



IMPROVING EQUITY AND LEARNING: STRENGTHENING EDUCATIONAL PARTHWAYS FOR CHILDREN IN NORTHEAST SYRIA

**GLOBAL PARTNERSHIP FOR EDUCATION
PROGRAM
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ACRONYMS

AANES	Autonomous Administration of NES
DPG	Donor Partnership Group
ECD	Early Childhood Development
ECE	Early Childhood Education
ECW	Education Cannot Wait
EDF	Education Dialogue Forum
EMIS	Education Management Information System
ERP	Enterprise Resource Planning
FCDO	Foreign Commonwealth and Development Office
FRM	Feedback and Reporting Mechanism
GoS	Government of Syria
HNO	Humanitarian Needs Overview
IDP	Internally Displaced People
INEE	Inter-Agency Network for Education in Emergencies
IP	Implementing Partner
IPTT	Indicator Performance Tracking Table
LEG	Local Education Group
MEEE	Middle East and Eastern Europe (Save the Children Regional Office)
MYRP	Multi Year Resilience Program (Education Cannot Wait)
NES	North East Syria
NFE	Non-Formal Education
NWS	North West Syria
OOSC	Out-of-school children
PFA	Psychological First-Aid
SEL	Social and Emotional Learning
SYP	Syrian pound
TiCC	Teachers in Crisis Contexts
WoS	Whole of Syria

PROJECT SUMMARY

Project Name	Improving Equity and Learning: Strengthening Educational Pathways for Children in Northeast Syria
Country	Syrian Arab Republic
Program Location	Northeast Syria
Funds Requested and Program Duration	\$6,250,000 for 3 years September 1, 2021 to September 1, 2024
Target Areas	Ar-Raqqa, Al-Hasakeh, and Deir-ez Zoir governorates
Beneficiaries (Direct and indirect)	Direct Total: Girls: 11,730 Boys: 11,731 Women: 3,023 Men: 4,534 Indirect Total: 268,782 children (28% of school age children in NES)
Program Objectives/Outcomes:	<p>Overall Objective (Global Result): To ensure out-of-school children and those at risk of dropping out are able to access safe and quality learning opportunities.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Educational pathways are strengthened through investment in non-formal education services, integrated community protection services (PTAs, CBCP, etc.) and quality learning environments. 2. Teachers are trained on well-being and life skills to support the psycho-social well-being of both non-formal teachers and students.
Contact person(s) for the program	

I. STRATEGIC CONTENT

I.1 Country Context

As of mid-2021, the Syrian frontlines have held in place longer than at any other time in the decade of conflict. And yet, across all areas, stability remains elusive and humanitarian needs continue to accumulate. More than ten years of destructive conflict in Syria has hit those who are least responsible the hardest – children. Humanitarian and protection needs are still acute. With basic infrastructure and services decimated by the conflict and 6.7 million people internally displaced, there remain 13.4 million people in need of some form of humanitarian or protection assistance, including 6 million in acute need. Children have experienced psychological distress due to violence and instability, many have missed years of education, with at least 2.4 million children in Syria currently out of school (UNOCHA, 2021 Humanitarian Needs Overview (HNO) Summary). This is an increase from of 300,000 children from early 2020 when even before the impact of COVID-19, an estimated 2.1 million children were already out of school as the country entered its tenth year of conflict¹.

The Syrian conflict divides into three theaters: North West Syria (NWS), comprising opposition-held Idlib province and the Turkish-controlled northern Aleppo countryside; North East Syria (NES), the territory north of the Euphrates River administered by Kurdish officials; and the areas controlled by the Government of Syria (GoS). The dynamics in each are distinct yet interrelated through the overarching forces at play in the Whole of Syria (WoS).

Displaced populations and returnees are vulnerable to outbreaks of infectious diseases—including the rising numbers of COVID-19 cases—due to crowded camps and informal settlements with poor access to information, unsanitary living conditions, overstretched health services and low coverage of routine immunization. Ten years of conflict have dramatically reduced access to basic social services, with concern that violations against children have been escalating.

Out-of-school children (OOSC) are considered particularly vulnerable to exploitative forms of child labor, face heightened risk of child marriage and recruitment into armed groups. The vulnerability of out-of-school children lies not only in immediate risks to their safety and well-being, but also in the longer-term limitations they will face in the future, particularly in gaining employment opportunities. Furthermore, access to formal education is limited, and the vast majority of children with disability are not catered for. According to the HNO in 2021, it indicated that children/ adolescents aged 6 – 17 years have limited availability to primary and secondary schools. Children aged 3-5 have even more limited access to education services. The insufficient number of qualified and experienced teachers further compromises the ability of the education sector to meet the learning and wellbeing needs of the children in Syria.

The COVID-19 pandemic has exponentially increased the number of students out of school². The disruption to the formal education systems, and more broadly to students' access to learning opportunities, had a dramatic impact on the opportunities and well-being of children and young

¹ UNOCHA Humanitarian Needs Overview, 2019

² Number of out-of-school children doubles in northern Syria as coronavirus, poverty take their toll, Save the Children International, 20 December, 2020

people who already face the manifold consequences of displacement. The pandemic has exacerbated vulnerabilities and worsened inequalities among Syrian children. While online platforms and distance/home-based education interventions were launched across Syria, challenges including limited access to and high costs of internet connectivity and devices, restrictions in movement and access to basic services, has led to a digital divide posed and further excluded the most vulnerable children from accessing quality education opportunities compromising their ability to learn and socialize in a safe learning environment leading to compromised cognitive development, negative coping mechanisms and protection risks. Further limitations on their ability to learn and socialize in safe and protective learning environments under the supervision of qualified teachers leads to increased dropouts, compromised cognitive development, negative coping mechanisms and protection risks.

Across all areas, the largest driver of needs in 2021 is the ongoing economic collapse. The official exchange rate of the Syrian pound (SYP) has lost 95% of its value since the start of the war. The weakened currency combined with strict sanctions mean that the government and merchants struggle to import essential goods, such as food, fuel, and medicine. Food prices have skyrocketed in recent years—most families can no longer afford to eat meat, and many families cannot afford to meet basic caloric needs. The economic drivers of food insecurity are exacerbated by climate shocks (Syria's breadbasket is experiencing the worst drought in 900 years) and resource competition (as Turkey increasingly limits the flow of the Euphrates and Turkish-backed militia weaponized NES' key water pumping station). More than 12 million Syrians are now food insecure; 85% live in poverty. The widespread fuel crisis affects not only transportation, but also agriculture (irrigation machines), clean drinking water (water pumps), electricity (generators to supplant unreliable municipal power), and daily household needs (cooking, heating, etc.). The dismal economy (on top of ongoing insecurity and political uncertainty) is a major reason refugee returns remain very low.

Since the outset, the Syrian conflict has been steered by external forces—both in war and in efforts for peace. Unfortunately, none of the various processes that aim to resolve the conflict (the UN-led Geneva Process, the Astana Process, and the Doha Process) show any signs of breakthrough progress in the near-term. In the meantime, the conditions for recovery or reconstruction are totally absent. Therefore, even if no major military conflict takes place in 2021, it is likely that the humanitarian situation across Syria will continue to deteriorate.

The proposed intervention will address the education needs of children in North East Syria who are currently not in school or at high risk of dropping out of education will through the creation of flexible non-formal education pathways that allow children to reintegrate into the formal education system or to acquire the relevant skills needed for a stable livelihood. The intervention will contribute to the Multi Year Resilience Program (MYRP) 2020-23, which serves as the framework that development and humanitarian partners consider the most relevant to meet the educational rights of Syrian children.

Northeast Syria (NES)

Since the 2019 incursion by Turkish-backed forces and subsequent establishment of a Turkish-controlled zone between Ras al-Ayn and Tel Abyad, the NES frontlines have remained largely stable. This status quo has been reinforced by the new US administration, which has signaled a renewed commitment to the stability of the territory and to the Autonomous Administration of NES (AANES). The most likely scenario for the coming period is a continuation of the general prevailing framework amid worsening economic conditions. NES faces similar challenges to the rest of Syria—weak economy, poor health services, displacement—but benefits from lower population density and a relatively coherent governance structure. In Ar-Raqqa governorate, 167,107 people are internally displaced with 99,060 residing in formal camps/settlements. In Al-Hasakeh, 323,393 people are internally displaced with 125,731 residing in camps/settlements. In Deir-ez Zoir, 164,916 are internally displaced with 35,642 in informal camps/settlements (HNO 2021).

Multiple conflict-related protection risks persist and have been further compounded by the financial crisis and COVID-19 outbreak that has eroded family coping strategies and forced girls and boys who would previously have been in school into harmful practices, including begging, child labor and child marriage. To date, hundreds of thousands of children and their families across Syria live in overcrowded camps with no or insufficient services and infrastructure, struggling to make ends meet, and trying to keep themselves safe. According to Save the Children’s “Reversing Gains” report in December 2020, learning opportunities have been traded to meet the pressures of new economic emergencies for households, and are further limited by a lack of access to technology that can support remote learning. The report confirms loss of educational access of approximately 50% of the current learning population in the North East Syria (NES). Without access and the availability of services, the numbers of children resorting to child labor and other unsafe coping mechanisms rises. A surge in COVID-19 cases in the second half of the year has further compounded the situation. Data from the Whole of Syria Education Cluster shows that in 2020, 2.45 million children were out of school in Syria, with the numbers expected to have increased in 2021.

Save the Children conducted a global research in mid-2020 to assess the impact of COVID-19: of all children interviewed in Syria, 84% in NES reported closed schools (SCI, Global COVID-19 Research, June, 2020). There are multiple negative consequences on children’s rights to survival, protection and education. Children have been exposed to prolonged distress and as a result, they report nightmares, lasting sadness and anxiety. In NES, nearly 40% of both residents and internally displaced people (IDPs) reported instances of early marriage and over 60% children aged 15 or below are sent to work in order to meet basic needs. Among IDPs, less than 50% of adolescents are reportedly in school, with adolescent boys at just over 41% compared with adolescent girls at 48% (HNAP IDP Report Series 2020: Socio-Economic Overview). SC’s recent Barriers Analysis reveals both a lack of key services and where services are available there are often accessibility barriers related to distance and cost of transportation.

