

# Final Evaluation of UNICEF Education Cannot Wait Program in Whole of Syria (January 2020 - June 2023)

---

Final Evaluation Report

12 September 2023

Commissioned by UNICEF Middle East and North Africa Regional Office (MENARO)

Submitted by: The KonTerra Group and RMTTeam

Key Authors: Dr. Hana Asfour and Darah Masoud

## Acknowledgements

The Evaluation Team and staff of the KonTerra Group and RMTeam wish to express their gratitude to all the United Nations Children's Fund (UNICEF) staff, particularly those at the Syria Country Office (SCO) who gave their time and insights and helped the Team to better understand the efforts that UNICEF has taken to address the unmet learning needs of children in Syria. The evaluation was facilitated by the support provided by the Evaluation Section at UNICEF's Middle East and North Africa Regional Office (MENARO). Special thanks to the UNICEF staff working on the program in which this evaluation focuses on who assisted the Team in arranging interviews and focus group discussions with rights holders and key stakeholders and for patiently responding to our queries and providing valuable data and information for analysis. The Team is grateful to all UNICEF partners who shared their insights and perspectives.

The Evaluation Team would also like to take the opportunity to convey our gratitude to all those who contributed to the successful completion of the evaluation. In particular, we thank participants of the validation workshop as well as those who provided written comments for their openness and feedback which enabled production of a quality evaluation.

## List of Abbreviations

AANES	Autonomous Administration of Northeast Syria
ALP	Accelerated Learning Program
BTL	Back to Learning
C4D	Communication for Development
CCC	Core Commitments on Children
CEDAW	Convention on the Elimination of all Forms of Discrimination against Women
CEP	Children Education Pathway
CLT	Central Limit Theorem
CO	Country Office
CRC	Convention on the Rights of the Child
CRPD	Convention on the Rights of Persons with Disabilities
CSO	Civil Society Organization
CwDs	Children with Disabilities
DPG	Donor Partnership Group
ECD	Early Childhood Development
ECHO	European Commission for Humanitarian Aid
ECW	Education Cannot Wait
EDF	Education Dialogue Forum
EF	Executive Functioning
EiE	Education in Emergencies
EM	Evaluation Manager
ESC	Evaluation Steering Committee
ET	Evaluation Team
EU	European Union
F&C	Feedback and Complaints
FCDO	Foreign Commonwealth and Development Office
FE	Final Evaluation

FGD	Focus Group Discussion
GBV	Gender Based Violence
GCA	Government-controlled areas
GEROS	Global Evaluation Reports Oversight System
GO	Government Organization
GoS	Government of Syria
GoT	Government of Türkiye
GRADE	Global Rapid Post-Disaster Estimation
HALDO	Holistic Assessment for Learning and Development Outcomes
HQ	Headquarters
HNO	Humanitarian Needs Overview
HR	Human Resources
HRBA	Human Rights Based Approach
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
IDP	Internally Displaced Persons
ILO	International Labour Organization
INGO	International Non-Governmental Organization
KI	Key Informant
KII	Key Informant Interview
KRG	Kurdistan Regional Government
KRI	Kurdistan Region of Iraq
KSA	Kurdish Self Administration

MEAL	Monitoring, Evaluation, Accountability, Learning
MENA	Middle East and North Africa
MENARO	Middle East and North Africa Regional Office
MHPSS	Mental Health and Psychosocial Support
MoSAL	Ministry of Social Affairs and Labour
MYRP	Multi-Year Resilience Program
NES	Northeast Syria
NFE	Non-Formal Education
NGCA	Non-Government Controlled Areas
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
NWS	Northwest Syria
OECD/DAC	Organization for Economic Co-operation and Development Development Assistance Committee
PMU	Project Management Unit
PSEA	Protection from Sexual Exploitation and Abuse
PSS	Psycho-Social Support
PTA	Parent Teacher Associations
QA	Quality Assurance
RDNA	Rapid Damage and Needs Assessment
RM	Resource Mobilization
RO	Regional Office
SCO	Syria Country Office
SDG	Sustainable Development Goal

SEL	Social and Emotional Learning
SIG	Syrian Interim Government
SLP	Self-Learning Program
TLS	Temporary Learning Space
TOR	Terms of Reference
TPM	Third Party Monitoring
UN	United Nations
UNEG	United Nations Evaluation Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization
WoS	Whole of Syria

# Contents

EXECUTIVE SUMMARY.....	i
1. BACKGROUND .....	1
1.1 Description of intervention.....	1
1.2 Context of intervention .....	2
Relevant socio-political determinants.....	3
Education Needs of Relevant Communities.....	4
Earthquakes that struck Türkiye and Syria .....	5
1.3 Evaluation purpose, objectives and scope .....	5
2. EVALUATION DESIGN AND METHODOLOGY .....	6
2.1 Evaluation Questions and Criteria .....	7
2.2 Data Collection, Analysis and Sampling .....	8
2.3 Ethical Issues and Considerations .....	10
2.4 Methodology for post-earthquake assessment .....	10
3. KEY FINDINGS.....	11
3.1 Relevance .....	11
Program’s responsiveness to children’s education needs .....	12
Participant satisfaction with program activities and services .....	14
Participation of affected populations and stakeholders in design, planning and implementation .....	14
Flexibility of the program.....	15
CwD inclusion in program design .....	15
Addressing shifts in priorities caused by the earthquakes .....	15
3.2 Coherence .....	17
Alignment with existing humanitarian-development responses.....	18
Alignment with existing education opportunities .....	18
Coherence of project implementation with ECW target outcomes .....	19
3.3 Effectiveness .....	19
Outcome 1: Girls and boys access more equitable learning opportunities .....	20
Outcome 2: Girls and boys acquire foundational, socio-emotional and life skills .....	24
Outcome 3: Girls and boys access more equitable learning opportunities .....	29
Outcome 4: Resource mobilization .....	29
Safeguarding and ethical issues.....	30
Internal/external factors affecting achievement of outcomes .....	31
3.4 Efficiency .....	31
Program implementation according to planned timelines and budget .....	32
Distributing resources in an equitable manner.....	33
Strategies to improve effective allocation and use of resources.....	33
Timeliness of post-earthquakes support .....	35
3.5 Cross-Cutting Issues, Gender, Human Rights and Disability .....	35
Ensuring continued learning to vulnerable groups .....	36
WhatsApp groups for distance learning program.....	37
Access to learning for CwDs.....	37
Capacities of teachers to apply student centred learning for CwDs .....	37
Uniformity in identification and response to CwDs.....	38
Gender and inclusionary considerations.....	38
3.6 Coordination.....	40

Coordination mechanisms within the program .....	40
Partnerships with other actors .....	40
3.7 Coverage.....	41
Coverage of most urgent locations and population groups and gaps.....	41
Gaps in pre-primary and secondary education and needs related to older children .....	42
Inclusion of CwDs.....	43
Open versus closed selection of partners.....	43
4. CONCLUSIONS .....	44
5. LESSONS LEARNED .....	45
6. RECOMMENDATIONS .....	46
7. ANNEXES.....	48
Annex 1. Evaluation terms of reference (TOR).....	48
Annex 2. Stakeholders identified.....	60
Annex 3. Evaluation methodology.....	63
Annex 4. Documents shared.....	77
Annex 5. Ethical protocol and safeguarding .....	80
Annex 6. RMTeam COVID-19 procedures.....	83
Annex 7. Ethical approval certificate .....	84
Annex 8. Information sheet and informed consent forms.....	85
Annex 9. Interview guides.....	99
9.1. Interview Questions for UNICEF staff and Implementing Partners .....	99
9.2. Interview Guide for Interviews with Donors .....	103
9.3. Interview Guide for Interviews Key Informants External to the Program .....	104
9.4. Interview Guide for Interviews with Key Informants Involved in the Program .....	105
9.5. Interview Guide for FGDs with rights holders Aged 7-17.....	107
9.6. Interview Guide for FGDs with Parents, Caregivers and/or Guardians .....	110
9.7. Interview Guide for FGDs with Teachers and Education Personnel.....	113
9.8. Interview Guide for FGDs with PSS Workers.....	116
9.9. Children’s Survey .....	119
9.10 Teachers’ Survey .....	136
9.11. Classroom Observation Checklist.....	157
9.12. Observation Checklist.....	177
Annex 10. Evaluation sample and data collection methods.....	179
Annex 11. Evaluation matrix.....	186
Annex 12. Results framework Up to December 2021 .....	197
Annex 13. Classroom learning environment.....	203
Annex 14. List of documents reviewed .....	205
Annex 15. Post-Earthquake Evaluation Observation Checklist.....	206

## Table of tables

Table 1 Description of ECW Program.....	1
Table 2 Implementation modality .....	2
Table 3 Overview of ECW program partners by hub and implementation area .....	2
Table 4 Types of Curricula Administered in Syria (Formal and Non-Formal) .....	3



