trained in safety and security, including mine risk education. • 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. • As needed/possible, minimize the distance travelled to/from learning spaces. • Closely monitor the security situation in coordination with partners, civil authorities and relevant security and access stakeholders. • 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. • 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 sending copies of critical documents to a safe location for archiving.			
Interference of authorities/groups including exercising undue influence, intimidation, detention and violence against partners, teachers and education personnel or the targeted population; occupation of learning spaces, confiscation/destruction/ appropriation of program related supplies, documents and assets., etc.	Low-high (depending on location)	Moderate-high	• Agree on the program'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. • Ensure relevant authorities/groups are aware of, and technical authorities engaged	Low-high (depending on location)	Severe-minor (depending on location)	Grant Agent Implementing Partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			with, the program and commit to ensuring basic safety/access for its implementation. • Ensure monitoring of attempts by proscribed groups to influence education provision. • 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. • 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.			
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	• In consultation with the community, partners will consider risks to students, teachers and education personnel when designing their programs and work towards minimizing risks. • Key messages for back-to-learning (BTL) campaigns will consider the concerns of parents and other community members.	Low-high depending on location	Minor-severe	Implementing Partners
Non-renewal of Security Council 2533 UN resolution, the legal document that permits the UN to work cross border into Syria, resulting in a ceasing of UNICEF cross border operations in 2021 in NWS.	High-medium	High	• Grant Agent(s) are exploring how to continue programming under these conditions to ensure continuity of service delivery. • To the extent possible cross border service, delivery will continue through other modalities in coordination with the Damascus Hub.	High-medium	Moderate-severe	Grant Agent(s)
Delivery						
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	• 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.	Low	Minor	Implementing partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			• Education materials will be transported via the safest approach/route including by UN convoys. • Partners will be encouraged to locally purchase program supplies/materials. • 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. • As needed specific task forces may be established to deal with items that may have specific restrictions (like printed materials, etc.); as needed task forces will seek support from UN OCHA.			
Loss of program supplies or assets due to bombardment or seizure of warehouse and/or stocks.	High	Medium	• When possible, partners will agree with local authorities on where safe warehouses can be established. • Partners will sensitize local authorities, and as relevant AOGs, on the need to keep warehouses and stocks safe and used for their intended purpose. • 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.	Medium-low	Medium	Implementing Partners
Inability to provide supplies or cash for local purchase to underserved locations.	High-low (depending on location)	Medium	• Programs 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.	Low	Moderate	Implementing Partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Limited technical capacity of implementing partners (IPs)	Medium	Medium	• At proposal development stage, UNICEF provides support and detailed feedback on program development including programme design, budgeting and delivery • WoS online training for IPs on effective program management • As identified and needed during implementation, UNICEF provides one-on-one technical support and training • Safeguarding risks are mitigated through established communication protocols between UNICEF and IPs	Low	Moderate	UNICEF, IPs
Use of in-kind vouchers for teacher incentives in a context of volatile prices for staple goods and possible closure of businesses.	Medium-High	Medium-High	• Consultation with teachers to seek their advice & preferences with regards to non-cash payments. • Learn from prior/current voucher systems to determine options, in particular that with WFP • Direct payment to greatest extent possible of all costs associated with teacher participation in training interventions	Medium	Medium-High	**UNICEF, IP's**
Food vouchers or food baskets as in-kind contributions, may create resentment and could result in lower attendance of training.	Medium-High	Medium-High	• Tell teachers ahead of time that transportation expenses will only be reimbursed through food vouchers, and that this condition must be accepted beforehand in order to have their participation at trainings authorized	Medium	Medium-High	**UNICEF, IP's**
Challenges in obtaining approvals for entry/access to programme areas for programme final independent evaluation	Medium-High	High	• Inform the local authorities of the programme prior to its initiation, and ensure they are aware of the obligation for a final evaluation • **Collaboratively prepare TOR's for the final** programme evaluation and ensure this is communicated to local authorities for approval well in advance.	Medium-High	Medium-High	Grant Agent GPE