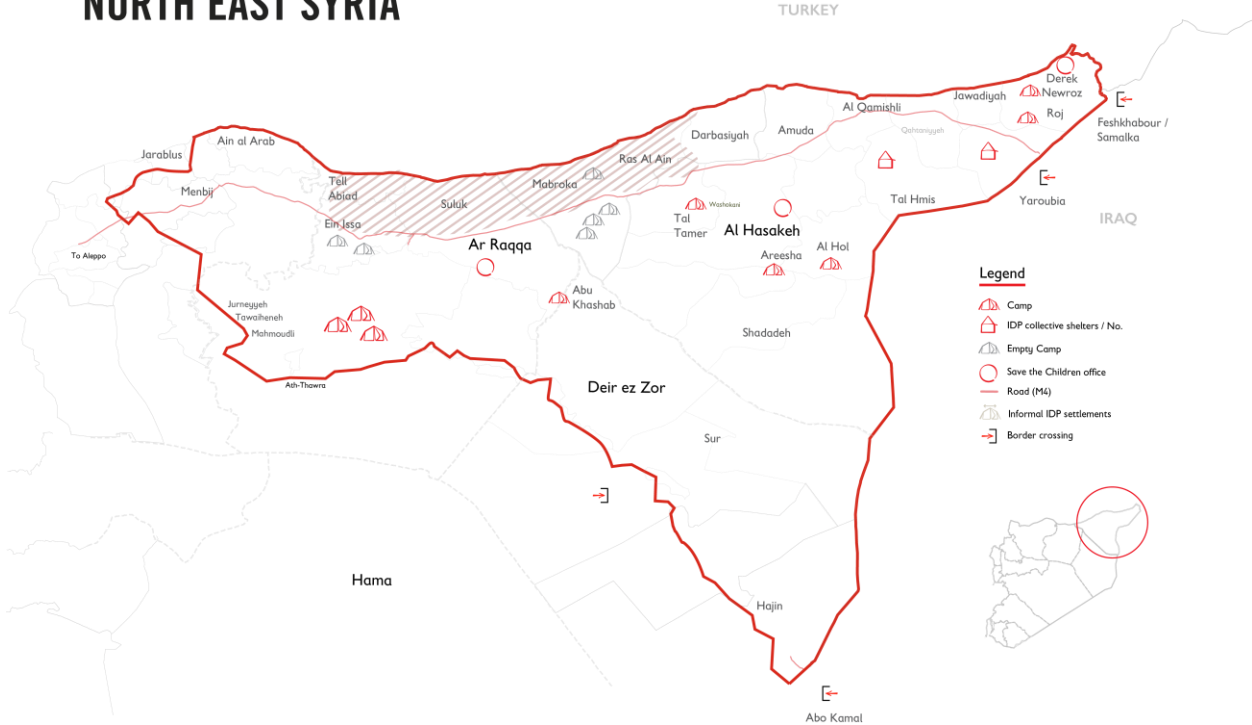
Despite the emergence of COVID-19 and related access restrictions in mid-2020 in NES, Save the Children has been able to conduct the Barriers Analysis exploring access to services for different groups of children and their caregivers (based on age, gender, disability and other intersecting inequalities). The assessment was implemented in Al Hol camp and in the

communities surrounding Roj camp. Particular issues regarding the overall accessibility of the available services including Save the Children's facilities to children, women and children with disabilities were highlighted by the respondents across these locations. Issues such as gender and cultural norms, mistrust against local actors, limited livelihood opportunities, security concerns (such as intra-camp violence), movement and services limitations imposed by the authorities, overall living conditions and the absence or limited accessibility of core services were reported as further creating barriers to meaningful access for the most marginalized in the communities. Limited availability of disability inclusive activities and specialized services across the locations were one of the key findings of the assessment. Furthermore, cultural and gender norms that are prevalent in ISIS-affiliated populations resulted in stronger barriers for girls and women. Analysis pointed to differing protection risks faced by boys and girls, with child marriage being the key concern for adolescent girls preventing them from attending education while child labor and child recruitment being key risks faced by adolescent boys. These were seen to be further exacerbated following the COVID-19 related restrictions and worsening economic situation.

In Ar-Raqqa, an area-based assessment by Save the Children revealed that school attendance rates for children between the ages of 6-18 years old were generally moderate. The overall school attendance rates were high for children between the ages of 6-11 (between 75% and 93%), moderate for children between the ages of 12-15 (between 48% and 65%) and low for children between the ages of 16-17 (31%). There were no noticeable differences between boys and girls across the different age groups. However, children with disabilities showed significantly low attendance rates, with a total of 65% of children with disabilities not attending school at all, and the rate reducing drastically for older age groups. The main reported reasons for children between the ages of 6 and 18 not attending school included the necessity for them to stay home to support their parents (as reported by the parents of the children not in school in 61% of the cases), the necessity for children to work outside the home to earn an income as reported by 37% of parents, and the lack of economic capacity to spend on education as reported by 25% of the parents. The overall school drop-out rate stood at 14% at the time of data collection.

The Informal Site and Settlement profile for Deir-ez Zor governorate in February 2021 by REACH concluded that although in 91% of the assessed settlements children had access to education, 100% of the same settlements reported barriers to access to education. Most commonly, children were sent to work or married early due to local customs, therefore, they could not attend school. Eighty-two percent (82%) of the assessed settlements also reported that their children's education has been negatively impacted by COVID-19 and the related closure of the schools. The most common concerns included the decrease of children's interest in learning, increase in child labor, and decrease in the children's ability to learn.

NORTH EAST SYRIA



I.2 Sectoral and Institutional Context

I.2.1. Challenges Facing the Education Sector

Until 2011, a national Education Management Information System (EMIS) collected and updated education data in each governorate twice a year through a 40-page survey. Due to the crisis and current divide in Syria, many schools are excluded from this process and there is an incomplete national sector data set. The last substantive submission of national education sector data to UNESCO Institute for Statistics (UIS) was in 2013, although this did not include data on survival to last grade in primary (2011) nor transition rate from primary to lower secondary (2012). There is no data available within UIS on pupil/teacher ratio or on education expenditures in Syria. The most recent data provided to the UIS on literacy is from 2004. Lastly, the general information (population to 18) was submitted to UIS in 2018. Generating up-to-date, sector-level education data requires the development of standardized data collection mechanism for partners to capture information on student enrollment, attendance and transition across various non-formal Education (NFE) pathways. Having a unified approach to data collection will reveal how many years children are spending engaged in and completing the non-formal education cycle to better understand bottlenecks and identify trends relevant for future program and financial planning.

In Syria, the lack of a unified education system is increased by multiple, fragmented systems and hinders coordination and the provision of services in the GoS and non-GoS controlled areas. Education services sit under multiple authorities and use different curricula. This makes capturing, measuring and comparing learning and well-being outcomes across various partner programs extremely challenging and further compounds the difficulties children experience moving through the non-formal education system. Due to the specifics of the Syria crisis in December 2018, the

GPE board approved ‘Operating Principles for Fragile and Conflict Affected States and Complex Emergencies’ which allowed working in Syria through the WoS coordination mechanism and the Education Dialogue Forum (EDF) which brings together key education actors³, rather than through a Local Education Group led by the GoS.

Education actors are organized and coordinated through several formal or non-formal structures. The overarching humanitarian coordination mechanism for Syria is the WoS cluster structure. The overarching response framework is the annual Humanitarian Needs Overview (HNO) and the annual Humanitarian Response Plan, both coordinated by UNOCHA and the cluster leads. As stabilization actors also support education in Syria, the WoS Education Sector aims to engage with relevant stabilization actors. The Sector engages with relevant local authorities and ensures information exchange with relevant sectors, such as Protection (especially Child Protection) and WASH, and maintains a dialogue with relevant donors.

1.2.2. Sector Coordination

A commonly found coordination mechanism- LEG - does not exist in Syria. The WoS approach is the overarching humanitarian coordination architecture in Syria. The structure with its NGO-UN co-leadership was established in 2014 to harmonize a largely fragmented response and to better ensure that humanitarian principles fully informed the response—particularly in regard to operational neutrality. WoS Education Cluster is co-led by SC and UNICEF and composed of various response centers (hubs) from which the response is coordinated:

- The Education Cluster in Gaziantep, Turkey: SC and UNICEF co-lead and coordinate the response in the northwest that are not under the GoS authority.
- The Education Working Group in Derek, Syria: SC leads and coordinates the response in the northeast that are not under the GoS authority.
- The Education Sector: UNICEF and the GoS’ Ministry of Education in Damascus Syria co-lead with five sub-national hubs and coordinate the response in areas of the country under the GoS authority as well as a nominal response in areas not under the GoS authority.

There are 205 members across the three hubs. Members are local and international NGOs and UN agencies who commit to coordination, information sharing and collaborative efforts to improve their collective support to education services. Membership is voluntary and the coordination structure has no authority over its members; similarly, WoS is not a managerial hierarchy, it is a sum of its parts and works with the principle of subsidiarity.

As well, SC is an active EWG member and as such, GPE programming planning and progress will be shared with the EWG and contribute to its collective efforts. One example of this was the technical support provided to the EWG in NES at the beginning of the COVID pandemic where SC led the development of SOPs as well as approaches to provide remote and blended education.

As described in UNICEF’s Program Document dated January 2021, donors involved in the education sector in Syria coordinate themselves in a Donor Partnership Group (DPG) that is

³ The EDF was established in 2016 during the run-up to the first ECW investment in Syria and is composed of donors, UN agencies and WoS. The EDF is co-chaired by WoS and the Donor Partnership Groups (DPG). The DPG is composed of a wide number of stabilization and humanitarian donors supporting education in Syria and is co-chaired by the EU and FCDO.

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 at the regional level.

The Education Dialogue Forum (EDF) was established under the framework of the first Education Cannot Wait (ECW) investment for Syria in 2017 by the WoS and 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 stabilization, relief and development continuum.

A taskforce was established under the EDF to facilitate consultation and consensus building in the development of the MYRP and ECW funding proposal. The taskforce includes representatives from WoS, UN and DPG members and is identified by the EDF as the body to negotiate the development of the GPE's ESPIG program for Syria following consensus reached on the MYRP and the ECW proposal. Save the Children confirms alignment of the program to the "Interventions Matrix" agreed to between UNICEF and the EDF (15 Oct. 2020) outlining parameters of agreed on activities and operational issues.