Table 5 Limitations and mitigation measures .....	6
Table 6 Main evaluation questions. ....	7
Table 7 Primary data collection sampling .....	8
Table 8 Overview of UNICEF ECW learning facilities in earthquake-affected locations .....	11
Table 9 Overview of Earthquake-damaged learning facilities and implications for access to the ECW program .....	16
Table 11 School infrastructure (teacher and student survey) .....	20
Table 12 Overview of observed adaptations .....	21
Table 13 Program achievements in gender and inclusion considerations .....	38
Table 14 Classroom learning environment structure – GCA.....	203
Table 15 Classroom learning environment structure - NGCA.....	203

## Table of figures

Figure 1 Types of Curricula Administered in Syria - MEI .....	3
Figure 2 How teachers assess student progress .....	13
Figure 3 Effectiveness of assessment practices to inform of students' progress. ....	13
Figure 5 LC4 Primary School - Idleb .....	16
Figure 4 LC4 Primary School - Idleb .....	16
Figure 6 LC5 Primary School - Idleb .....	17
Figure 7 Wheelchair access to schools (student survey) .....	21
Figure 8 Teachers' access to teaching aids (% of teachers) .....	23
Figure 9 Use of images to illustrate literacy and numeracy concepts as reported by students .....	23
Figure 10 Type of training received by teachers.....	25
Figure 11 Change in teachers' practices as a result of trainings .....	26
Figure 12 Activities in literacy and numeracy lessons reported by students .....	26
Figure 13 Teachers' reported difficulty with implementing interactive teaching strategies in the classroom (of those trained) .....	28
Figure 14 Student reports of how teachers would react students fighting .....	30
Figure 15 Types of feedback and complaints mechanisms during facility checks (# of facilities) .....	34
Figure 16 Participation of students in the distance learning program.....	36
Figure 17 ECW Seed Fund results framework .....	50

# EXECUTIVE SUMMARY

## Overview

- i. The **Education Cannot Wait** (ECW) Seed Fund program<sup>1</sup> is an initial investment under the Multi Year Resilience Program Plan (MYRP). The MYRP aims to (re)engage children aged 3 to 17 in learning by providing equitable access to safe and inclusive learning spaces where children can acquire the foundational, socio-emotional, life and, where relevant, vocational skills necessary to continue their education and be prepared for adult life. The ECW was implemented over a three-year and six-month period (January 2020 -September 2023). It addresses specific critical interventions that build on lessons learned and achievements from previous ECW investments in Syria which ended in September 2019.<sup>2</sup> UNICEF is the lead grant holder of the ECW program. The programme is jointly managed by a Programme Management Unit (PMU) composed of two grantees, UNICEF and the second grantee. Activities are implemented directly as well as through contracted service providers and partners.
- ii. The ECW program supported education programming in formal non-accredited education or non-formal education (NFE) settings. UNICEF is implementing the ECW in seven governorates, namely: Idleb, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, and Homs. The reach includes 80,558 directly supported children (40,109 girls) and 5,126 intermediate supported children (2,266 girls). This represents slightly over 100 per cent of the cumulative target.<sup>3</sup> Of these, UNICEF has reached 69,453 (34,668 girls) (as of August 2022).
- iii. These activities seek to respond to the urgent educational needs of children in Syria, where approximately 2 million children in Syria (40 per cent girls) are out of school, and an additional 1.5 million are at risk of dropping out.<sup>4</sup> Child labor remains a key reason for children being out-of-school in all regions in Syria, with nearly 48 per cent of children not attending school due to child labour/work to support the household. Early and forced marriages have increased across Syria, compounding barriers to accessing education and detracting from achievement of SDG5 (Gender Equality).<sup>5</sup> The fragmented educational system poses particular challenges for internally displaced persons (IDPs) to smoothly transfer or integrate into the education systems which vary by area.
- iv. Program activities are organized around four outcomes with related activities. First, the program seeks to equitably respond to the educational needs of girls and boys (Outcome 1) through light rehabilitation of learning spaces to make them safer and more accessible, providing transportation and equipping learning spaces with adequate learning and teaching supplies. At the same time, the program sought to improve teacher capacity to deliver foundation, socio-emotional and life skills (Outcome 2) through training and financial support combined with establishing referral pathways to specialised protection services. UNICEF temporarily paused ECW activities following devastating earthquakes that hit Syria and Turkey in February 2023 with a subsequent reprioritization of responses.
- v. The program also sought to support more equitable learning opportunities for the education sector in Syria more broadly (Outcome 3) with UNICEF responsible for the development of a summative or placement assessment tool. Activities have been delayed as the PMU sought to meet the immediate needs of rights holders over support to education sector members. Outcome 4-resource mobilization, aimed to encourage the continuation of funding from traditional and non-traditional donors, including the private sector, to support the bridging of the funding gap. Activities under this outcome have also been delayed.
- vi. The main **purpose** of this Final Evaluation (FE) is to support the PMU of UNICEF, partners and donors in evaluating the results achieved; helping to identify gaps and key bottlenecks; and assessing the extent to which the implementation of the ECW Program in the Whole of Syria has been equitable and inclusive.<sup>6</sup>

---

1 Also referred to as the ECW program.

2 Syria MYRP Final Proposal, December 2019.

3 This reach is the unique number of children without double counting between the two program years: Year one (January 2020 to June 2021) and Year two (July 2021 to June 2022).

4 OCHA. Syrian Arab Republic. 2023 Humanitarian Needs Overview . 2022.

5 United Nations Human Rights Office of the High Commissioner. Gendered impact of the conflict in the Syrian Arab republic on women and girls. UN OCHR. 2032.

6 As specified in the terms of reference (TOR). See Annex 1

Furthermore, the evaluation intends to assess whether it has been implemented in an efficient, effective, and well-coordinated manner.

- vii. The **objective** of this FE is to provide accountability to donors and rights holders, including IDPs and host communities, with respect to whether activities, through the implementation of the ECW program, are fit for purpose in response to the education needs of Syrian children, adolescent girls and boys. While there was no dedicated objective of assessing the contribution to human rights and gender equality, this has been mainstreamed within the aforementioned objectives with cross-cutting issues explored as a standalone evaluation criterion. The evaluation is timely for UNICEF and the donor, the primary **intended users**, to use findings to inform learning for designing and implementing the next phase of the ECW program.
  - 28 FGDs (182 participants, 51 per cent girls/women)
  - 23 KIIs with duty bearers
- viii. This evaluation applied a mixed-methods approach that was participatory, inclusive and respondent-group sensitive. Primary data was collected in both government controlled areas (GCA) and non-government controlled areas (NGCA) with data collection taking place between February and June 2023. Data collection involved a thorough desk review in combination of remote and face to face methods including key informant interviews (KIIs), focus-group discussions (FGDs), quantitative surveys, and classroom and facility observations. Following the earthquakes, UNICEF requested a contract extension to conduct a post-earthquake assessment including a light desk review and direct observations.
  - 35 observations
  - 50 teacher surveys (42 per cent women) 382 student surveys (55 per cent girls)
  - Post-earthquake assessment
- ix. Evaluation findings were derived from analysis of a wide range of primary and secondary data sources for triangulation to reduce potential bias and strengthen credibility of findings. The evaluation was guided by the United Nations Evaluation Group (UNEG) ethical standards for evaluation. The ET referred to relevant guidance to ensure appropriate data collection protocols were in place to protect child participants.<sup>7</sup> Findings were consistently disaggregated by gender.

### Key findings and Conclusions

- xi. Key findings and conclusions (**in bold**) are presented below, organized by evaluation criteria.
- xii. **Program activities were relevant to the educational and psycho-social support (PSS) needs of children in program areas as well as emerging needs.** UNICEF and partners took several steps to ensure program relevance including seeking feedback from rightsholders, assessing learning outcomes and adapting programming to shifts in the operating context. However, the fact that the program did not dedicate a specific component for children with disabilities (CwDs) in its initial design meant that the responsiveness of the program to the needs of CwDs has not been prioritized nor systematic. The limited involvement of rightsholders -particularly those who are most vulnerable such as CwDs, IDPs and caregivers representing them – during decisions on what activities to implement in the design phase (proposals) was a limiting factor in ensuring relevance.
- xiii. Following the earthquakes, UNICEF took swift action in prioritising responses for the most urgent needs to support the safe re-opening of schools. This included the identification of the need to provide for children and teachers with psychosocial support and health and safety awareness. UNICEF’s rapid post-earthquakes response was relevant given the damage to physical infrastructure as a result of the earthquakes, as reported in the SitReps and confirmed through school observations.
- xiv. **The program as it was designed is coherent with other humanitarian responses and clusters though implementation is not always standardized beyond meeting minimum standards.** Harmonisation requests need to be assessed in light of the operational context. Standardisation of implementation depends heavily on the different realities on the ground and the operational context in general, which vary greatly from one

<sup>7</sup> UNICEF’s pre-existing ‘Strategic Guidance Note on Institutionalizing Ethical Practice for UNICEF Research,’ and the ‘Evaluation Technical Note No. 1, Children Participating in Research, Monitoring and Evaluation’ to ensure ethical safeguards were respected concerning data collection with children. Data collection took place in compliance with UNICEF and Child Watch International Research Network (et al)’s ‘Ethical Research Involving Children’ – specifically in the areas of ‘Harms and Benefits’

area to the next. Therefore, aligned implementation is only possible to a degree and should focus on setting minimum standards rather than full alignment across all contexts.