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			• Develop a contingency approach for the final programme evaluation (in collaboration with GPE SC)			
Recruitment of qualified/experienced teachers to the NFE centres competes with an extensive recruitment drive undertaken by the GoS and results in insufficient availabiltiy of teaching staff for NFE centres	Medium-High	High	• Define and plan with IP's for more extensive continuous training of NFE teachers • Prioritise monitoring & real-time feedback on teacher practice • Clearly define 'essential' skills required versus 'good to have' for recruitment of NFE teachers.	Medium-High	Medium	Grant Agent Implementing Partners
Safeguarding						
Non-targeted communities feel unequally treated or left out and express frustration that their communities are not benefiting from the program.	Medium-high	Medium-high	• From the onset of the program, 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 program outputs/outcomes, what criteria/selection processes were used to select beneficiary communities/people, create safe forums for communities to ask and get answers to their questions, explain the presence and use of complaints/ feedback mechanisms, etc.	Medium-low	Minor	Grant Agents Implementing Partners
Tensions in targeted communities due to expectations exceeding what the program can deliver.	Medium-high	Medium-high	• In addition to the point above, partners will try to ensure that expectations do not exceed what the program can deliver, work towards meeting the overall education needs of a community and teachers, explain needs-based targeting and work with communities to better ensure that the programs target the people in need, including the marginalized, vulnerable, etc.	Medium-low	Moderate	Implementing Partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Risk of aerial bombardment or other forms of attacks in learning spaces in some program locations.	Low-high (depending on location)	Medium-high	• 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.	Low-high (depending on location)	High	Implementing 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	• Ensure that teacher and education personnel trainings address assessed priority needs and threats that focus on the well-being of the child. • Better ensure application of training content through pre-post training quizzes, follow-up and refresher trainings and where/if possible, on the spot review and support. • Requiring all IP's involved in the programme to formally communicate with each staff member behavioural expectations and the consequences of misconduct. Where misconduct arises, IP is required to undertake disciplinary measures and inform UNICEF. • To implement appropriate protocol with support of UNICEF Child Protection Specialists on referral pathways required for children who face harm due to teacher/education personnel practice.	Medium-low	Low	Implementing Partners
Tensions between partners and local authorities over resource allocation, control and direction/contents of the program.	High	Medium-high	• Where possible, programs 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. • **Partners will make "red lines" clear with** local authorities and their constituents and keep the Grant Agent and relevant constituencies up-dated on issues and possible solutions related to undue pressure/interference by local authorities.	Medium-high	High	Grant Agents Implementing Partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
Tensions between cluster/sector members who are selected and those who are not selected to implement programs.	Medium-low	Medium	• Comprehensive sensitization on criteria and selection process for partner/program selection.	Medium-low	Minor	Grant Agents Hub and working group coordinators
Insufficient facilities in schools reduce the ability of some children (girls, disabled, etc.) to access learning spaces with sufficient safety and dignity.	Medium- low	High	• Programs will aim to provide inclusive and safe education, and this will be considered during the program vetting process. • As relevant, partners will be expected to seek support from relevant clusters (WASH, GBV, child protection, etc.).	Medium	Medium	Grant Agents Implementing Partners
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	• Programs will seek to benefit all members of the community and will always seek prior agreement and active involvement of the traditional leadership structure. • 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. • 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 focus on changing attitudes and behaviours toward gender equality • Child safeguarding mainstreaming into programme delivery and monitoring. • Advocacy and awareness plans are in place.	Medium-low	Minor	Implementing Partners
Data on individual children and teachers gathered through the programme's Child Monitoring System can put children, teachers and their families at risk.	Low	Medium-High	• Data on children enrolled in the NFE centres is 'anonymised' so that individual students cannot be traced back/ identified.	Low	Medium	Grant Agent