2. PROGRAM DEVELOPMENT

2.1. Engagement with GPE and ESPIG Grant Agent Modality

GPE announced a USD 25 million grant allocation for the Syrian Arab Republic in February 2018. 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 WoS mechanism and the EDF, rather than a LEG led by the GoS. The ESP/TEP is aligned with the coordinated WoS approach, the Humanitarian Response Plan, and with ECW's MYRP Framework. These alignments have been ensured after the GPE Board's decision in December 2019 to waive the GPE's financing pre-conditions relating to the availability of an endorsed quality ESP/TEP for Syria. At that time, the GPE Board allowed financing to be made available for Syria under applicable UN resolutions and mechanisms. As such, the MYRP – developed as part of the ECW funding proposal in 2019, endorsed by the local EDF, and approved by the ECW Executive Committee on December 12, 2019 – is the guiding multi-annual framework for GPE funding. In January 2020, UNICEF was selected as the Grant Agent. Since that decision, two resolutions have been adopted that impact how organizations can work in Syria. The UN resolution 2504 excludes border crossings allowing access to North East Syria. This restricts the UN's ability to financially engage with actors not registered with the GoS and caused UNICEF and partners to reassess the ability to implement the GPE grant in all original target areas. Therefore, UNICEF, in consultation with the EF, proposed a dual grant approach, whereby UNICEF and Save the Children would serve as grant agents. Save the Children was proposed because of our co-leadership of the education sector in the WoS with UNICEF, and our role in coordinating the Education Working Group of North East Syria.

2.2 Lessons Learned from Previous Sector Programs

With the main office in Amman, Save the Children works through both direct and indirect implementation modalities across Syria. As of June 2021, we currently implement 21 projects across the whole of Syria in a number of thematic areas with children in the centre of our holistic approaches. Among others, these activities are funded by the Norwegian Ministry of Foreign Affairs, the European Civil Protection and Humanitarian Aid Operations (ECHO), Danida, Sida, the French Ministry of Foreign Affairs, USAID/BHA, Swiss Agency for Development and Cooperation, the Bill & Melinda Gates Foundation, the Syria Cross-border Humanitarian Fund (SCHF) and private SC funds.

The operations team accesses target areas through two cross-border access points and one area office within North East Syria while the main office provides technical oversight and strategic leadership. Whilst most of the work that SC delivers in NE Syria is implemented directly, our education programming in out-of-camps settings are predominantly run with local organisations. SC has direct experience delivering education programming in Al-Hasakeh, Ar-Raqqa and Deir ez-Zor, where local partners work with us in child protection and mental health and psychosocial support – complementing the ongoing education work and ensuring that safe and protective learning environments are in place.

Save the Children closely coordinates with other INGOs, local NGOs, UN agencies and coordination structures, and other actors at the national and local level and co-lead the Whole of Syria Education Cluster with UNICEF. Our engagement in the coordination mechanisms fosters an ever-increasing understanding and response for the educational needs in the target areas, as well as informing advocacy with local education authorities to advocate for children's rights for a safe and protective education.

Although Save the Children has no prior experience implementing GPE awards in Syria, the program design builds on experiences from Save the Children's Syria response that started in 2012, and lessons learned during the ongoing implementation of the ECW MYRP.

- **Integrated programming:** Due to the multifaceted risks children face in Syria, Save the Children puts great emphasis on holistic approaches that combine education and child protection interventions and ensures children can learn and develop in a safe and protective environment. The program will consider psychosocial support activities for children, caregivers, as well as teachers.
- **Multi-annual programming:** Predictability and long-term funding for the education sector in Syria is key to ensuring lasting change and improving learning outcomes and the quality of education in general.
- **Transition from non-formal to formal education:** Although educator service providers across Syria provide different curricula for learners, it is key these programs prepare the students to sit for national exams that would enable them to enroll in the formal education system, where available.
- **Flexible modalities:** In light of the implications of the global COVID-19 pandemic, it is essential for children to have access to education despite school closures and curfews that may limit physical access. Save the Children has introduced a number of remote/online learning modalities to adapt to these challenges.
- **Inclusive education:** Based on data from the Education Cluster, it is estimated 1.1 million children with disabilities are in need of education assistance across Syria in 2021, while their

needs are not appropriately cared for, and many of them do not have meaningful access to services.

3. PROGRAM OVERVIEW

3.1. Program Rationale

The most recent multi-agency sector analysis was undertaken in preparation of the MYRP (2020-2023) and was completed in December 2019. It included a thorough analysis of the education sector within the context of a protracted crisis and covered the following specific elements: access to education; quality of education; protection of children; gender and inclusion; continuity of services and sector financing. In 2019, an Out-of-School Study was conducted by the GoS to provide updated numbers of OOSC. While data is important in this context with so limited opportunities for data collection, we need to acknowledge that data in areas not under GoS may need to be cross-checked. Annually, through the “No Lost Generation” mechanism, reports are produced and agreed upon with key players in the sector on progress with regards to the provision of education to Syrian children, both in host countries and Syria.

The HNO provides conflict-sensitive analysis relevant to the education sector and represents the Whole of Syria Education Sector's analysis. This data is updated on an annual basis to reflect the fluid and rapid changing situation in Syria. Most recent data used in the program document is data from the HRP 2009 and from the HNO 2021⁴. Last year, 2020, was a difficult year as schools were largely closed due to COVID-19 – therefore 2019 data is considered more accurate, although recognizing there have been changes since then including displacement of people. The aforementioned documents include a dedicated section on gender and inclusion factors that impact education equity in Syria. The documents also consider the impact of various socio-economic barriers (poverty; refugee/returnee; geographical) on the continuity of educational services for vulnerable children and their families. The information in these sections is critical to consider when designing this proposal as these directly impact access to quality education. It is critical to account the ongoing devaluation of the Syrian Pound and its economic effects on families, including its role in increasing vulnerabilities for children i.e. child labor, specific effects on gender centric vulnerabilities such as early marriage and ongoing systemic barriers to service that exist in the population with disabilities. Each of these factors is being addressed by the SC ESP in Northeast Syria through additional non formal teacher skill development in inclusionary education and community awareness campaigns, NFE opportunities addressing OOSC populations and expanding education access to locations with a high prevalence of need and in socioeconomic distress⁵.

The COVID-19 pandemic has exponentially increased the number of students out of school⁶. The disruption to the formal education systems, and more broadly to students’ access to learning

⁴ The HNO 2020 for Syria has not been published to-date.

⁵ It is important to note that educational data in Syria is poorly collected and most of the analysis is based on proxy data or data coming from programs. SC will use the GPE program to strengthen better availability and quality of data at least for the NES area by having a strong MEAL and IM system in place.

⁶ The number of OOSC doubles in northern Syria as coronavirus, poverty take their toll, Save the Children International, December 20, 2020.

opportunities, has had a dramatic impact on the well-being of children and young people who already face the manifold consequences of displacement. The pandemic has exacerbated vulnerabilities and worsened inequalities among Syrian children. While online platforms and distance/home-based education interventions were launched across Syria, challenges including limited access to and high costs of internet connectivity and devices, and restrictions in movement and access to basic services presented barriers to many children. More so, in NES in camps internet coverage is very patchy and in some of the more secure camp areas mobile phones and other IT systems are not allowed. This has led to a digital divide that further excluded the most vulnerable children from accessing quality education and compromises their ability to learn and socialize in safe learning environments, which can lead to compromised cognitive development, negative coping mechanisms and protection risks.

Prolonged disruption to children's education due to conflict puts children at risk of regressing in their learning, not returning to school and resorting to negative coping mechanisms, including recruitment into armed groups, child labor and child marriage. Temporary school closure due to COVID-19 further compounded these problems. The timing and frequency of re-openings and closures differed from area to area as the various education authorities have handled closure and reopening of schools/learning centers and protocols differently. Although schools were opened in September 2020 for the new school year, the recent resurgence of COVID-19 (2nd wave) has resulted in widespread closures and curfews. Though reopening is taking place on a case by case basis, many IDP camps are still under full lockdowns and the rate and effectiveness of reopening is unclear.

3.2. Program Interventions

3.2.1. Goal and Objectives

To ensure out-of-school children and those at risk of dropping out are able to access safe and quality learning opportunities.

Objective 1: Educational pathways are strengthened through investment in non-formal education services, integrated community protection services (PTAs, CBCP, etc.) and quality learning environments

Objective 2: Teachers are trained on well-being and life skills to support the psycho-social well-being of both non-formal teachers and students.

Overall Outcome: *By 2024, ensure conflict-affected girls and boys engage in meaningful learning which includes basic literacy and math in safe and protective environments.*

Overall Impact Indicator: *28% of Syrian children affected by conflict in target locations access safe, inclusive and equitable and quality education opportunities*

Program interventions are designed to support the children to get ready for formal schooling and improve transition to formal school. Recognizing the barriers to support a formalized pathway to transition into formal schooling, the GPE program will work to ensure children have the needed competencies and skills to be successful in the transition. Additionally, SC commits to monitoring and documenting successful stories of children who have successfully completed that transition and build on that learning.

3.2.2: Component I: Provision of Non-formal Education Pathways

With high numbers of children not in school there is a need for flexible learning pathways for children and young people with substantive gaps in their learning. It is essential support be focused on extending access to ensure continuity for those already engaged in non-formal education programs as well as supporting the establishment of new programs where there is currently no or limited access, or to reach groups of children not reached before (for example children in pre-school/Kindergarten age and children with disabilities).

This component addresses the need for educational programs that allow OOSC or those at risk of dropping out, to (remain) engage (d) in learning that provides them with relevant foundational and life skills, necessary to continue their education or transition to the world of work.

To address the lack of safe learning areas, new (temporary) spaces will be identified, and existing spaces will be repaired as needed. Light repairs on educational facilities will be made taking into consideration accessibility issues and Inter-Agency Network for Education in Emergencies (INEE) minimum standards for safe learning spaces. Maintenance and running costs will be provided to improve the learning environment, including the provision of furniture, teacher instructional aides and classroom materials as needed.