- xv. Donor funding interests are not wholly consistent with needs in the supported areas, especially regarding early child development (ECD) and secondary education and vocational learning opportunities. The Education Response Snapshot issues by the Whole of Syria Cluster called for support for community based ECD and opportunities for adolescents, both of which are currently absent from the ECW. According to interviewed staff, the primary reasons cited were the lack of donor appetite to fund these activities and the absence of ECD and secondary NFE curriculum. It was also highlighted that donor requirements and parameters can at times limit the interventions UNICEF can provide.
- xvi. **The program has been effective in extending learning opportunities and improving learning outcomes for affected populations meeting or surpassing most program output and outcome targets.** Overachievement in student participation and learning outcomes is a positive indication of the ECW program effectiveness. However, differences in inclusion and learning outcomes shows that vulnerable populations, particularly CwDs, have not been as effectively supported. Despite systematic investigation throughout primary and secondary data collection, no unintended effects were identified.
- xvii. Teachers are largely positive about the effectiveness of training and learning circles in improving teaching and PSS capacities. Positive changes in teaching strategies can be observed and are appreciated by students despite teaching practices remaining largely teacher centred as opposed to more active learning strategies that involve higher order thinking skills. Stipends provided to teachers, although greatly valued, were reported to not be adequate to meet teachers needs and approximately a third of surveyed teachers reporting delays in payment delivery. Many teachers interviewed mentioned that they would leave their current jobs if they found other opportunities with higher salaries, even if they were not in their fields. Space and materials to implement interactive teaching methods remain a primary challenge reported by teachers.
- xviii. Protection from Sexual Exploitation and Abuse (PSEA) and child protection mechanisms were in place, as were referral mechanisms used to refer children in need of specialized care. However, it is not clear from monitoring data to what extent they were followed. Findings from the teacher survey show gaps in PSS training, referrals for students as well as in teacher capacity to identify PSS systems. Teachers used non-violent methods to manage classroom behaviour, with a few exceptions of corporal punishment. In contrast, children frequently reported parents' use of corporal punishment.
- xix. While most activities were cancelled or delayed under Outcome 4: resource mobilization, a major achievement was the October 2023 meeting as it brought the donors together to discuss key challenges to implementation. This advocacy effort aimed at improving and/or clarifying the current red lines to enable better alignment of program activities with financial restrictions on use of funds for the renewal program. The meeting also facilitated coordination among donors.
- xx. **Most outcomes and outputs targets were achieved indicating efficient use of resources despite internal and external factors affecting implementation.** UNICEF's establishment of standards and mechanisms, their flexibility in responding to changing context, and the establishment of feedback and complaints mechanisms and third-party monitoring (TPM) helped ensure compliance, accountability and efficiency. However, implementation varied across learning centres and very few accountability mechanisms were observed or reported to be sufficiently inclusive.
- xxi. As cluster lead/co-lead for the Water, Sanitation and Hygiene (WASH), Nutrition and Education clusters, UNICEF was at the forefront of ensuring that assessments were rapidly undertaken to assess damage to learning facilities following the earthquake and ensuring that facilities would be safe for children to return. UNICEF worked collaboratively with partners to rapidly identify the impacts of the earthquakes on the ECW program and responded in a timely manner to address a range of needs which ensured minimal disruption to continued learning.
- xxii. **The program showed attention to cross-cutting issues, involving a broad range of persons with acute humanitarian and education needs.** Boys and girls were reached equitably. Inclusion of IDPs (63 per cent of rightsholders) demonstrates the program's success in including marginalised groups. Currently, referral services are providing an essential link for CwDs to access more specialized services; it is anticipated that the eventual roll out of the capacity building plan would address current inconsistencies in identification and response.

- xxiii. It was challenging to ensure equitable learning outcomes, particularly during COVID-19 and for CwDs requiring more specialized support. Stakeholders identified needs for additional and/or adapted learning materials (such as access to devices and internet), trainings and transportation support to reach these populations more effectively.
- xxiv. **Coordination between UNICEF and the second grantee, between ECW partners and UNICEF, and between ECW partners and other organizations working in the Education sector was generally smooth and worked well.** However, confidentiality concerns and sensitivity of the context created challenges in coordination between partners within and beyond each hub. Interviewed implementing partners (IPs) expressed a need for more participatory opportunities to share experiences and lessons learned between each other that go beyond current practices of dissemination of best practices and guidance.
- xxv. **The intervention coverage focused on the most severely affected locations and vulnerable groups based on robust needs assessments and consultations with local (education) authorities.** Continuous and thorough service mapping throughout the intervention ensures there is no duplication of education services and allows for wider geographical coverage. By design, the program does not target ECD nor secondary level education and does not include a specific intervention for CwDs, despite substantial needs in the country. The transition to a closed selection was reported to improve efficiency and quality of capacitated partners.

### Lessons learned

- xxvii. The findings generated the following lessons learned which have wider applicability and relevance beyond the ECW program:



Ensuring that all teachers are trained on interactive learning strategies and PSS and regularly monitoring teachers to make sure they correctly implement student-centred and interactive learning strategies is likely to improve student's learning outcomes.



Ensuring that teachers receive stipends without delays is important to mitigate staff turnover and support service continuity.



Raising awareness of parents/caregivers on how to manage their children's behaviour without the use of violence is crucial to better protecting children from harm.



High level advocacy has been effective in providing greater clarity around red lines and improving donor engagement.



Enhancing Accountability to Affected Populations (AAP) mechanisms so that they are more inclusive is an important element to responding to the needs of participants, particularly those most vulnerable.



Investing in accountability mechanisms and developing more detailed protocols to use during emergencies is likely to have improved UNICEF's capacity to deliver better outcomes in a more equitable manner.



Adequate funding to support disability inclusive education is key to better addressing the needs of CwDs.



Additional PSS support for rights holders is needed following unanticipated traumatic events, such as large scale disasters.



Strengthening PSS support and referral mechanisms in coordination with child protection teams of IPs is needed to better protect children.



Flexibility has been essential for addressing needs of the most vulnerable and adapting to shifting priorities.

## Recommendations:

- xxix. The following set of recommendations has been derived from the evaluation process following logically from the findings, conclusions and lessons learned. Recommendations were validated through validation workshops in consultation with UNICEF Middle East and North Africa Regional Office (MENARO), and cross-border and Syria country offices.

Recommendation	Responsibility	Priority
Ensure that teachers are trained, especially in GCA, and regularly monitored to make sure they correctly implement student-centred and active-based learning strategies and classroom management behaviour management strategies.	UNICEF with partners from GCA & NGCA hubs	High
Strengthen systems to deal with cases of corporal punishment to ensure that they are identified when incidents happen and directly responded to.	UNICEF with partners from GCA hubs	High
Raise the importance of parents as to how to manage their children's behaviour without the use of violence.	UNICEF with partners from GCA & NGCA hubs	High
Embed disability into the program design (proposal phase) and ensure that funding is suitable for disability inclusive learning.	Donor	High
Increase PSS and case management support to children, parents/caregivers and teachers and strengthen integration with protection teams.	UNICEF with partners from GCA and NGCA hubs	High
Review TPM activities to ensure that data collection is carried out from a broad range of rights holders and using both quantitative and qualitative data collection methods. to ensure inclusivity.	UNICEF Regional Office (RO), UNICEF Syria Country Office and Gaziantep	Medium
Increase advocacy efforts to push for donor flexibility on red lines.	UNICEF RO	High
Conduct systematic rapid gender analysis throughout the duration of the program using a standardized rapid gender analysis tool.	UNICEF RO with partners from GCA and NGCA hubs	High
Conduct a workshop to disseminate the harmonization strategy developed by UNICEF and update it where needed. This will facilitate in creating ownership of the strategy among partners.	UNICEF RO with partners from GCA and NGCA hubs	High
Advocate for the establishment of an approved (transitional) education Sector plan including formal education/ multiple learning pathways for children. Strengthen referrals for out of school children to formal education/multiple learning, identifying detailed education pathways for each child. Parallel to this, develop tracking instruments to monitor transition of ECW children into formal education system (equivalence) and/or multiple learning pathways and train NGO partners on using these tools.	UNICEF RO with partners from GCA and NGCA hubs	High

# 1. BACKGROUND

## 1.1 Description of intervention

1. The **Education Cannot Wait** (ECW) Seed Fund program<sup>8</sup> is an initial investment under the Multi Year Resilience Program Plan (MYRP). The MYRP aims to (re)engage children in learning by providing equitable access to safe and inclusive learning spaces where children can acquire the foundational, socio-emotional, life and, where relevant, vocational skills necessary to continue their education and be prepared for adult life. The ECW was implemented over a three-year and six-month period (January 2020 -September 2023). It addresses specific critical interventions that build on lessons learned and achievements from previous ECW investments in Syria which ended in September 2019.<sup>9</sup>

2. The program engages **children aged 3 to 17** that are out of school or at risk of dropping out in the Whole of Syria. Table 1 below provides a description of the ECW Seed Fund Program including rights holders supported, disaggregated by gender and geographic location.