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			• Consolidated CMS data set will sit with UNICEF Syria Country Office, protected by existing organisational data management systems. • Implementing Partners are consulted at outset of the programme on their concerns/recommendations with regards to collection and storage of data on children and teachers.			
Operational						
Relevant ministries/people in the Government of Syria or local authorities do not engage, or do not engage productively, with the program due to a wide range of perspectives/interests, disagreements between or within them, etc. This makes it difficult for the program to meet its outputs/outcomes within the agreed timeframe.	Medium-high	High	• Program outputs based on needs articulated by communities and relevant authorities so they should be generally supportive of them. • Ensure the sensitization of relevant authorities and their constituents through the life of the program. • Ensure adequate numbers of program staff that have the required skills to ensure positive engagement of relevant authorities. • As relevant and safe, keep communities updated on hindrances to the program outputs/outcomes due to issues related to the authorities who represent them. • Keep the DPG informed on issues and impasses that may affect the program's ability to meet its outputs/outcomes within the agreed timeframe.	Medium-high	High	Grant Agents Implementing Partners
Donor expectations on delivery of outputs and outcomes does not fully consider the complexities of the Syrian response or the programs deliverables.	Medium	Moderate	• Keep DPG updated on the program progress, issues, proposed solutions and any proposed changes in the work plan. • The cost in terms of time, human resources and finance of meeting these expectations will be articulated, understood and agreed by all parties.	Medium-low	Low	Grant Agents

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			• The grant agents will regularly inform the donors of relevant difficulties that may lead to delays or disruptions to the programs. Whenever possible solutions will be proposed when issues are raised.			
Remote-management nature of the cross-border operations and/or difficulty in gaining approval by the Government of Syria to visit program sites.	Medium-high	Moderate	• Partners will provide a program specific monitoring plan that considers their specific operational context. • Partners will ensure proactive engagement with relevant line-ministries and timely requests for field visits. • Third party monitoring (TPM) visits will monitor the progress of the programs. • Partners will provide a program specific feedback and complaints plan. • 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. • Regular meetings between Grant Agent and partners. • Partners, and where possible/safe, local authorities verified signed beneficiary lists.	Medium-low	Moderate	Grant Agents Implementing Partners
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 program.	Low	Medium	• Establish/maintain communication pathways with all education actors. • Ensure all education actors are aware of the Programme and its outputs/outcomes; as needed meet with these actors. • 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. • Continue/intensify coordination with non-humanitarian actors (i.e. through the EDF)	Medium-Low	Low	Grant Agents Hub and working group Coordinators

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			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.			
Fiduciary						
Weak partner financial systems and/or insufficient compliance to systems and procedures in place.	Medium-high	High	• 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 program. • TPM visits cover operational and programmatic compliance.	Low	Minor	Grant Agents Implementing Partners
Mismanagement of funds by partners.	Medium-high	Moderate	• Partners who are micro-assessed as medium risk will have improvement milestones. Progress will be reported in their periodic reports. • 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 program. • Compliance spot checks are carried out in the field and other relevant offices as per financial (e.g. HACT for UN agencies) procedures. • TPM field visits cover operational compliance including spot checks.	Medium	Moderate	Grant Agents Implementing Parnters
Loss of finance or other compliance documents due to bombardment, seizure/destruction of computers/files, etc.	Medium-low	Moderate	• Partners will transfer soft copy scans and move hard copies of program and compliance data on a frequent basis. • Partners will be encouraged to back up program and compliance data on memory sticks.	Low	Moderate	Implementing Partners
Unstable program costs due to an unstable Syrian Pound, or unstable costs due to poor market access/availability, etc.	Medium	Moderate-low	• Program budgets will consider real costs and most likely changes in costs during the life of the program (i.e. price	Low	Minor	Grant Agents Implementing Partners

GROSS RISK				RESIDUAL RISK		
Risk Area	Probability	Impact	Mitigation Measures	Probability	Impact	Risk Owner
			increases/decreases linked to the start/stop of blocked roads, available supplies, etc.) • Partners will be asked to flag early any budget issues related to price fluctuations. As a last resort program, budgets may be realigned. • Partners will monitor the evolution of prices through their field and through information provided by the FSL cluster, cash working group, etc. • Where possible partners will be encouraged to purchase at scale and seek fixed prices with suppliers.			