To ensure preparedness, where possible, SC will adapt its Safe School Common Approach to ensure while in and around non-formal learning sites children are safe from violence, natural and everyday hazards and conflict. The Safe school is an all-inclusive, all hazards approach to promote children's rights to safety in and around schools. The approach looks at working at four levels:

A) Policy and Systems: working with all relevant stakeholders including the EWG, Education WoS cluster, Protection cluster, Children Associated with Armed Forces and Armed Groups WG and other non-state actors to strengthen the enabling environment and ensure all children's safety in and around schools is supported by policy and systems. This would require a systemic analysis of the risks facing children – including girls and boys, children with disabilities, and considering other inclusion aspects – as well as working with the relevant stakeholders to emphasize safe recruitment and child safeguarding policies.

B) School Safety Management: this is a participatory school safety management and improvement process. This approach will be adapted to the non-formal education setting and expects to involve non formal teachers, children as well as parents and community members to mobilize or support existing committees to undertake activities that can contribute to improving the protective environment. Example activities include: deliver a risk and resource assessment and school improvement plan; training non formal school personnel and children on first aid; implementing a protective school code of conduct, including measures to prevent and respond to bullying and GBV; ensuring reporting and referral protocols are in place to respond to cases of violence against children, and these systems are connected to existing referral pathways.

C) Safe school facilities: all SC supported facilities must meet safety and protection standards in line with SC construction policy, benchmark and tools. Any light rehabilitation or re-modelling must include the identification and reduction of risks and engage technical experts to provide technical oversight. If possible, during the implementation of the GPE program, SC is keen to

implement a community-based approach to safe school rehabilitation – working with the management committee of the learning facilities and others for a more resilient community. This includes establishing arrangements and guidance for ongoing maintenance.

D) Teachers and children: recognizing we are in an informal learning environment, there is work to be done with teachers and children to develop knowledge and skills to keep children safe in and around schools. This includes guidance and classroom content support to teachers to: identify, reduce and appropriately respond to violence, natural and every day hazards and conflict; use non-punitive positive discipline and child friendly classroom management; and students to: demonstrate positive social and emotional skills; understand established protocols for seeking help including where to go and who to speak to when they feel unsafe; exhibit positive and social behavior towards peers.

Community engagement is key to ensure access and retention of children in learning. Community participation will be strengthened through educational campaigns run throughout the school year and include outreach to provide parents and children with information about the right to education and how to enroll children into remedial and non-formal education opportunities, as well as engagement and outreach focused on mapping the situation of out-of-school children and understanding the reasons for dropout and barriers to access.

Outcome 1 indicator: *% of children in supported Education facilities / learning centers attending 70% of the classes or more.*

Subcomponent 1.1: Reaching out-of-school children

Three interventions will target groups of particularly underserved children: namely school-aged children out of school, those of pre-primary age and children with disabilities.

Output Indicators

1. # of previously out-of-school children (re)enrolled into non-formal education opportunities (ages 6-17)
2. % of children achieved basic literacy and math skills (age 6-17)
3. # of children enrolled in Early Childhood Education (ECE) services (ages 3-5)
4. % of children gained early literacy and math skills (ages 3-5 years)
5. # of children with disabilities enrolled in non-formal education opportunities (ages 6-17)
6. % of caregivers/parents able to support their children on SEL
7. # of caregivers/parents participating in community activities
8. # of non-formal education (NFE) teachers / facilitators (teachers) able to deliver quality services to children, including children with disabilities addressing SEL, well-being and teaching learning processes

Activities:

1.1.1. Accelerated Non-formal Education

Adolescents collectively comprise many of the out-of-school population yet have limited or no alternative to participate in structured learning opportunities. The provision of non-formal education is critical to ensuring that children have a pathway to (re)engage in learning and acquire skills for their future.

To address this gap, this program will align with the MYRP to provide opportunities to adolescents to learn in integrated learning spaces that provide foundational, transferrable (or life) and vocational skills to continue learning, support their wellbeing, and/or engage in meaningful employment. Integrated programming that provides a foundation in literacy and numeracy skills and addresses the need for differentiated learning opportunities through (foundational, socio-emotional, life and technical) skills development are required to prepare children, particularly adolescents, to continue their learning beyond schooling. Ensuring that adolescents participate in age-appropriate education and learning opportunities with their peers will provide an opportunity to focus on developing important skills while having safer and more protective space to strengthen peer-to-peer support structures and social developmental. Thus, measuring holistic learning and well-being outcomes will be necessary throughout the program. The project will distribute recreational materials, student learning kits and support materials as well as remote learning materials to children. Light rehabilitation and furniture will be provided to learning centers. Specific activities include: community outreach to families with out-of-school children to explain the program and encourage enrollment; training of NFE education personnel in the curriculum that will be offered and payment of the education personnel; appropriate learning centers will be identified and light rehab will be carried out as needed including provision of furniture, recreational and learning materials which will later be distributed to children; a remote learning support team will be established to support children who cannot physically access the learning centers for whatever reason, with distance learning modalities developed and remote individual learning tools will be distributed to learners. Psychosocial support services will be provided at the learning centers. Student assessments in literacy, numeracy, SEL will be designed and then will be conducted every six months to determine what services adolescents might need.

To ensure effective teaching, NFE teachers and education personnel in formal and non-formal education programming will benefit from on-going professional development initiatives focused on inclusive, gender-sensitive and protective pedagogy, teacher well-being and integration of SEL across the curriculum, classroom management and life skills, including training using the TiCC modules. Training will support teachers to consider factors that influence their well-being, and provide strategies for engaging in peer support, such mentoring and coaching. Training will also include guidance to teachers to consider different factors that influence inclusion and exclusion in the classroom and learning process. Training on inclusive education principles will be conducted to empower teachers and education personnel to respond to the specific needs of boys and girls, including those with disabilities. Partnerships will be explored between selected INGO partners and local independent community organizations and syndicates to strengthen teachers. Teachers will receive monthly stipends to support their participation.

1.1.2. Early Childhood Education (Ages 3-5)

To ensure access to early learning and child development opportunities, non-formal early childhood development (ECD) programs will be expanded through a community and inter-sectoral approach. Provision of non-formal education will be available for boys and girls that are out of school or behind in their learning and will focus on the provision of catch-up, remedial and accelerated learning programs. Focus is on the acquisition of foundational (literacy and numeracy) and social and emotional learning (SEL) skills. These classes will run in cycles throughout the year and elevate children to their expected learning levels. Ongoing monitoring of children's skill development during this critical period will enable teachers to identify those needing a bit of extra

support, and provide it, to ensure children move on once they have completed the ECD cycle. With a strong focus on school readiness skills, children who complete ECD are expected to enter formal school settings. In addition, Communication for Development (C4D) (C4D promotes positive change both on individual and society level through engagement with and participation of children, their families and communities) will be delivered along with parental education interventions such as Parenting Without Violence, an SC Common Approach designed to reinforce non-violent responses to behavior, the development of emotional self-management and positive approaches to discipline for caregivers.

1.1.3. Supporting Children with Disabilities

Through the Washington Group disability questionnaire, SC and partners will be able to look at individual functioning of children and then use the data to identify children with disabilities (physical, cognitive, or learning). Recognizing the intersectionality between different aspects of inclusion, to increase student attendance and retention, in addition to physical adaptation and addressing mobility needs, specific attention will be given to support learning in the classroom. Children with disabilities will be identified and enrolled, with additional support provided to their families and caregivers at home. To increase student attendance and retention, in addition to physical adaptation (e.g. provision of ramps, handrails, etc.) and addressing mobility needs via assistive devices as needed, specific attention is required to support learning in the classroom. Training will be provided to ensure teachers are better able to ensure inclusion and support of children with disabilities in the classroom, as well as matching their teaching towards a student's specific learning style or need. Student kits and learning support materials will also be adapted as necessary (e.g. large format, audio versions). This program will also ensure that both SC and partner staff are regularly trained on inclusion and disability by disability advocates to continue to foster community awareness and increase outreach. Community-based outreach and advocacy campaigns will be undertaken to educate communities about learning opportunities in general and specific messaging on opportunities for children with disabilities.

Subcomponent 1.2 Remedial Education for Children at Risk of Drop Out

The program will implement a remedial education intervention 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.

Output Indicator: *# of children participating in remedial education interventions (ages 6-17)*

Activities:

1.2.1 Provision of remedial education services to at risk children

The remedial education intervention is delivered by non-formal teachers and includes recreational activities and life skills development. Particular attention is placed on ensuring 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), as well as key SEL skills to navigate their environment as effectively as possible.

NFE teachers and students require basic classroom and learning essentials. Assessments have highlighted the lack of basic learning and teaching materials and the challenges caregivers face with covering these costs as an important barrier to education. Students will receive, based on

priority needs, school bags, pens, pencils stationery, and other supplies to support learning. Learning centers will be provided with essential teaching aids.

Participation in games and other recreational activities provide children opportunities to develop capacities and resources that can help them deal with emotional, social, and practical challenges they may face in their lives. NFE teachers and education personnel will also be trained on Psychological First-Aid (PFA) to be able to identify and interpret signs and symptoms of psychosocial distress and unusual behaviors of children affected by crisis. This training will also increase teacher's understanding of the direct connection between their own well-being and the well-being of their students. Through developing teacher's skills in how to provide physical and emotional comfort and model calmness, teachers will learn about the importance of applying these concepts when providing fellow teachers with peer support and when supporting themselves to improve their well-being. If the referral pathways are safe, there is also the potential to connect children with acute needs to specialized services better able to support them.

Component 2: Building Teacher Competency in Life Skills Education (Psycho-social Support and Violence Prevention)

Children in Syria suffer from high levels 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 ability to learn. Teachers lie at the heart of efforts to improve children's development of social and emotional skills, both in the explicit integration into daily teaching and learning practices, as well as in modeling the related behaviors within their classroom and across the school setting.

To ensure quality learning results, qualified, retained and motivated teachers and education personnel are essential. Teachers along with students suffer the impacts of the conflict and require psychosocial supports to better manage daily life. Compounding these challenges, many teachers are under or unpaid leaving them unmotivated or stretched by having to seek additional employment. Direct support to teachers to improve their wellbeing is necessary for them to support the wellbeing of their students.