**Table 1 Description of ECW Program**

Project Objective	<ul style="list-style-type: none"> <li>Conflict-affected girls and boys (3-17 years) (re-)engage in learning in safer and more protective environments</li> </ul>
Project duration	<ul style="list-style-type: none"> <li>3 years and 6 months (January 2020 - September 2023)               <ul style="list-style-type: none"> <li>Year one (January 2020 - June 2021, 18 months)</li> <li>Year two (July 2021 - June 2022, 12 months)</li> <li>Year three (July 2022 - September 2023, 15 months)</li> </ul> </li> </ul>
Program Budget	<ul style="list-style-type: none"> <li>Total Budget: US\$30,000,000<sup>10</sup></li> </ul>
Project Outcomes	<ul style="list-style-type: none"> <li>Outcome 1: Girls and boys access more equitable learning opportunities.</li> <li>Outcome 2: Girls and boys acquire foundational, socio-emotional and life skills for continued education.</li> <li>Outcome 3: Education response is strengthened.</li> <li>Outcome 4: Resource mobilization supports program sustainability.</li> </ul>
Total Number of Directly supported persons (Rights holders) & Geographical Locations	<ul style="list-style-type: none"> <li>Since the start of the program in January 2020, 85,684 children (42,375 girls) participated in ECW supported education programming in formal non-accredited education or non-formal education (NFE) settings in seven governorates, namely: Idlib, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, and Homs. The reach includes 80,558 directly supported children (40,109 girls) and 5,126 intermediate supported children (2,266 girls).</li> <li>The program has reached slightly over 100% of the cumulative target of 85,591 children (42,745 girls) by June 2022. This reach is the unique number of children without double counting between the two program years: Year one (January 2020 to June 2021) and Year two (July 2021 to June 2022).</li> <li>Total reach (UNICEF only): 69,453 (34,668 girls) (as of August 2022)</li> </ul>

3. Activities are designed to generate outputs directly supporting program outcomes. The program’s results framework, which outlines the causal relationship between outputs and outcomes, is provided in Annex 12 alongside the overarching ECW Theory of Change.<sup>11</sup>

4. The program supports achievement of SDG4 (Quality Education) through increasing access to and quality of education and supporting transitions from pre-primary to primary to secondary/vocational education. The program also supports achievement of SDG5 (Gender Equality), particularly through its focus on equitable access and gender

<sup>8</sup> Also referred to as the ECW program.

<sup>9</sup> Syria MYRP Final Proposal, December 2019.

<sup>10</sup> This includes the budget for both UNICEF and the second grantee.

<sup>11</sup> There was no theory of change developed for this evaluation. The results framework is used to assess UNICEF contribution to outcomes



specific interventions such as those linked to GBV prevention as well as SDG10 (reduced inequalities) through its resource mobilisation strategy.

5. UNICEF is the lead grant holder of the ECW program. The programme is jointly managed by Programme Management Unit (PMU) composed of two grantees, the second grantee and UNICEF. Activities are implemented directly as well as through contracted service providers and partners. The implementation modality of the ECW program is provided in Table 2 below.

**Table 2 Implementation modality**

Outcome	Implementation modality
Outcome 1 and 2	<b>Implementation through international and local partners as of June 2022:</b> Government controlled areas (GCA): 10 partners <sup>12</sup> Non-government controlled areas (NGCA): 3 partners <sup>13</sup> <b>Direct implementation and implementation through contracted service providers and partners</b>
Outcomes 3 and 4	<b>Direct implementation and implementation through contracted service providers and partners</b>

6. Table 3 below provide an overview of ECW program key partners (duty bearers) by hub and their geographic areas of implementation at Governorate level.

**Table 3 Overview of ECW program partners by hub and implementation area<sup>14</sup>**

Lead Grant Holder (Duty bearer)	Hub	International IPs (Duty Bearers)	Local IPs (Duty Bearers)	Governorate
UNICEF (LEAD Grant Holder)	NGCA	P3	P1 P2	Idleb Aleppo
	GCA	P4 P5	P6 P7 P8 P9 P10 P11 P12 P13	Raqqa Al Hasakeh Qamishli Hama Homs Aleppo

7. Other key duty bearers include the Government of Syria (Gos), Syria Interim Government (SIG) and local authorities. Annex 2 provides a more detailed stakeholder analysis as conducted by the Evaluation Team (ET).

## 1.2 Context of intervention

8. The education system in Syria has become increasingly fragmented over the past decade with multiple overlapping systems in place which suffer from difficulties in recognition, certifications, and transfers due to the nature of the authorities involved.<sup>15</sup> The two main education systems in Syria are the formal and non-formal systems. The formal education system includes the curriculum of the GoS and an accelerated version, called Curriculum B,<sup>16</sup>

<sup>12</sup> In GCA, UNICEF had 5 partners through June 2022. After July 2022, five additional partners joined making the total of 10 partners by June 2023 (end of Year 3).

<sup>13</sup> In NGCA, UNICEF had 3 partners as of June 2022.

<sup>14</sup> Partner names have been removed at the request of UNICEF.

<sup>15</sup> Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). UNICEF/Education Dialogue Forum 2020. Available at: [https://planipolis.iiep.unesco.org/sites/default/files/ressources/syria\\_2020-01-syria-multi-year-resilience-education-program.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/syria_2020-01-syria-multi-year-resilience-education-program.pdf)

<sup>16</sup> Curriculum B is an accelerated curriculum (condensed) following curriculum A (GoS curriculum). It is considered formal education in government controlled areas, while in North-west Syria, it is used with sensitive content removed.



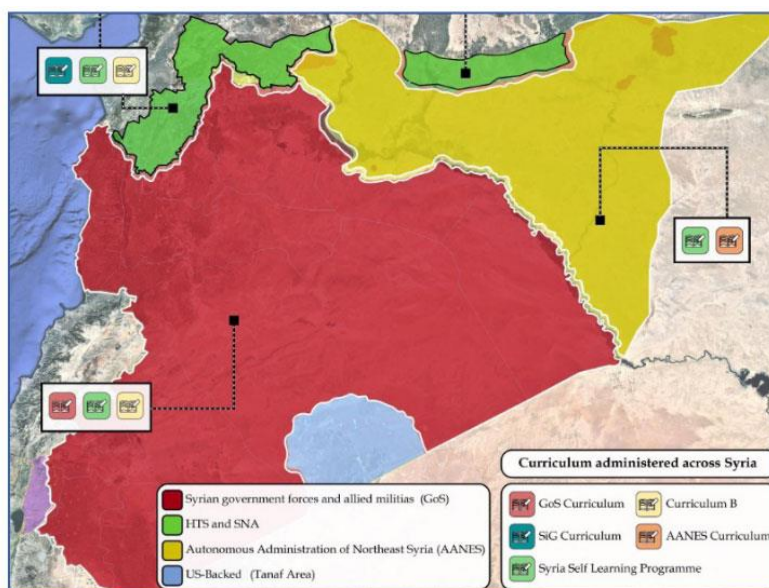
which is used in both formal and non-formal learning centres and schools. Other curriculums are considered “non-formal” Table 4 provides a list of the types of formal and non-formal types of curricula administered in Syria.

**Table 4 Types of Curricula Administered in Syria (Formal and Non-Formal)**

Sector	Curriculum
<b>Formal Sector</b>	GoS Curriculum (Curriculum A) ‘accredited’
<b>Both formal and non-formal sector (NFE)</b>	Curriculum B (Accelerated Learning Programme of GoS Curriculum) ‘accredited’ in GCA and ‘non-accredited’ in NGCA
<b>Non-formal sector</b>	Syrian Interim Government Curriculum ‘non-accredited’
	Syria Self-Learning Program (mainly by Humanitarian organizations) ‘non-accredited’
	Autonomous Administration of Northeast Syria (AANES) Curriculum ‘non-accredited’

9. Figure 1 provides a map depicting where these curricula are administered. The Government of Türkiye (GoT), which has some influence in north-west Syria, supports the delivery of the Syrian Interim Government curriculum. Territories under the Autonomous Administration of Northeast Syria follow their own Kurdish curriculum as well as the GoS curriculum in GoS controlled areas. Additionally, humanitarian actors in NFE centres throughout Syria have adopted the Syria Self-Learning Program.<sup>17</sup> Palestine refugees in Syria access schools (1st - 9th grade) through the United Nations Works and Relief Agency (UNRWA). The Agency operates 102 schools, applying the GoS curriculum, benefiting approximately 50,000 children across the country.<sup>18</sup>

**Figure 1 Types of Curricula Administered in Syria - MEI<sup>19</sup>**



Source: Based on existing public reports and interviews with individuals working in all geographic hubs.