Annex 9: Proposed interventions 2nd Grant Manager – Save the Children Fund

Outcome 1: Children access safer and more equitable learning opportunities

Component 1: Provision of Non-Formal Education

Sub-Component 1.1: Supportive Learning Programme & Remedial Intervention

SC and partners will provide basic education to marginalised children, with a focus on **Basic Literacy and Numeracy (BLN)** so that children will have the needed skills for a successful future and better wellbeing and reintegration into communities. We will provide non-formal education (NFE) for children aged 6-17 (IDP and host populations) in both static and mobile Temporary Learning Spaces (TLSs), and in learning centres in community settings. BLN and **Self-Learning Program** (SLP) will be used in NFE learning spaces for children who have been out of school for an extended number of years or who have not had access to quality education due to historical marginalization or poor quality services. BLN tracks are designed to build the foundational literacy and numeracy skills children need to be able to participate in grade-level curricula. The structured SLP curriculum is designed for students and teachers in unstable contexts and aims to create pathways back into the formal system for children by bringing them up to their appropriate grade for their age. All teachers will be trained or receive refresher trainings. Ongoing support will be provided to teachers by Child Protection specialists to include children that face multiple barriers of access, such as those experiencing severe distress, children with disabilities or girls and boys at risk of child marriage or child labour.

Sub-Component 1.2: Non formal Early Childhood Education

Save the Children's approach to Non formal Early Childhood is Education through its **Ready To Learn** Approach. Ready to Learn provides parents, caregivers and educators with a guidance on how to provide children ages 3 to 6 with the foundational skills they need to learn through play.

EMERGENT LITERACY SKILLS
1. Talking and listening
2. Understanding print
3. Knowing what books are
4. Knowing about the alphabet
5. Understanding sounds and words

EMERGENT MATH SKILLS
1. Numbers and counting
2. Patterns
3. Sorting and classification
4. Comparison and measurement
5. Geometry

As part of this approach teachers, educators, parents and care givers are trained to use the toolkit's resource bank of play-oriented activity cards and common daily objects for counting and sorting.

Ready to Learn focuses on 5 emergent literacy skills and 5 emergency numeracy skills (see graphic).

Within this component Save the Children will also integrate an inclusive approach to ECCD where children with disabilities in the targeted age group can benefit and participate in relevant and adapted development activities aiming at ensuring full participation in educational activities since the early stages. Additionally, focused attention will be given to new and young mothers and parents supporting them in developing the needed skills to better understand child development, promote structure, warmth, dialogue and long-term goals setting and care for their children by engaging in positive educational choices. The way SC will do this is through three components:

- Providing fathers, mothers and other caregivers with the knowledge, skills, and attitudes to parent positively without using violence
- Empowering children and working to ensure they feel valued, respected and safe within their family and community
- Supporting communities so that they are willing and able to equitably protect all children, girls and boys, from violence
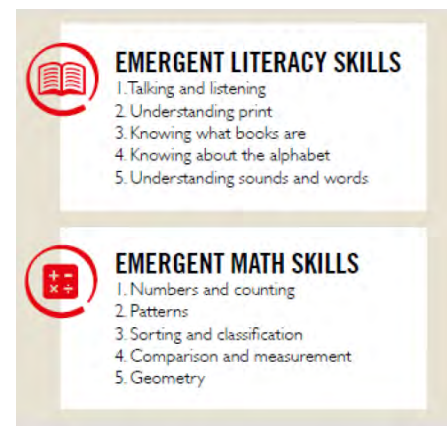
Component 2: Preparing teachers to deliver Psycho-Social Support, life Skills education and violence prevention

Sub-component 2.2: Psychosocial Support

Save the Children will train teachers on **Social and Emotional Learning Foundations** (SELF), a type of MHPSS intervention used in educational environments. A prioritization of the social and emotional learning of a child often results in stronger preparedness for learning and achievement in school, mitigating the impact of distress and conflict-related disruption on children's developmental needs. The SELF program helps educators integrate the specific skills of social and emotional learning into the classroom: self-management of emotions; self-awareness to set and achieve goals; social awareness, to feel and show empathy for others; to establish and maintain positive relationships; and responsible decision-making. Teacher/educator classroom observations will be done to monitor and enhance teaching quality. The aim is a more continuous model of professional development, where teachers can set individual goals and be supported to meet these in the classroom. This will ensure that teachers have relevant peer support for pedagogy and wellbeing, for practicing new teaching methods and for finding solutions to working with a complex student population. All teachers and facilitators will be trained in PFA and referrals, and to encourage peer to peer support among the students, and the _I Support my Friends_ training may be equally introduced.