Outcome 2 indicator: *% of children showing improved learning outcomes through high quality NFE learning opportunities (80%)*

Output Indicator 2.1: *% of learning spaces where children are benefiting from learning plans integrating life skills education, psychosocial support and violence prevention*

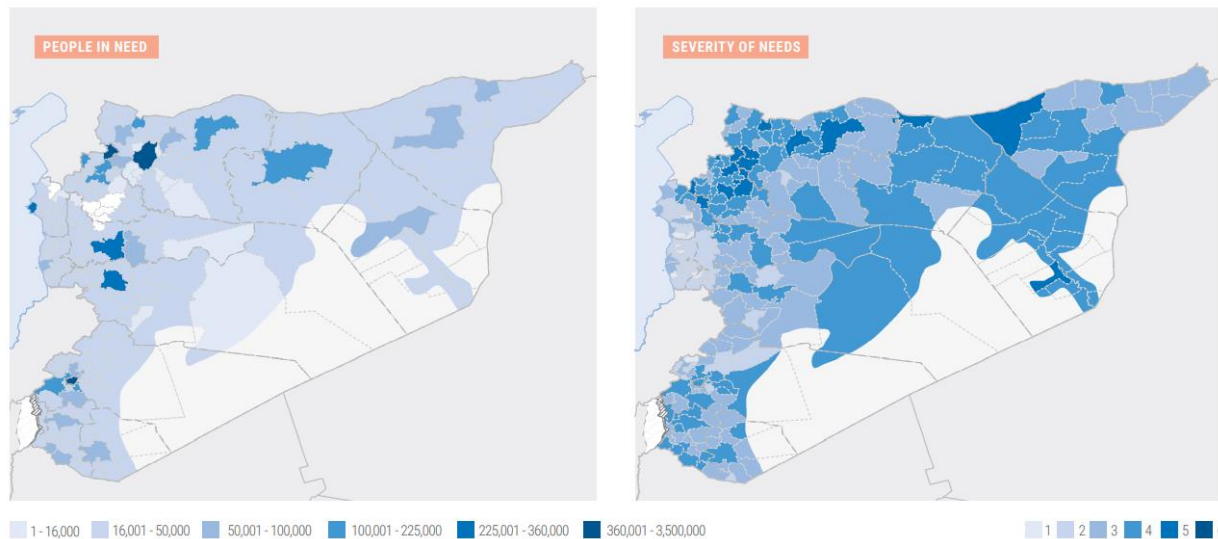
Activities:

NFE teachers and education personnel are provided skills development to enable participatory and student-centered teaching and learning methods. This includes not only pedagogy and teaching skills, but also essential skills for working in a conflict or displaced setting. 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 psychosocial support to students. A LSE Teacher training course will be developed including a measurement tool on teacher knowledge/awareness. The LSE Teacher Manuals will be produced and distributed so each teacher will have five manuals. Each NFE center

will also receive material on LSE, psycho-social support approaches and violence prevention materials. NFE teachers and education personnel will be trained to identify and interpret signs and symptoms of psychosocial distress and unusual behavior of children affected by the crisis and will be supported to understand what referral pathways are available to them for children in particular distress. As mentioned above, finally, while it will not be possible to pay NFE teacher salaries, it will support them with financial incentives or stipends for the provision of non-formal education. The program will also provide on-site technical guidance and monitoring for teachers.

3.3. Geographic Coverage

The program will be implemented in Ar-Raqqa, Al Hasakeh, and Deir-ez Zoir governorates in NES. In line with the MYRP and ECW seed funding, the program will target children in sub-districts with a severity range of 4 to 6 on the WoS 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 program will consider the inclusion of these as required and based on evidence.



Number of people in need of education assistance, and severity of need across Syria. Source: 2021 HNO.

3.4. Targeted Participants

It is estimated in 2020, 2.45 million children were out of school and 1.6 million children were at risk of dropping out. In 2021, there are 13.4 million people inside Syria in need of assistance. The Education sector identified that approximately 6.9 million people, 6.8 million children, need support in education. It is estimated this figure includes 1.1 million people living with a disability (2021 HNO).

The program 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 (or 3-5 for 2021) in Ar-Raqqa, Al-Hasakeh, and Deir-ez Zoir governorates.

3.5. Implementing Partners

As previously mentioned, Save the Children is an active member of the education coordination mechanisms in Syria through its role co-leading the WoS Education Cluster with UNICEF, and

its strong presence in NES. As a Grant Agent for a recent ECW contribution towards implementation of the MYRP, Save the Children gained valuable experience in a set of partnership and sub-granting modalities.

Save the Children will collaborate with non-profit organisations in program implementation, and will benefit from the technical experience and strengthened capacities of these organizations. No direct support will be provided through the program to for-profit providers of core education services, in line with the GPE's Private Sector Engagement Strategy. Partner selection will follow Save the Children's guidelines, and is accompanied by internal controls, tracking and monitoring systems with a view of taking all reasonable steps to ensure funds are used for their intended purpose. The program will issue a competitive call for "Expressions of Interest" through which implementing partners will be selected based on a clear set of criteria to ensure implementation capacity. Potential partners and their key staff must be vetted before an agreement is entered with them. All initial vetting requests are processed by the SC Partner Vetting Team, and all people in the Partner's organization who deal with SC funds or are otherwise involved in financial management. The information collected is put into a compliance checking database that cross-references and checks for a match between the partner/supplier, and official lists of sanctioned parties. These checks ensure that they are not designated/proscribed organizations or persons or subject to sanctions. Once the vetting is completed, another level of risk assessment that focuses on partner implementation capacity is implemented and covers the partner's capacity in organization (including adherence to human rights laws), programmatic, and financial capacity to ensure SC has correct information and is able to address with the partner capacity gaps at the earliest stages of implementation. Implementing Partner Agreements will be multi-year to ensure consistency and continuity, depending on their annual performance and analysis of the political context.

A Partnership Review Committee system 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 program documents.

4. MONITORING, EVALUATION, ACCOUNTABILITY, AND LEARNING

In line with SC's key priority towards increasing quality, our integrated MEAL approach emphasizes the use of data to support decision-making, accountability and continuous improvement of SC's programming for and with children. It seeks to ensure programs are not only monitored and evaluated, but stakeholder opinions are actively sought, quality of activities assessed against quality benchmarks, and findings shared with relevant stakeholders and explicitly fed back into program decision-making, incorporating accountability and learning.

SC's MEAL systems are structured to help the organization to:

- Document strategic impact
- Be accountable to ourselves, children, donors and partners

- Increase clarity of MEAL responsibilities and access to information
- Use evidence and learning to ensure the quality of our work.

Save the Children is committed to providing credible evidence of the results and impact of its programming and continuously monitors the progress of program interventions against key performance indicators. Tools have been developed to monitor program quality and adherence with international standards and quality benchmarks based on the Child Protection Minimum Standards in Humanitarian Action and INEE standards. Accountability to beneficiaries and learning for continual program improvement are other crucial components of MEAL. Save the Children's Syria Response Office has dedicated staff overseeing the MEAL work. Additionally, all program staff will have MEAL responsibilities in their respective sectors.

Monitoring: A monitoring plan will be developed during the program inception phase based on the log-frame and in coordination with the program team to ensure the plan is both feasible and aligned with the implementation plan. Data will be collected on a monthly basis by the Education teams (including implementing partners) through activity reporting and monitoring (e.g. training reports, activity reports, attendance lists), with support from the MEAL team for follow up with beneficiaries (e.g. focus group discussions, child participation activities). All data is input into the Indicator Performance Tracking Table (IPTT) to track progress vis-a-vis targets throughout the life of the program. Further, focus group discussions will be held regularly with children, caregivers and Educational personnel taking part in Education activities to ensure that children's voices feed into programming. Participants will be a mix of women and men, girls and boys. As well, qualitative data will be routinely collected through monitoring visits, classroom observations and meetings with implementing partners, local stakeholders – and most importantly, children – to provide real-time feedback on the quality and effectiveness of program activities.

Implementing Partner monitoring: All MEAL activities with the implementing partners will be jointly designed to make sure activities are feasible and adapted based on the needs and security situation on the ground. MEAL and program staff will hold regular coordination meetings, program reviews and lessons learned sessions with partners to: a) mutually review and assess progress of program implementation; b) document challenges and best practices for improvement and replication; and c) brainstorm future programming or solutions on challenges.

Indicator Performance Tracking Table (IPTT): For this program, Save the Children's MEAL team will track progress on the program indicators on a monthly basis. This will be developed in close collaboration with respective technical team to measure the progress of the indicators against set targets. All data will be disaggregated by sex and age. Save the Children and Implementing Partner staff will be collecting the data on paper, which has the beneficiary information included. This data will manually be inputted to an electronic system, which is used for the IPTT and reported on a monthly basis. Save the Children will use this format to receive MEAL reporting from the implementing partners. Once the MEAL team receives the IPTT data, it will be analyzed produced in report and then discuss the identified gaps with the relevant program teams and implementing partners. Improvement actions will be agreed and followed up its implementation by the MEAL team.

MEAL plan: To monitor program progress a detailed MEAL plan will be developed and summarized in a MEAL matrix. This MEAL plan includes:

- Data to be collected to measure progress, achievements (Indicators and indicator definitions)
- Sources, methods, frequency and responsibilities for data collection
- Data analysis and reporting of findings from data analysis
- Type of Feedback and Reporting channels, responsible staff and collection frequency and methods

Program Quality benchmarks: Quality benchmarks (minimum standards for program activities) will be developed / adapted for every activity of the program. The MEAL team will develop the quality benchmarks jointly with the relevant technical advisers and the implementing teams. Using the agreed quality benchmarks, MEAL team will ensure activities are carried out following agreed processes to produce quality outputs and outcomes. Quality benchmarks are based on international standards such as Sphere, government standards and industry/sector practice standards.

NES – Education Needs assessment: This will involve conducting a comprehensive needs assessment of schools, prevalence of OOSC in communities, awareness on the importance of Education and the teacher capacity with the implementing partners to provide the basis for selection of target locations / schools to benefit from the intervention. Once the target locations have been selected, the needs assessment data will be computed to establish benchmarks for the various indicators of achievement.

Joint monthly field monitoring will be carried out to monitor the progress of ground level activities. It will involve field visits by the program and MEAL staff from both Implementing partner and Save the Children. Visits will be captured in monthly field reports that will feed into the quarterly review meeting and quarterly progress reports to be shared with the donor. Checklists for the key areas of monitoring interest will be drawn and used during field monitoring and documentation of the findings done for future reference.

Quarterly review meetings convened and chaired by the Save the Children, bringing together key actors including implementing partners in this program to discuss the monthly monitoring findings, and will use the same to make informed decisions for on-going action activity implementation.