Relevant socio-political determinants

10. The on-going crisis in Syria has had serious implications across the country, resulting in deaths and injuries as well as experiences of multiple forced displacement among its civilian population. Children continue to be

<sup>17</sup> Qaddour & Husain. Syria’s Education Crisis. Sustainable Approach after 11 Years of Conflict. Middle East Institute (MEI). 2022.

<sup>18</sup> UNRWA. Where we Work. Syria. 2022.

<sup>19</sup> Ras al Ain/Tel Abiyad and opposition held NWS are the same colour; they should be differentiated. However, this map was obtained from a report developed based on interviews with individuals working in different geographical locations and cannot be edited.

exposed to grave protection violations including recruitment by armed groups and conflict-related deaths and injuries. The worsening economic situation has heightened negative coping strategies including child marriage and child labour. According to the WHO, one in ten people in Syria are expected to be living with a mild to moderate mental health condition.<sup>20</sup> A recent press release issued by UNICEF reported that mental health needs were particularly high for children, with one third of Syrian children in 2021 showing signs of psychological distress including anxiety, sadness, fatigue or frequent trouble sleeping.<sup>21</sup>

11. The protracted crisis has also taken a devastating toll on the country's education sector. Major challenges remain in achieving SDG4 (Quality Education).<sup>22</sup> Prior to the conflict, the school attendance rate at the primary level was estimated at 98 per cent with achievement of two education-related Millennium Development Goals: Education for All for basic education and gender parity in enrolment.<sup>23</sup> However, education has been severely disrupted following 12 years of conflict and an associated economic crisis. COVID-19 pandemic has further exacerbated challenges.<sup>24</sup> Currently, approximately 2 million children in Syria (40 per cent girls) are out of school, and an additional 1.5 million are at risk of dropping out.<sup>25</sup> The conflict has led to the destruction and damage of over 7,000 schools,<sup>26</sup> loss of structures and supplies, and psychological distress and fear of returning to schools by students and their parents.<sup>27</sup> Security and hostilities remain primarily in non-government-controlled areas in the north-west and northeast Syria.<sup>28</sup>

12. The deteriorating socio-economic conditions and increased poverty rates in Syria makes it difficult for families to maintain school-enrolment, largely due to the inability to cover school transportation fees. The shortage of schools also forces many students to travel long distances, raising security and safety concerns.<sup>29</sup>

#### Education Needs of Relevant Communities

13. Educational attainment for both girls and boys is negatively impacted by gendered social norms with boys expected to work and early marriage among girls.<sup>30</sup> Child labor remains a key reason for children being out-of-school in all regions in Syria, with nearly 48% of children not attending school due to child labour/work to support the household. Early and forced marriages have increased across Syria, often as an economic coping mechanism, compounding barriers to accessing education and detracting from achievement of SDG5 (Gender Equality).<sup>31</sup> Moreover, the lack of gender-sensitive latrines in schools and shortages in soap and water disproportionately affect girls' enrolment in schools.<sup>32</sup> The 2022 Whole of Syria Humanitarian Situation Report highlighted that children with disabilities (CwDs) are disproportionately underserved with 65 per cent of school-age CwDs not having attended any form of education.<sup>33</sup>

14. The education needs of relevant communities, including internally displaced persons (IDPs), pose additional challenges. With approximately 6.8 million IDPs in Syria, internal migration is widespread<sup>34</sup> making it difficult for those moving between areas with different curriculums to smoothly transfer or integrate into the new education system. The country's fragmentation, including the involvement of multiple authorities, exacerbates the inability to deliver quality education, especially in areas like Deir ez-Zor and Al-Hasakeh, which have territories both under and outside GoS control. This leads to high rates of out-of-school children.<sup>35</sup>

---

<sup>20</sup> WHO. WHO in Syria: mental health. 2022

<sup>21</sup> Touma. Syria: children struggle with physical and psychological scars after 11 years of war. UNICEF. 2022.

<sup>22</sup> Sustainable Development report. Accessed 14 August 2023.

<sup>23</sup> Etyemezian, N. "The State of Education in Syria". USAID.

<sup>24</sup> Qaddour & Husain. Syria's Education Crisis. Sustainable Approach after 11 Years of Conflict. Middle East Institute (MEI). 2022.

<sup>25</sup> OCHA. Syrian Arab Republic. 2023 Humanitarian Needs Overview . 2022.

<sup>26</sup> UNICEF, Education.

<sup>27</sup> OCHA. Syrian Arab Republic. 2023 Humanitarian Needs Overview. 2022.

<sup>28</sup> Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). UNICEF/Education Dialogue Forum 2020.

<sup>29</sup> Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). UNICEF/Education Dialogue Forum 2020.

<sup>30</sup> UNICEF – Whole of Syria, Education Response Snapshot (January - August 2022).

<sup>31</sup> United Nations Human Rights Office of the High Commissioner. Gendered impact of the conflict in the Syrian Arab republic on women and girls. UN OCHR. 2022.

<sup>32</sup> Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). UNICEF/Education Dialogue Forum 2020.

<sup>33</sup> UNICEF – Whole of Syria, Humanitarian Situation Report (June 2022).

<sup>34</sup> OCHA. Syrian Arab Republic. 2023 Humanitarian Needs Overview . 2022.

<sup>35</sup> Qaddour & Husain. Syria's Education Crisis. Sustainable Approach after 11 Years of Conflict. Middle East Institute (MEI). 2022.

15. Aleppo, Idlib, and rural Damascus face particularly catastrophic education situations, including unsafe journeys to schools, high drop-out rates, and limited return to learning after COVID-19. Education opportunities for children with disabilities are severely lacking in these areas, though access for CwDs is an issue throughout Syria.<sup>36</sup>

16. The severe political and socio-economic situation, coupled with protracted displacements, contribute to increased child marriage, child labour, and armed recruitment of children, especially in north-west Syria, raising serious child protection concerns.<sup>37</sup>

### [Earthquakes that struck Türkiye and Syria](#)

17. On 6 February 2023, southwest Türkiye and Syria were struck by two devastating earthquakes, measuring 7.7 and 7.6 on the Richter Scale. The earthquakes were followed by a series of aftershocks.

18. In Syria, the Cabinet of the Government of Syria subsequently declared Aleppo, Hama and Lattakia as disaster zones. The affected areas had already been severely impacted by ongoing armed conflict since March 2011. The earthquakes exacerbated high levels of vulnerability, negatively impacting the affected population's ability to cope and increasing the risk of long-term welfare consequences.

19. The earthquakes impacted 38 districts in 8 of Syria's 14 governorates. According to the World Bank's Global Rapid Post-Disaster Estimation (GRADE) report (20 February 2023), the governorates with the highest total median estimated damage were Aleppo and Idlib – governorates in which UNICEF's ECW program is being implemented. The subsequent March 2023 World Bank Rapid Damage and Needs Assessment (RDNA) estimated that a total of 6.6 million Syrians lived in the impacted areas with economic damages and losses in education amounting to US\$30.7 million and US\$85.4 million, respectively.

20. The RDNA found that of the 803 education facilities assessed across the 9 affected cities in NGCA were damaged or destroyed, a total of 188 primary schools, 41 secondary schools, 31 kindergartens and 5 colleges/universities. Up to 10 per cent of Aleppo and Idlib's education facilities were damaged or destroyed. With a child population of 2.3 million, initial estimates by the Education Cluster highlighted that over 1 million children were affected by the earthquakes, further exposing them to negative coping mechanisms, early childhood marriage, and child labour – this combined with the risk that the longer children are out of education, the greater the risk of them never returning.<sup>38</sup>

## 1.3 Evaluation purpose, objectives and scope

21. The main **purpose** of this Final Evaluation (FE) is to support the project management unit (PMU) of UNICEF, partners and donors in evaluating the results achieved; helping to identify gaps and key bottlenecks; and assessing the extent to which the implementation of the ECW Program in the Whole of Syria has been equitable and inclusive.<sup>39</sup> Furthermore, the evaluation intends to assess whether it has been implemented in an efficient, effective, and well-coordinated manner. The evaluation is timely to inform learning for designing and implementing the next phase of the ECW program (2023- 2027). The primary **intended user** of this evaluation report is UNICEF.