Partners, school staff, students and PTA's will be trained on the **Safe Schools** tools and approach. Safe Schools is an all-inclusive, all hazards approach to keep children safe in and around educational spaces from violence, natural and everyday hazards, empowering children and with a specific focus on girls. Children in the community will join the PTA, community stakeholders and school staff in the active identification of hazards and context-specific mitigation measures. The Education Working Group in NE Syria will also be trained and leveraged in the approach to promote the strengthening of safe and protective learning environments.

Annex 10: Estimated Number of IDP's in Proposed Sub-Districts

Governorate	Sub-District	Estimated Number of IDP's	Estimated Total Population
North East Syria			
Al-Hasakeh	Al Hasakeh	119,148	276,378
	Areesheh	14,092	44,865
	Hole	67,584	78,430
	Quamishli	61,928	25,1804
Ar-Raqqa	Al Thawrah	27,939	85,988
	Ar-Raqqa	98,246	351,837
	Maadan	0	12,463
	Sabka	2470	25,287
Deir-Ez-Zor	Abu Kamal	0	50,882
	Al Mayadin	35	25,661
	Ashara	0	29,035
	Basira	5784	43,457
	Deir-Ez Zor	58,882	160,286
	Hajin	39,178	110,691
	Khasham	2556	18,126
	Kisreh	37,142	110,528
	Muhasan	90	8949
	Tabni	0	73,999
	Thibban	9076	51,314
North West Syria			
Aleppo	Afrin	111,256	185,408
	Aghtrin	55,113	103,199
	Al-Bab	96,876	184179
	Al-Khafsa	0	76,620
	As-Safira	771	39,199
	Atareb	63,822	156,898
	A'zaz	238,149	297,497
	Daret Azza	25,007	63,576
	Dayr Hafir	1936	32250
	Haritan	0	2282
	Jandairis	74,381	97,369
	Jarablus	27,123	72,445
	Jebel Saman	194,666	1,646,843
	Maskana	0	23,100
	Menbij	40,964	259,166
	Tall Refaat	50,377	60,733
	Tell ed-Daman	72	4334
	Zeribbeh		
Hama	As-Saan	85	21,200
	As-Suqaylabiyah	6633	40,006
	Hama	167,718	754,688
	Hamra	67	10,870
	Harbanifse	684	50,040
	Kafr Zeita		

Governorate	Sub-District	Estimated Number of IDP's	Estimated Total Population
	Karnaz	1236	7216
	Madiq Castle	0	5825
	Muhradah	1850	34,443
	Suran	0	28,805
	Tell Salhib	100	17,135
	Ziyara	0	2103
Homs	Ar-Rastan	1006	62,563
	Farqalas	10,193	25,711
	Hasyaa	10,062	31,362
	Homs	198,794	633,902
	Mahin	0	1930
	Qaryatein	0	13,259
	Tadmor	0	1820
	Talbiseh	3036	93,053
	Taldu	937	65,272
Idleb	Ariha	21,432	100,218
	Armanaz	38,414	75,466
	Dana	864,409	1,013,939
	Darkosh	40,375	87,315
	Harim	41,335	66,084
	Idleb	141,627	291,445
	Maaret Tamsrin	214,371	286,899
	Salqin	177,433	249,901
	Teftnaz	3466	20,786
South West Syria			
As-Sweida	Ariqa	1221	12,873
	As-Sweida	48,762	191,894
	Little Sura	1397	15,887
Damascus	Damascus	607,494	1,827,501
Dar'a	As-Sanamayn	2015	133,839
	Busra Esh-Sham	5519	42,972
	Da'el	656	41,135
	Dar'a	29,082	196,636
	Hrak	1138	46,351
	Izra	3824	65,635
	Jizeh	2166	29,220
	Kherbet Ghazala	305	47,723
	Mseifra	2845	40,081
	Mzeireb	9292	106,865
	Nawa	2147	60,013
	Sheikh Miskine	65	39,622
	Tassil	155	25,511
Lattakia	Harf Elmseitra	415	6320
	Kansabba	0	1313
	Lattakia	411,375	899,805
	Mzair'a	650	10,327
	Rabbee'a		
	Salanfa	455	7265