Participatory Mid-Term Review will be conducted midway through the term of the action to assess the implementation progress against the indicators of achievement as per the Logical Framework, and the findings used to review the implementation process as necessary. This will also involve the key stakeholders and actors as identified above, and guided by either an external evaluator or done in-house by program staff.

Participatory End-Term Evaluation will be undertaken by an external evaluator, involving the key actors and stakeholders. Achievement of the expected results vis-à-vis the indicators of achievement as reflected in the Logical Framework, challenges and constraints, and lessons learnt

will be documented and recommendations made for the way forward for the GPE support in educational development in North East Syria.

Learning Log and Management: Save the Children – Syria Response Office has launched a new Learning System to systematically collect, analyze and streamline learnings and challenges across different platforms and inform our decision making as well as influence the design of programs on a larger scale. Accordingly, a Learning log was designed to facilitate that process where any stakeholder or the member of the response including Implementing Partners can enter their learnings and challenges to the system. This is something that MEAL in Syria invest heavily in to better manage knowledge and create evidence across different functions. In this program, Save the Children will be asking its implementing partners to also utilize this tool to capture, manage and analyze learning on a systematic manner.

Data Security and Confidentiality: Save the Children has strict data security and confidentiality policies in place and ensures that all processes are strictly adhered to. Save the Children and Implementing Partner staff are trained on safe and confidential data collection, storage and management. The original documents are kept in a safe and secure place and eventually disposed of in agreement with the partners and Save the Children. The disposal of data also forms part of a contingency plan in the case of a safety and security incident. The anonymity of the beneficiaries is at the forefront to ensure they are not identifiable. All unique beneficiary data is stored offline and only approved staff have access to the information. This is particularly important when working with sensitive case management files, where confidentiality breaches could have serious consequences for the beneficiaries, including their safety, stigmatization, legal implications, and also to Save the Children's reputation and credibility.

Program Steering Committee (PSC) meetings:

Monitoring Activity	Purpose	Frequency	Responsible	Expected Action
Track results progress	Track progress against program indicators. This serves as the first line of monitoring to assess progress.	On-going, Quarterly	Implementing Partner, Grant Agent	Off-track implementation addressed in real-time
Monitor and Manage Risk	Monitoring implementation against risks identified in the risk matrix as well as the child-safeguarding matrix.	Quarterly	Implementing Partner, Grant Agent	Program management and organization management responsible for implementation to take necessary take to address any encountered risk
Develop and maintain functional school-based and child friendly feedback and complaint mechanisms	Monitoring feedback from communities to adjust the program	Quarterly	Implementing Partner	Feedback from communities is important to ensure program is addressing needs of different groups and if it is not, adjustments need to be made to the program.
Measuring learning outcomes	Students will participate in learning assessments, including the early grade learning assessment	Annually	Implementing Partner	Assessment data can offer feedback on areas of improvement, particularly related to teaching and learning materials, and assessment design
Annual Program Quality Assurance	Program quality will be assessed against quality standards and areas of strength and weakness will be identified to inform program improvement	Annually	Implementing Partner, Grantee	Areas of strength and weakness will be reviewed by program management and used to inform decisions to improve program performance.
Review and Make Course Corrections	Given Syria's uncertain situation, the program will be reviewed and revised on an annual basis to identify any course corrections needed to	Once	Steering Committee	Findings to update or amend MYRP program

Monitoring Activity	Purpose	Frequency	Responsible	Expected Action
	program scope based on an evolving context on the ground. Funding is only committed for Year I of the ECW Seed Fund program and additional financial commitment will be contingent on the country's situation.			

4.1 Accountability – (Information sharing and communications)

Using Save the Children's Accountability Framework, a range of mechanisms will be applied to ensure accountability to the affected population. Information on Save the Children and the planned activities will be made available to target communities through appropriate media (verbally and written in local languages). Save the Children will also create opportunities for communities, including children, to participate in programming decisions and provide feedback throughout the program cycle. Program staff and partners will be oriented on their responsibilities in collecting and reporting community feedback.

- Program related information is effectively shared with beneficiaries. Information is shared with affected communities through appropriate means, covering:
- Information about donor and Save the Children (e.g. vision/mission) and how our staff are expected to conduct themselves (e.g. code of conduct, child safe-guarding practices). This means to disseminate the translated version and it will be done at community level during community meetings.
- Information about the program (e.g. activities, timelines, budget, deliverables, target beneficiaries and selection criteria) - This will be at community level during community meetings.
- Information about how communities (men, women, boys and girls) can participate, give feedback and make complaints.

4.2 Complaints Mechanism

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

- Establish a **Feedback and Reporting Mechanism (FRM)** system for every program (Clear, transparent procedures that provide beneficiaries, staff and other stakeholders with access to a safe, confidential means of voicing complaints on issues within the control of the agency)
- **Complaints handling process:** Process is established no later than two weeks that enables community to safely raise complaints regarding our staff or actions through appropriate mechanisms- toll free/Hot line numbers will be printed as stickers and fixed at community level after sensitization of FRM handling system.

5. PROGRAM IMPLEMENTATION AND MANAGEMENT

5.1. Role of the Education Dialogue Forum (EDF)

The overarching humanitarian coordination mechanism for Syria is the WoS. The current architecture of the Education Sector consists of three levels: Dialogue, Coordination, and Implementation. The Education Dialogue Forum (EDF) is the primary platform for education donors, UN agencies and other relevant partners which meet (bi-) annually to share information. Unfortunately, due to the restrictions imposed by COVID 19, the EDF has not met bi-annually. There are gaps in sharing education sector updates and information in a timely manner within Syria. The WoS Education Sector serves as the coordination platform for education partners delivering services. The education donors also coordinate between themselves at the donor partnership group (DPG). The program will engage with and build on these structures at each level:

Dialogue level, the MYRP provides a framework, through the EDF, to discuss prioritization of needs and mobilization of additional resources and monitor at the level of the MYRP output indicators.

Coordination level, the MYRP Framework provides a medium-term strategy for education looking beyond the annual HRP to mobilize resources for sustained education services beyond annual increments. Through the steering committee, it brings together representatives of the three “bodies” that form the EDF: UN, DPGs and WoS. SC will monitor the progress towards implementation against the indicator framework while the steering committee will support implementation and provide guidance to overcome the challenges.

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

SC will be responsible for engaging and consulting with the wider donor community to ensure harmonization and streamlining of planned interventions with existing and forthcoming donor activities in Syria. Engagement with the wider donor community and EDF will also look to leverage additional funding to support the MYRP’s interventions and outcomes as well as working to scale-up interventions to reach additional locations and additional people in need.

To provide strategic oversight to the GPE-financed program and support the two Grant Agents in efficiently meeting the program results a steering committee will be created. The steering committee will be represented by the leads of the three EDF constituencies, namely:

- Two representatives from the Development Partners Group (DPG)
- A representative from the WoS Education Coordination Body
- A representative from a designated UN agency (other than Grant Agent)

In addition, the two Grant Agents (UNICEF and Save the Children) will each have a representative on the Steering Committee. The Grant Agents will serve as secretariat to the Steering Committee, on a rotating basis, and therein be responsible for preparing meeting agendas, materials and minutes as well as preparing reports and/or requests for decisions by the Steering Committee. A first meeting between UNICEF and Save the Children has already taken place to discuss the first draft of the TOR for the steering committee. On Thursday, June 17, 2021, a first meeting with EDF and the other relevant stakeholders took place to discuss the proposed TOR. During the meeting, the possibility of creating a joint steering committee between ECW and GPE to strengthen synergies and opportunities for lobby and advocacy was discussed.

With regards to SC' GPE program component, EDF remains the central entity where strategic conversation on issues and opportunities within the education sector will be discussed and addressed. It continues to be the primary go to entity to raise emergencies of new needs or contextual changes that can impact both positively and negatively the implementation of the GPE program as well as the achievement of its objectives.

5.2. The Role of the Grant Agent

Save the Children (SC) is a global leader in development and humanitarian programming worldwide, working as the preeminent voice for children with governments, civil society and private sector partners for over 80 years. With an annual budget of \$850 million, SC oversees a portfolio of over 520 awards spanning more than 60 countries and financed by corporations, foundations, and major multi-lateral and bi-lateral institutions, including the U.S. government. SC/US is one of 28 national SC organizations who have agreed to collectively implement programs in 120 countries through a single global program delivery unit, Save the Children International (SCI). SCI's extensive geographic reach and established operational platforms provides SC with the capacity to implement both country-level and global programs serving some of the world's most vulnerable and marginalized communities while ensuring technical, operational, and financial oversight and management. SCI currently reaches 125 million children across the globe.

As the GA Save the Children will facilitate: (i) the Grant Application including planning and budgeting, in coordination with the WoS Education Cluster; (ii) post-application arrangements for funds transfer; (iii) managing accountability; (iv) activity implementation, monitoring and evaluation; (v) reporting to the necessary entities including the Board of GPE.

Save the Children's Syria Country Office recruits' staff with specialized expertise in education, protection, health, livelihoods and humanitarian response to ensure quality implementation that will promote lasting change for children at scale. GPE funds will be granted to INGOs or NNGOs work in Deir-ez Zor Governorate to ensure full access to the most vulnerable and marginalized children in the remote areas. In its role as GA, Save the Children provides technical support in

line with the objectives of the MYRP, as needed. More specifically, Save the Children will be responsible for the overall effective and efficient programmatic oversight, fiduciary management and financial disbursement, and reporting.

Save the Children will appoint a GPE Program Manager who, supported by the Education Technical Advisor, will lead program implementation and day-to-day running of the Program. The GPE Program Manager will be also supported by Save the Children's Program Development and Quality and Program Operations departments. Financial management, monitoring, program supplies, and logistics support will be provided by Save the Children's Syria Response Office in Amman, Jordan.

In the Hasakeh and Raqqa Governorates, where Save the Children's Syria Country Office delivers education programming directly, field teams funded by the GPE program will delivery activities across both component areas. In Raqqa, Save the Children maintains an area office in the city with an Area Coordinator and Education field team that will be responsible for planning and implementation of activities. Similarly, in Hasakeh, activities in the Governorate will be managed by the Field Manager and the education team working within communities. The Hasakeh office, as the central field office for Save the Children in NES, hosts the core management team led by the Head of Office, Head of Program Operations and Head of Program Quality who oversee the implementation and quality of activities across NES. Key operational support functions for NES, supporting the GPE program, are also based in Hasakeh including the Finance Manager, HR Manager, Supply Chain Manager and Partnerships Manager.