22. The **objective** of this FE is to provide accountability to donors, rights holders, IDPs and host communities with respect to whether UNICEF, through the implementation of the ECW program, are fit for purpose in response to the education needs of Syrian children, adolescent girls and boys.

23. More specifically, this evaluation has the following four **main objectives** identified in the Terms of Reference (ToR):

- Assess UNICEF's progress towards the attainment of ECW results at output and outcome levels, and the overall goal, including cross-cutting issues of human rights, gender, and disability, based on existing evidence and analysis. The evaluation will also aim to identify unintended (positive/negative) effects.
- Assess the relevance to context and needs, efficiency, coverage and coherence of the ECW Program in terms of design, implementation, partnership and community/ rights holder engagement.
- Document programmatic and operational lessons learned and opportunities that will inform the design of the next ECW funding.

---

<sup>36</sup> Qaddour & Husain. Syria's Education Crisis. Sustainable Approach after 11 Years of Conflict. Middle East Institute (MEI). 2022.

<sup>37</sup> Qaddour & Husain. Syria's Education Crisis. Sustainable Approach after 11 Years of Conflict. Middle East Institute (MEI). 2022.

<sup>38</sup> Source: Briefing Note for EMOPS EMT – 9 March 2023

<sup>39</sup> As specified in the terms of reference (TOR). See Annex 1

- Provide key recommendations (including potential shifts) for the planning, implementation, monitoring and coordination of the ECW program.

24. While there is no dedicated objective of assessing the contribution to human rights and gender equality, this has been mainstreamed within the aforementioned objectives.

25. As specified in the ToR, the evaluation **scope** covers the entirety of the ECW Seed Fund program between January 2020 to June 2022. This includes all output and outcomes detailed in the program’s results framework, presented in Annex 12.<sup>40</sup> The **geographical coverage** of this FE encompassed all seven governorates where the program is being implemented: Idleb, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama and Homs. Assessing progress on human rights and gender equality results is included within the evaluation scope through a dedicated evaluation criteria.

## 2. EVALUATION DESIGN AND METHODOLOGY

26. This evaluation applied a mixed-methods approach that is participatory, inclusive and respondent-group sensitive. Evaluation findings were derived from the collective contribution of a wide range of stakeholders which were triangulated and validated. Gender considerations were integrated into the data collection and analysis methods, where relevant.

27. Data collection involved a combination of remote and face to face methods and included key informant interviews (KIIs), focus-group discussions (FGDs), quantitative surveys, and classroom and facility observations. In addition, the evaluation undertook a detailed document review (see Annex 2) of program related documents shared by UNICEF, as well as a broader review on the education sector in Syria in general. Findings from the desk review were triangulated with fieldwork to answer the evaluation questions, including the sub-questions highlighted in the evaluation matrix (see Annex 11).

28. The evaluation team used a variety of data collection methods eliciting information from different stakeholder groups to ensure that diverse perspectives were captured. The evaluation included UNICEF staff, partners and external stakeholders relevant to the education sector in Syria as well as affected children who are out of school and at risk of dropping out of school (aged 7-17), parents/caregivers and guardians, and teachers and educational personnel (including psycho-social support workers).

29. Table 5 provides the limitations and risk mitigation measures taken during this evaluation alongside the geographic region in which they apply to.

**Table 5 Limitations and mitigation measures**

Limitations	NGCA	GCA	Mitigation measures taken
<p>The Earthquakes that took place in February 2023 in Türkiye and Syria created difficulties in conducting data collection.</p> <p>In addition to program partners and affected populations, RMTeam and partners operating in NGCA-NWS were also affected by the earthquakes as several were based in Gaziantep.</p>	X	X	The ET respected the time needed for partners to return to operation following the earthquake. The Evaluation Team proceeded with the data collection only after the operation of the centres and approvals from the partners.
<p>The ET faced difficulties in accessing affected populations as some centres were not operational at one point during data collection. This was because the program was in-between renewal phases. Some partners were</p>		X	The ET replaced partners that did not have operational centres with partners that had functional centres in the geographic areas of focus. No partners were included that were no longer funded by the ECW program due to their reluctance to take part in the evaluation.

<sup>40</sup> The evaluation did not request the ET to formulate a theory of change

also no longer funded by the ECW program.			
Additional partners added in GCA to replace centres that were not operating in the areas of focus were new and beyond the scope of the evaluation.		X	The ET maintained flexibility to adapt to the context on the ground, while ensuring credibility in the sampling process to the extent possible.
There were inaccuracies in students' data (particularly on gender and age) provided by the partner.		X	FGDs took place with the minimum number of participants; one was mixed gender (for children between 13-17).

30. For full methodology and approach see Annex 3.

## 2.1 Evaluation Questions and Criteria

31. This evaluation followed the Organization for Economic Co-operation and Development/ Development Assistance Committee (OECD/DAC) evaluation criteria of relevance, efficiency, effectiveness, coordination, coherence and coverage. In line with the ToR and formative objectives of this evaluation, the evaluation excluded the criteria of impact and sustainability.<sup>41</sup> Gender equality and human rights norms and standards are integrated into the evaluation criteria and included as a standalone criterion: 'cross-cutting issues', namely disability, human rights and gender. The main evaluation questions are provided in Table 6 below. Annex 11 includes the full evaluation matrix specifying sub-questions, indicators and data collection methods.

**Table 6 Main evaluation questions.**

<b>Evaluation Questions</b>
<b>Relevance</b>
To what extent did the ECW program objectives, design and interventions respond to the education needs of in and out of school Syrian children and adolescent girls and boys including those that are vulnerable, such as those with disabilities and/or internally displaced?
To what extent has the ECW program been able to respond to rights and priorities or to shifts caused by crises?
To what extent has the ECW program ensured the inclusion of children with disabilities (CwD) and how their needs were met within its activity design?
<b>Coherence</b>
How coherent is the ECW Program with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?
To what extent does the ECW Seed Fund align and collaborate with other sources of funding that support the MYRP target group(s)?
<b>Effectiveness</b>
To what extent were the ECW program outputs and outcomes achieved or are expected to achieve their stated objectives?
To what extent has ECW program activities facilitated children access to safer learning opportunities and more protective environments?
To what extent has ECW program activities enhanced children's learning skills?
Were there positive/negative unintended outcomes? Could they have been foreseen and managed?
Have ECW program strategies been effective in supporting the delivery of education outputs and outcomes? What can be learned about the most effective ECW interventions for the achievement of results?
<b>Efficiency</b>
Did the ECW program use the resource, including the implementation arrangement, in the most economical and timely manner to achieve its objectives?

<sup>41</sup> The evaluation was originally commissioned as a mid-term evaluation but changed to a final evaluation on request of the donor

Did the ECW program and its strategies lead to improvement in the effective allocation and use of resources in the concerned areas of education?
<b>Coordination</b>
To what extent did partnerships or coordination mechanisms established with other key actors contribute to the delivery of results for children
<b>Cross-cutting issues (equity, disability, and human rights)</b>
To what extent did ECW program interventions address gender, disability and child rights issues including for the most vulnerable children and adolescents?
To what extent were CwD in communities included/excluded in current ECW programming? Are there differences in inclusion and exclusion for girls and boys?
How have implementing partners included CwD to: a) uniformly identify CwD across partners, b) respond accordingly to the needs of CwD?
What could ECW and program partners improve upon to increase their reach to children with disabilities, girls, and other groups of marginalized students?
To what extent has the ECW Program contributed to address gendered physical barriers?
How and to what extent has the MYRP contributed to the empowerment of girls, including adolescent girls? To what extent has the MYRP contributed to change the knowledge, attitudes, and behaviour of boys, girls, women and communities regarding gender equality
<b>Coverage</b>
Determine the coverage of education services (pre-primary, primary, secondary lower and upper) under the ECW program.
Does the ECW Program focus on the most urgent education crisis population groups and geographical locations?
Was the process of selecting implementing partners transparent and fair, given the country context and needs?
<b>Lessons learned</b>
Document lessons learned (successes and failures) in the implementation of ECW program and joint program management.

## 2.2 Data Collection, Analysis and Sampling

32. The data collection phase of this evaluation comprised of a pilot and data collection phase. During the **pilot phase**, the evaluation team conducted one pilot interview with a UNICEF staff member. Purposive sampling was used to identify the interviewee, to ensure the selected respondent had sufficient knowledge of the program's activities. The children and teachers' surveys were piloted internally.

33. **Sampling:** The sampling methodology for quantitative and qualitative data collection was based on a comprehensive stakeholder mapping (Annex 2). In combination, the data collection methods allow for inclusion of stakeholder groups directly responsible for implementation of or participation in ECW programming as well as a selection of external actors.