Governorate	Sub-District	Estimated Number of IDP's	Estimated Total Population
Quneitra	Al-Khashniyyeh	2329	28,317
	Fiq	213	2582
	Khan Arnaba	589	66,891
	Quneitra	381	7334
Rural Damascus	At Tall	204,666	256,379
	Az-Zabdani	11,843	29,600
	Babella	35,567	337,579
	Bait Jan	105	7716
	Dhameer	10,262	31,546
	Duma	8124	71,811
	Ghizlaniyyeh	39,608	75,538
	Haran **Al'awameed**	324	18,034
	Harasta	72,118	170,220
	Jaramana	303,065	596,392
	Jirud	516	28,223
	Kafr Batna	8551	39,114
	Madaya	2929	31,444
	Maliha	0	8,550
	Nashabiyeh	1560	14,090
	Qatana	150,822	302,512
	Qudsiya	106,432	350,983
	Sabe Byar	12,200	15,972
Tartous	Arwad	30	5349

Annex 11: References

Aga Khan Foundation (2018). <u>Quality of Life Assessment Syria</u>

Assistance Coordination Unit, Save the Children, Syria Response Education Cluster (December 2019). <u>Joint Education Needs Assessment for Out of School Children North West Syria</u>

Belafi C, Hwa Y, Kaffenberger M (August 2020). <u>Building on Solid Foundations: Prioritising Universal, Early, Conceptual and Procedural Mastery of Foundational Skills</u>, RISE

Chatham House (2019). Continuous deterioration of living conditions in Syria.
https://www.chathamhouse.org/file/continuous-deterioration-living-conditions-syria-2010-19?utm_source=Chatham%20House&utm_medium=email&utm_campaign=11029831_MENA%20October%20Newsletter&dm_i=1S3M,6KEO7,OKQVUU,Q42DL,1#
Chemonics (2017). <u>Improving Early Learning Outcomes in Opposition-held Syria</u>

Chemonics (September 2018). <u>Syria International Social and Emotional Learning Assessment Baseline Report</u>

Education Partnership Forum/UNICEF (2019). <u>Reaching Syria's Underserved Children: Multi-Year Resilience Education Programme 2020-2023</u>

ESCWA, University of St Andrews (2020). <u>Syria At War: Eight Years On</u>

INEE, Accelerated Education Working Group (April 2020). <u>Accelerated Education Evidence Review</u>

Integrity (2019). <u>Research to improve the quality of teaching and learning inside Syria</u>

International Rescue Committee (March 2017). <u>The Impact of War on Syrian Children's Learning, Testing Showing Gaps in Literacy and Math Skills</u>

Save the Children (2020). <u>Psychosocial Safety: Pathways to Psychosocial Safety for Syria's Displaced Children and Adolescents</u>

Save the Children (2020). <u>Without School: The Impact of Attacks on Education in North West Syria on Children</u>

Syria Relief (2018). <u>Children with Disabilities in Syria</u>

Syrian Centre for Policy Research (March 2014). <u>Alienation and Violence, Impact of Syria Crisis Report</u>

UNDP (2018). <u>Human Development Indexes and Indicators: 2018 Statistical Update- Syrian Arab Republic</u>

UNESCO Institute for Statistics, Syrian Arab Republic Country Sheet,
(http://uis.unesco.org/country/SY)

UNESCO (April 2019). Policy Paper 38 "Education as Healing: Addressing the Trauma of
Displacement through Social and Emotional Learning

UNICEF Office of Research (2020). Promising Practices for Equitable Remote Learning:
Emerging Lessons from COVID-19 Education Responses in 127 Countries

UNOCHA, Severity Scale Methodology http://www.globalprotectioncluster.org/wp-
content/uploads/Protection-cluster-PiN-calculation.pdf

UNOCHA (2019) Humanitarian Needs Overview

WFP (October 2020). Price Overview,

WFP (October 2020). Syrian Arab Republic External Dashboard
(https://www.wfp.org/publications/syria-2)

World Bank (October 2020). The Conflict Impact on Social Capital: Social Degradation in Syria,
Syrian Centre for Policy Research, 2017

World Bank (2019). Learning Poverty
https://www.worldbank.org/en/topic/education/brief/learning-poverty

World Bank. Syrian Arab Republic: Overview
(https://www.worldbank.org/en/country/syria/overview)

World Health Organization (2019). School-based violence prevention: a practical handbook