Save the Children's Financial Management is led by an in-country Finance team under the supervision of the Finance & IT Director who reports directly to the Response Director and also matrix reports to the Middle East and Eastern Europe (MEEE) Regional Finance Director. Save the Children uses Agresso as its Financial Management Software and, as a global organization, follows a number of structured financial management procedures, systems and processes that are set out globally.

Save the Children will comply with the GPE Risk Management Policy; and to ensure that funds used for the intended purposes and that they achieve value for money; Save the Children will 100% manage the funds and oversee the day-to-day operations of the program.

5.3. Financial Management

The Finance and IT Director heads the Save the Children in Syria finance staff. There are seven key staff under the Director, including the Finance Manager, and the Budgeting and Reporting Manager based in Amman. Save the Children also employs a Finance Manager in NES, who supervises the NES Finance and IT team.

Save the Children uses the Agresso Enterprise Resource Planning (ERP), a business-management software that provides for an effective fund management and accountability system.

The Save the Children Finance Manual is designed to provide the program teams with the financial procedures and guidance required to manage their financial activities. This manual is revised and updated regularly and the last revision was in June 2018. Save the Children has clear policies and

procedures with regards to financial management, which is also accessible online. These policies and procedures provide the overall framework for financial management, as well as links to the relevant financial regulations and rules. Key elements of these monitoring arrangements include reviewing and reporting program financial status. Save the Children also carries out quarterly and annual expenditure reporting and closing.

Proposal and program budgets are developed by the Budgeting and Reporting Manager under the supervision of the Director of Finance and IT, with contributions from the Finance Manager in the Area Office. Monthly budget variance reports are prepared and variances recorded.

An asset register is maintained for each program with the logistics team reviewing it on a monthly basis. The asset register is updated in a timely manner in order to record changes updates for acquisitions/ disposals, but also changes in other details such as the location of the asset, person to whom the asset is assigned or significant changes in the asset value.

While the budget will be managed by Save the Children, implementing partners will be responsible for managing their own costs provided in sub-awards. These costs will be paid to the implementation partners in three installments: first payment after signing the agreement, a second payment once 80% of the initial budget is spent, and a remaining 10% at the completion of the award (subject to satisfactory reporting).

Funds Flow: In North East Syria, due to the lack of banking network or alternative banking networks (e.g. mobile money) SC is required to use cash for all transactions. The SC North East Syria team collects payments ready to be issued to partners then they send a request to the main SC office in Amman to cover all payments ready to be paid. The request is approved by the Finance Director and Director of Operations. Once approved, the Amman-based Finance team prepares Hawala vouchers for submission to the Hawala agent. The Hawala agent delivers cash to the office in the presence of the Finance team and the approved recipient (non-finance staff). Payments to partners are only made at the office and all payments go through the usual approval process in line with SC Scheme of Delegation once all required supporting documentation is received.

Sub-award agreements will be signed for periods covering the life of award. Serious violations of funding agreements, including non-delivery results in non-renewal of or termination of the sub-award agreement. Templates of contracts, grants and letters of agreement will be reviewed by both parties, prior to signing.

While payment of teacher salaries is not within the scope or remit of this program, modest stipends will be provided to NFE and RE teachers as financial incentive to non-formal educators. This will be done in accordance with donor redlines.

Regarding the Fiduciary arrangements, Save the Children will comply with The Global Partnership for Education Risk Management Policy; and to ensure that funds used for the intended purposes and that they achieve value for money.

5.3.1 Monitoring and Management and Fraud/ Bribery and Corruption

All Save the Children's partners are expected to report as per the financial and operational reporting schedule outline in the partnership agreement. Reporting schedules provide the necessary mechanism for operational and financial performance monitoring and evaluation. In addition, partners can further engage the GPE Program Manager where and when needed.

There are provisions in the program for Save the Children MEAL team to conduct monitoring visits with IPS to review performance, in part as a measure of data quality assurance. In addition to programmatic performance monitoring, verifications will be done in conjunction with finance specific monitoring.

Accounting for IPs transactions and funds is managed through the organizations financial management system (Agresso) which provides a detailed analysis of partners fund balance and expenditure status. IPs account for the funds they have received by submitting with their financial report their general ledger and copies of supporting documents these are also reconciled against bank statements. Any ineligible expenditure that is disallowed is adjusted in the IPs expenditure statements

All partners are required to adhere to Save the Children's Fraud and Corruption and Whistleblowing policies. Part of the IPs' assessment ensures that organizations involved in previous fraud incidences are not contracted.

5.3.2 Strength of Audit

Globally, Save the Children is audited by an independent auditor (KPMG) and the report is publicly available. With a well-staffed internal Audit and Compliance department, Save the Children has appropriate policies, procedures and practices in place. Its financial statements are audited annually by a qualified audit firm appointed by the Board every three years. At the local level, Country Offices appoint external auditors in-country to meet local registration requirements and to meet donor requirements. If a Country Office is to undergo a donor specified award audit, then the Regional Finance Director must be notified as soon as this is known. The Regional Office can then give assistance in preparation for the audit.

All audit reports and management letters received from external auditors must be shared with the Regional Finance Director. The Regional Finance Director reviews and highlights any concerns with the Director of Finance and IT.

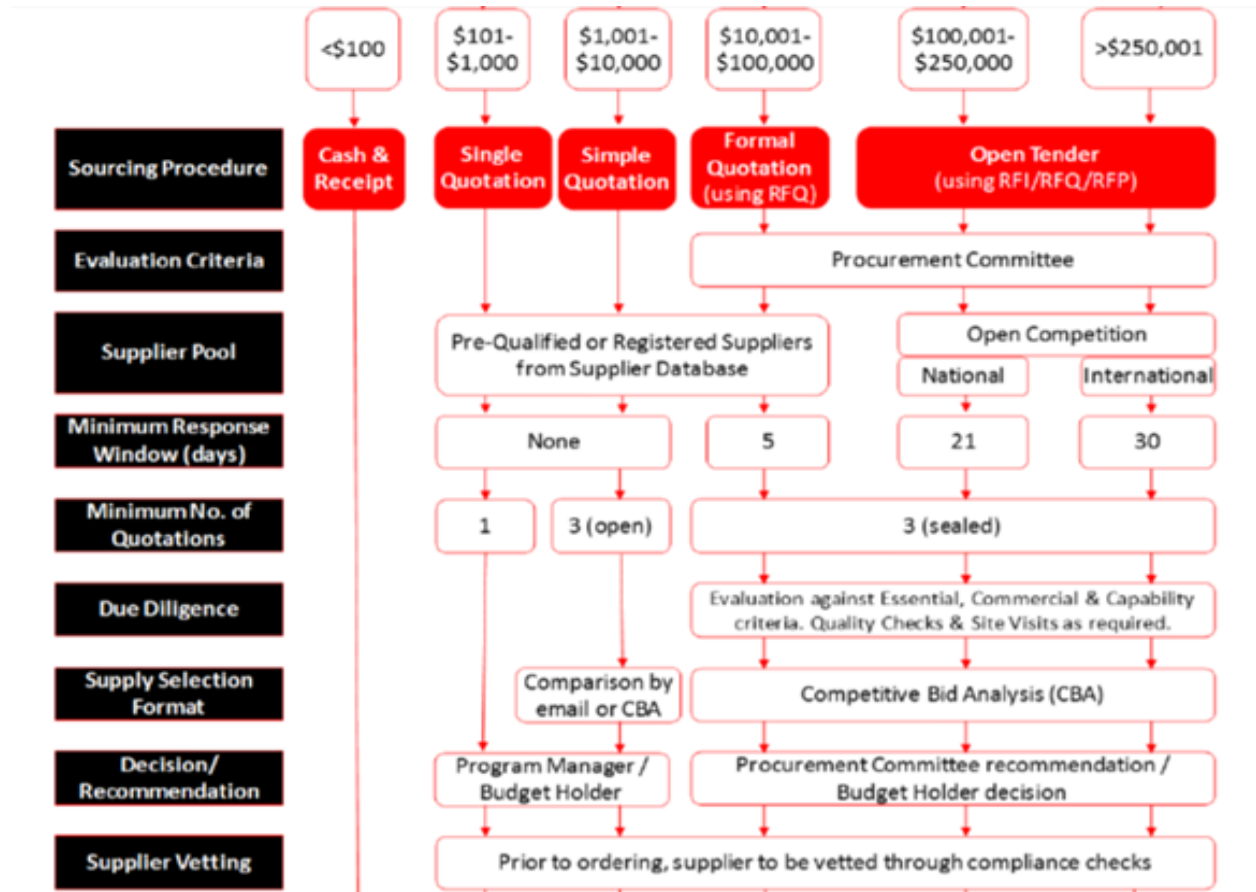
5.3.3 Value for Money

SC seeks to ensure value for money in procurement and have a set of guidelines in place (includes price, quality and compliance with specifications, timeframe and availability, reliability and after sales service and financial and technical capacity).

5.3.4 Procurement and Logistics

The procurement processes to be used in procurement of goods and services will vary in line with the value/risk of the items being procured, with the intention of ensuring that there is a proportionality between the process employed and the value as depicted in flow chart below –

which shows an increasingly stringent procurement process as the value for the procurement increases. All procurement will follow the Save the Children International Procurement Policy,



Regarding insufficient bids (receiving 2 quotations for a 3 quotation process) as per the SC procurement manual, section 6.8, “If the Sourcing Procedure results in fewer than the minimum number of bids required, the Procurement Lead should present the situation to the Program Manager or Budget Holders (for Single or Simple Quotations) or the Procurement Committee (for Formal Quotations or Open Tenders) to investigate the rationale. The rationale of the decision should be documented in the Procurement File (e.g. supplier recommendation email, CBA, Procurement Committee minutes) for approval by the Budget Holder or the Procurement Committee. If the Budget Holder or Procurement Committee do not fully agree with the rationale then sourcing shall be re-launched. This rule does not apply where the sourcing outcome is a non-fixed price FWA.”