34. Stratified random sampling was used to select participants for the FGDs to improve precision, ensure inclusivity, and provide better coverage of the population under study, particularly among those that are 'hard to reach'. The student survey provides a representative sample at 95 per cent confidence level and 5 per cent margin of error drawing students from the ECW program's pool of students using the Systematic Sampling Technique. Additionally, a sample that is considered sufficient for the Central Limit Theorem (CLT) to hold was randomly drawn using the Systematic Sampling Technique for the Teacher survey. Facility and classroom observations were randomly selected from the sample of centres visited to conduct the surveys to provide broad coverage of the intervention sites. Table 7 provides an overview of the data collection in GCA and NGCA. Annex 10 provides additional details on the sample calculation and data collection in the areas targeted for this evaluation.

**Table 7 Primary data collection sampling**

Qualitative data collection	GCA	NGCA	Total
<b>FGD</b>			
<b>Total FGDs</b>	15	13	28
<b>Total participants</b>	107	75	182
<b>Total women</b>	61	32	93



Total men	46	43	89
Total children <13	21	19	04
Total children >13	37	24	61
<b>KIIs</b>			
UNICEF	6	2	8
Partner	3	6	9
Other	-	-	3
External	-	-	3
Total	9	8	23
<b>Observations</b>	<b>GCA</b>	<b>NGCA</b>	<b>Total</b>
Total Facility Observations	11	7	18
Total Classroom Observations	10	7	17
<b>Quantitative data collection</b>	<b>GCA</b>	<b>NGCA</b>	<b>Total</b>
<b>Children's survey</b>			
Girls	83	127	210
Boys	71	101	172
Total	154	228	382
<b>Teacher's survey</b>			
Women	10	11	21
Men	4	25	29
Total	14	36	50

35. **Data collection** took place between February and June 2023 with field work occurring between March and April 2023. Data collection tools are provided in Annex 9.

36. **Data analysis:** Qualitative data was analysed thematically with information organized by criteria into a matrix for comparison and triangulation of findings between sources.<sup>42</sup> Descriptive analysis was used for the quantitative data using Excel.

37. **Triangulation:** The mixed methods approach involving secondary and primary qualitative and quantitative data collection methods supported triangulation between the different data sets and ensured rigor of findings. Documentary review findings were recorded using a standardized analytical tool derived from the evaluation matrix, questions, and criteria, and triangulated against other data sources. Strategic and project documents provided context and assisted in refining the evaluation's approach during the inception phase. The documents were reviewed in detail during the field phase in drawing out findings and triangulating with primary sources of data. The ET used three types of triangulation: 1) Data triangulation<sup>43</sup>, 2) investigator triangulation<sup>44</sup>, and 3) Methodological triangulation.<sup>45</sup>

38. **Gender and human rights:** A human rights-based approach (HRBA)<sup>46</sup> was applied to analyse inequalities and discriminatory practice and the unfair distribution of power that impede justice. The evaluation has assessed how the program was designed and implemented to ensure accountability, equality, non-discrimination and participation. Human rights standards concerning women's political and economic rights and gender equality were referenced, including the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) 1979<sup>47</sup> and the

<sup>42</sup> Thematic analysis was done manually. No coding software was used.

<sup>43</sup> Data triangulation involved the use of different sources of data. Sources include documentation (secondary sources), FGDs with children, parents/caregivers, teachers/ PSS workers, children and teacher surveys, and facility and classroom observations. Information from different sources is triangulated with data from other sources.

<sup>44</sup> Investigator triangulation was carried out with an evaluation team comprising members with different backgrounds, qualifications, experience, and knowledge, in a gender-balanced team.

<sup>45</sup> Methodological triangulation was carried through a mixed methods approach.

<sup>46</sup> A Human Rights Based Approach (HRBA) means that human rights and democracy are considered fundamental to development. It is a normative approach and method which implies that human rights standards and principles guide all development – goals as well as means to achieve them.

<sup>47</sup> OHCHR, Convention on the Elimination of All Forms of Discrimination against Women. Adopted and opened for Signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979.

Convention on the Rights of the Child (CRC).<sup>48</sup> There was sufficient information collected during implementation and complemented through the data collection period to assess progress on human rights and gender equality results. The ET systematically disaggregated data collection and results by gender of the respondents to investigate whether there were differences between respondent groups.

## 2.3 Ethical Issues and Considerations

39. The evaluation was guided by the United Nations Evaluation Group (UNEG) ethical standards for evaluation. All evaluation team members were trained on the ethical protocol and were required to adhere to principles of independence, impartiality, credibility, conflicts of interest and accountability. The ET referred to UNICEF's pre-existing 'Strategic Guidance Note on Institutionalizing Ethical Practice for UNICEF Research,' and the 'Evaluation Technical Note No. 1, Children Participating in Research, Monitoring and Evaluation' to ensure ethical safeguards were respected concerning data collection with children. Data collection took place in compliance with UNICEF and Child Watch International Research Network (et al)'s 'Ethical Research Involving Children' – specifically in the areas of 'Harms and Benefits' (See Annex 5-8 for ethical protocols and consent forms).

40. All evidence generation took into consideration social and cultural contexts. All interviews/FGDs were audio-recorded upon receiving informed consent from interviewees and their guardians (where required), and summative notes were produced. UNICEF and partners' lists of rights holders were used to identify potential FGD and survey participants. The lists were anonymised to maintain the security and confidentiality of participants. The ET was responsible for participant selection to ensure transparency and a lack of bias. Compensation was not used to coerce, pressure or bribe participants to take part in the evaluation.

41. In line with ethical protocols, informed consent was obtained from every participant (including guardians of children where relevant). Written and/or oral consent was obtained from all United Nations (UN) Staff, (International) Non-governmental Organization ((I)NGO) and other key informants prior to the remote KIIs. The autonomy of all participants was ensured through the voluntary participation and confidentiality of FGDs/Surveys and anonymity of the data analysis process (See Annex 8 for the information sheet and consent forms).

## 2.4 Methodology for post-earthquake assessment

42. Following the earthquakes, UNICEF requested a scope expansion to analyse the effect of the earthquakes to ensure that the findings and recommendations of the ECW mid-term evaluation are relevant to the situation and useful post-earthquake. The analysis – which included only NGCA in NWS - relied on a desk review of relevant documents and direct observation of ECW learning facilities.

43. The evaluation team reviewed a total of eleven documents, primarily produced from UNICEF but also including relevant World Bank Reports. Documents were produced between mid-February and the end of March 2023 (see Annex 14).

44. RMTeam developed a rapid observation checklist to assess the implications of the earthquakes on affected population access to UNICEF's ECW facilities in the two earthquake affected areas of Aleppo and Idleb. The evaluation team conducted post-earthquake observations in 15 learning facilities supported by UNICEF and the ECW program. The visits took place between 19–22 March 2023. The assessments were undertaken purely based on observations, focusing on the populations' ability to physically access learning facilities post-earthquake. The methodology did not include interviews with affected stakeholders (i.e. children, teachers and school staff) to avoid the potential of causing psychological harm or distress following the devastating earthquakes.

45. Twelve of the facilities assessed in this evaluation were primary schools; two were secondary schools; and one (in Idleb) was a combined preparatory and primary facility.

46. Table 8 below provides an overview of the learning facilities visited in NGCA. The facilities highlighted in orange were damaged by the earthquakes. Five out of 15 ECW-supported learning centres have been affected with varying levels of damage. Damage to facilities is described in further detail within the Relevance criteria (see Table 9).

---

<sup>48</sup> OHCHR, **International Covenant on Civil and Political Rights**. Adopted and opened for signature, ratification and accession by General Assembly resolution 2200A(XXI) of 16 December 1966 entry into force 23 March 1976, in accordance with Article 49.



Table 8 Overview of UNICEF ECW learning facilities in earthquake-affected locations

Governorate	Learning Centre (Code) <sup>49</sup>	District	Sub-district	Type of school/ learning centre	Type of building	Post-earthquake accessibility
Idleb	LC1	Idleb	Maaret Tamsrin	Primary	Tent	Accessible <sup>50</sup>
Aleppo	LC2	Al Bab	Al Bab	Primary	Caravan	Accessible
Idleb	LC3	Harim	Dana	Primary	School building	Accessible
Aleppo	LC4	Jebel Saman	Atareb	Primary	Caravan	Accessible
Idleb	LC5	Idleb	Idleb	Preparatory + primary	Repurposed building (e.g., municipality, mosque)	Limited access <sup>51</sup>
Idleb	LC6	Harim	Dana	Secondary	Pre-conflict school building	Accessible
Idleb	LC7	Idleb	Idleb	Secondary	Pre-conflict school building	Limited access
Idleb	LC8	Harim	Dana	Primary	Other <sup>52</sup>	Accessible
Idleb	LC9	Idleb	Maaret Tamsrin	Primary	Tent	Accessible
Idleb	LC10	Harim	Qourqeena	Primary	Tent	Accessible
Idleb	LC11	Armanaz	Armanaz	Primary	Tent	Accessible
Idleb	LC12	Harim	Kafr Takharim	Primary	Tent	Accessible
Idleb	LC13	Harim	Kafr Takharim	Primary	Tent	Accessible
Idleb	LC14	Harim	Kafr Takharim	Primary	Tent	Accessible
Idleb	LC15	Harim	Kafr Takharim	Primary	Repurposed building (e.g., municipality, mosque)	Accessible

47. Findings from the post-earthquake assessment are integrated within the relevance and efficiency criteria.

### 3. KEY FINDINGS

#### 3.1 Relevance

KF1. The program was able to respond to the education needs of children through its contribution to improving their foundational learning skills. Children and parents were largely satisfied with the program activities.