Moreover, SC sends as many RFQs as we can (not only the minimum) in order to mitigate the risk of receiving fewer offers than required. Therefore, following the above mentioned steps, we do mitigate the risks that might arise from insufficient bids. As for petty cash, the procurement / Supply Chain department only processes PRs with a total value >\$100 and follow the guidelines within the manual.

However, as per the procurement manual, “In all cases, the procurement cannot be carried out without advance authorization from the Budget Holder. Programs should refer to the SC Country Office Finance Procedures Manual held on the SCI intranet for more information, and abide by their country cash advance procedures.”

6. SUSTAINABILITY, RISK, AND MITIGATION

The program will ensure the sustainability of the proposed outcomes in three specific areas: (i) institutional and (ii) technical.

6.1 Institutional Sustainability

The GPE program has a built-in sustainability, which will facilitate the institutionalization process in several ways: (a) the direct involvement of implementing partners from inception to implementation (through program development/the application process to its implementation). This process will further strengthen the capacities of the IP staff involved and will continue benefiting them post GPE Program (b) The GPE Program will facilitate strengthening of services and systems (e.g. EMIS).

6.2 Technical Sustainability

Technical sustainability includes the continued use and benefits of skills learned and knowledge acquired through capacity development interventions from the Implementing Partners and school levels beyond the program period. It is expected that the technical skills including monitoring and supervision skills training provided to the Implementing Partners supervisors, facilitators/teachers, improved pedagogical skills of facilitators/teachers, will continue to be beneficial to the education system in Syria post GPE Program. The key potential risks facing the education sector and the mitigation strategies are reflected in the table below.

Table of Risk and Mitigation

Potential Risks	Mitigation Strategies	Threat Level
Incidents and / or concerns of safeguarding or unsafe programming are not reported or appropriately addressed and children or adults are harmed by SC and/or partners action or inaction	<ul style="list-style-type: none"> • All SC staff and representatives are oriented on CSG policy, Code of Conduct & Face to face induction. • HR teams and hiring managers are trained in Safer Recruitment. • Local reporting procedures are implemented. • All major program activities identify major CSG risks and mitigation measures at design and implementation phase. • All partners are oriented on CSG and encouraged to develop CSG policy for their staff and board members. 	Moderate-high

	<ul style="list-style-type: none"> • CSG Monitoring System is in place. • All SMT have a CSG goal as part of their D2P and fully implement CSG sector guidelines across all key aspects and decision making of their functions. • SMT reviews the CSG annual plan quarterly. • CSG is a regular agenda in SMT and CMT meetings and field briefings. • Safe programming training for partners and SC staff is delivered. • Learnings from experiences in CSG case management are followed up upon, and they informed the review of our approaches and practices. • Improved training and orientation for all staff on CSG on an ongoing basis. • CSG posters are visible in every event or activity. • Having CSG trained Investigators. 	
<p>Failure of SC and/or its partners (in the context of GPE program) to comply with relevant laws and regulations as well as SC’s legal policies (including SC’s Prohibited Transactions and Money Laundering Policy), increases the likelihood of operational, financial and/or reputational damage to SC</p>	<ul style="list-style-type: none"> • Mandatory awareness training for all SC staff on Fraud, Bribery, & Corruption, which also includes Aid Diversion and Financing of Terrorism. • Clear channels for reporting suspicions of Fraud and/or aid diversion • Datix IQ system ensures all reported suspicions and allegations are responded to. • Improvement actions resulting from allegations are captured in Datix IQ for follow up. • Vetting in place (for staff, partners, suppliers, service providers, incentive workers, and volunteers). • Legal counsel actively engaged regarding compliance and anti-terrorism issues arising • Regular security assessments • Procurement and Supply Chain procedures that prevents fraud and 	<p>Significant</p>

	<p>aid diversion, and ensures compliance with import/export controls and sanctions.</p> <ul style="list-style-type: none"> • CTP SOPs developed • Guidance on beneficiary selection criteria developed and applied in programming • PDMs and other beneficiary monitoring • Agreed suspension and escalation process for programming • Awareness trainings for partners on Fraud, Bribery, and Corruption, which also includes Aid Diversion and Financing of Terrorism. • Having Fraud Focal Points within each partner. • Partners have internal reporting mechanisms to report suspicions of fraud and/or aid diversion • Partnership management and support, including partner due diligence and ongoing capacity assessment and support • Verification of partners' procurement • Finance checks, including 100% verification of partner expenses • Contractual anti-terrorism clauses in the SGA • SC team structures so that SC staff work closely with partners during project implementation. • Periodic reminders about channels for reporting suspicions are sent to staff. • Documented suspension and escalation procedures. • Regular vetting spot checks by the risk and compliance team. • On-going follow up on preventive measures and actions logged in Datix IQ. 	
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	<ul style="list-style-type: none"> • Supply Chain team are aware of Aid Diversion including partners briefings • Use of enhanced Supplier Registration Form in field offices, which have been identified as High Risk. • Use of enhanced Supplier Due Diligence checklist. • Increased use of procurement committees to evaluate vendors and adherence to quality benchmarks. • Adhering to the Aid Diversion Mitigation Framework 	
<p>Donor red lines and risk thresholds shift during the life of the program 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 under-resourced. Additionally, inability to shape the program in line with identified needs and preferences proposed by the community may result in tensions with the community and loss of access.</p>	<ul style="list-style-type: none"> • Advocate for the humanitarian nature of the intervention and critical role education plays in keeping children physically and psychologically safe. • Proactive discussions on red lines will be managed through effective governance structures through the GPE Steering Committee. • Clear community engagement plan in place and communication strategy developed in line with Save the Children Accountability to Affected Populations Strategy. 	Significant
<p>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.</p>	<ul style="list-style-type: none"> • Ensure relevant authorities/groups are aware of and technical authorities are engaged with as relevant to the program and commit to ensuring basic safety/access for its implementation • Ensure activity in insecure locations have security plans for staff and the program participants and sufficient resources to enact those plans. • Security procedures are in place including daily assessment of the security environment 	Significant
<p>Interference of authorities/groups including exercising undue influence, intimidation, detention and violence</p>	<ul style="list-style-type: none"> • Agree on the program's red-lines on interference from authorities/groups. As much as 	Moderate-high

<p>against partners, teachers and education personnel or the targeted population; occupation of schools or learning spaces, confiscation/destruction/appropriation of program related supplies, documents and assets., etc.</p>	<p>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 program. Establish criteria for partners' disengagement.</p> <ul style="list-style-type: none"> • Ensure relevant authorities/groups are aware of, and technical authorities engaged 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. 	
<p>Delay or inability to deliver supplies in a timely manner due to border crossing closure (including as a result of COVID-19) or border regulations, insecurity on transit routes or near warehouses.</p>	<ul style="list-style-type: none"> • Procurement, pre-positioning and delivery plans will consider possible delays in borders or transit. • Partners will be encouraged to locally purchase program supplies/materials • Standard Operating Procedures for remote delivery of education activities are already in place and will be updated as needed 	High
<p>Non-targeted communities feel unequally treated or left out and express frustration that their communities are not benefiting from the program.</p>	<ul style="list-style-type: none"> • From the onset of the program, partners that will be selected from members of the NES Education Working Group who demonstrate capabilities and can reach areas where SC is not present will establish transparency and information sharing with targeted and non-targeted communities 	Low

	<p>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.</p>	
<p>U.S. sanctions against Syria hinder program implementation</p>	<ul style="list-style-type: none"> • U.S. sanctions prohibit almost all activities within Syria. SCI currently operates under a general license granted by the U.S. Department of the Treasury Office of Foreign Assets Control (OFAC) (“General License”) that authorizes NGOs, including SCI (and its employees who are U.S. persons), to export services to Syria in support of the following limited types of activities: <ul style="list-style-type: none"> - Humanitarian (e.g. assistance to refugees, IDPs and conflict victims, distribution of food and medicine, health services); - Education (e.g. combating illiteracy, increasing access, educational reform); - Non-commercial development (e.g.. clean water, maternal/child health, sustainable agriculture, disease prevention); - Democracy building; and - Preservation and protection of cultural heritage sites. • Even though the Government of Syria and its ministers are US Designated Persons, the General License authorizes transactions with the Government of Syria that are necessary for these activities, including the payment of taxes, fees 	<p>Moderate</p>

	<p>and import duties to, and purchase or the receipt of permits, licenses or public utility services, from the Government of Syria. SC cannot have dealings with the Government of Syria beyond the activities listed above, or beyond those necessary to support these activities.</p> <ul style="list-style-type: none"> • SC is compliant with US sanctions and export controls regulations and applies for licenses when needed. 	
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6.3 Safe Guarding and Program Compliance with GPE Conditions

SC uses a cross-cutting approach to build capacity and institutional accountability to Protection from Sexual Exploitation, Abuse and Harassment (PSEAH). All SC Country Office staff and project staff are trained on Child Safeguarding, PSEAH and Safe programming, with focal points assigned in each office to ensure adherence to the standards and policies. SC’s internal risk management committee meets on a monthly basis to update the risk and next steps needed to be compliant with all donors. The Country Office is currently in the second phase of an accountability capacity-building project which aims to strengthen accountability mechanisms at field level and facilitate better participation of communities and especially children. As part of our Safe Schools programming, teachers are also able to work with the committee to ensure that they are working in safe environments. When a teacher feels that they are safely able to work, they are more likely to come to work and be there to implement quality activities for the children. Female teachers are also encouraged to think about their journey to and from school as well as their role within the classroom and school setting.

In line with GPE Compliance Conditions and Operating Principles in Complex Emergencies, SC confirms the following:

Proposed funding will be deployed under applicable UN resolutions and mechanisms
 Implementing partners will be vetted by the Grant Agent against the UNSC sanction list and EU restrictive measures

No GPE funds will go to the Government of Syria and there will be no Government of Syria involvement in GPE activities. Cooperation with local authorities will be reduced to the minimum possible.

Funding will not support stabilization or reconstruction efforts and will respect international sanctions and red lines.

Funding will only support reconstruction efforts, subject to GPE Board decision when a comprehensive, genuine and inclusive political transition, negotiated by the Syrian parties in the conflict on the basis of UN Security Council Resolution 2254 (2015) and the 2012 Geneva Communique, is firmly under way.

Engagement will meet the expectation of “Ensuring the protection of children’s rights, as enshrined in the UN Convention on the Rights of the Child”.

The program is guided by principles of humanity, neutrality, impartiality, and independence