KF2. UNICEF and partners sought feedback on rights holder needs during planning and implementation of activities to ensure the relevance of program interventions. However, their active involvement -particularly with those who are most vulnerable such as CwDs, IDPs and caregivers representing them – during decisions on what activities to implement in the design phase (proposals) was limited.

KF4. The assessment of learning outcomes helped ensure the relevance of education content delivered to children.

<sup>49</sup> The names of the learning centres have been removed at the request of UNICEF

<sup>50</sup> Accessible: learning can continue without any measures in place.

<sup>51</sup> Limited access meaning partially damaged: some measures to accommodate all students need to be taken. The measures needed are explained in Table 9 below.

<sup>52</sup> Tents and classrooms with an awning roof.

KF5. UNICEF and its partners were flexible to adapt programming to respond to changing needs and contextual shifts.

KF6. The needs of CwDs were not adequately integrated into programming.

KF7. The earthquakes resulted in a temporary pause in ECW program implementation to allow for search and rescue operations to be undertaken. UNICEF took swift action in prioritising responses for the most urgent needs to support the safe re-opening of schools. This included the identification of the need to provide for children and teachers with psychosocial support and health and safety awareness.

KF8. UNICEF's rapid post-earthquakes response was relevant given the damage to physical infrastructure as a result of the earthquakes as reported in the SitReps and confirmed through school observations.

#### Program's responsiveness to children's education needs

48. As highlighted in the context section, access to education in Syria is a major challenge, particularly for vulnerable populations such as IDPs and CwDs. Thus, the successful contribution of the program in improving the foundational learning skills in children is relevant to the operational context.<sup>53</sup>

49. **The assessment of learning outcomes helped ensure the relevance of the education content delivered to children.** The Holistic Assessment for Learning and Development Outcomes (HALDO) was originally developed by the second grantee for Education in Emergencies (EiE) contexts of different countries. For the purpose of the ECW program, the HALDO was contextualized for Syria and utilized as a tool to assess learning outcomes in order to strengthen the program's education response by standardizing assessment methodologies of children's learning skills. The HALDO includes assessments of literacy, numeracy, social and emotional learning (SEL), and executive functioning (EF). The HALDO tool helped UNICEF ensure that NFE education modalities were relevant to children and identified learning approaches that are best suited in contexts of emergencies.<sup>54</sup>

50. **Assessing learning outcomes helped ensure relevance of the education content to student needs.** Using the HALDO helped implementation teams make concrete recommendations to ensure the relevance of education content to children needs.<sup>55</sup> Recommendations included, for example, focusing on single-digit and double-digit operations in numeracy content for 7- to 8-year-olds and double-digit operations for 9- to 12-year-olds, and using role play games and stories in SEL content to aid children in interpreting emotions. In addition, the tool helped UNICEF understand the impact of demographic and home characteristic (such as gender, socioeconomic status, home learning environment, and disability status) on children's learning development. Surveyed teachers reported assessments of students including periodically assessing students using pre and post assessments (see Figure 2). The implementation of periodic evaluations to assess children's learning outcomes was also highlighted during the FGDs with teachers.

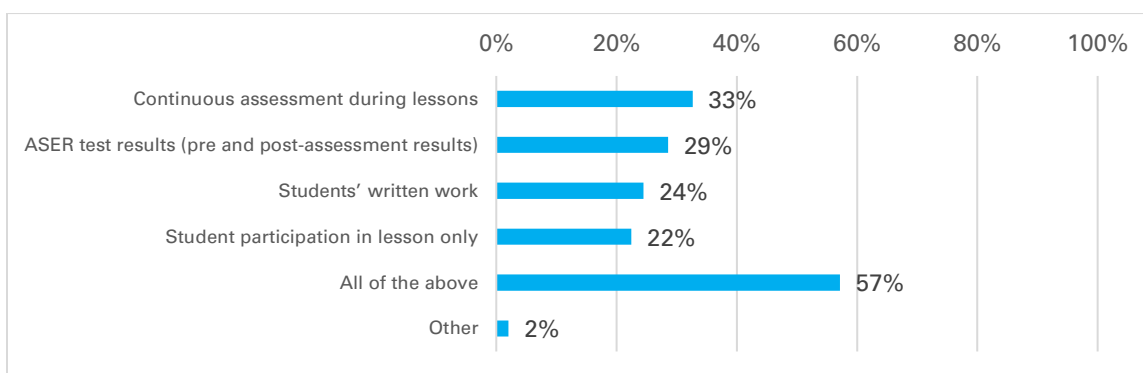
---

<sup>53</sup> Further discussion on effectiveness of program activities on learning outcomes is discussed in section 3.2 on Effectiveness.

<sup>54</sup> UNICEF & the second grantee Year two Achievement Report.

<sup>55</sup> In addition, the ASER pre and post results were used during year one to evaluate student's literacy and numeracy skills. During Year two, HALDO tool was used rather than the ASER as it is more robust to measure learning outcomes of students

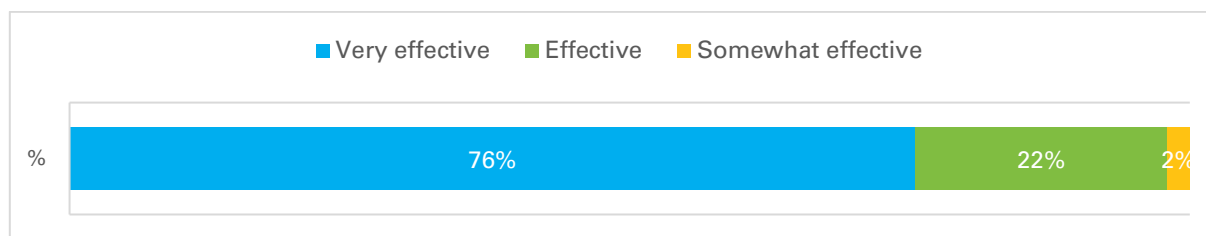
Figure 2 How teachers assess student progress<sup>56</sup>



Source: Teacher survey

51. According to teacher survey results, 67 per cent of teachers in NGCA and 8 per cent (1 of 13 teachers) in GCA were trained in continuous assessment practices in the classroom.<sup>57</sup> When asked about the effectiveness of this training, all teachers were positive about training reporting that it was at least 'somewhat' effective; over three-quarters of surveyed teachers reported the training to be 'very effective' (76 percent, see Figure 3).

Figure 3 Effectiveness of assessment practices to inform of students' progress.



Source: Teacher survey

52. Approximately two-thirds of teachers in NGCA reported that trainings were 'very effective' while the remaining reported them to be either 'effective' (28 per cent) or 'somewhat effective' (3 per cent). The teacher trained in in GCA also felt the practices were 'very effective'. Section 3.2 on Effectiveness provides further details on teacher capacity building (see pp. 25). The lower percentage of teachers trained in GCA may be because new partners were added to the program, and teachers had yet to participate in the trainings during the period of data collection.

53. Psychosocial support needs are high in Syria (see paragraph 10). The relevance of PSS activities is supported through findings from the student survey where the majority of surveyed students selected the 'very happy' (62 per cent overall)<sup>58</sup> or 'happy' (23 per cent)<sup>59</sup> emoji when asked to describe their feelings when attending PSS activities.

54. Including trainings for teachers and education personnel on foundational and life skills courses and Psychosocial support (PSS) is also relevant to the operational context. Over half of teachers surveyed (55 per cent) had been trained on how to identify signs and symptoms of psychosocial distress in students. In GCA 38 per cent (5 of 13) of surveyed teachers received this training. In NGCA, 61 per cent of surveyed teachers were trained.

55. In the teacher survey, all participants in both GCA and NGCA reported valuing the PSS training as at least 'somewhat' effective with most trained teachers reporting the training as 'effective' (38 per cent) or 'very' effective

<sup>56</sup> Total does not sum to 100% as teachers were able to report more than one method used.

<sup>57</sup> The majority of teachers who had not been trained joined in year 2 and 3 and may have been waiting for a training to take place.

<sup>58</sup> 63 per cent for both boys and girls

<sup>59</sup> 23 per cent boys, 24 per cent girls

(54 per cent).<sup>60</sup> When asked to explain their rating, teachers specified that they found this training beneficial in improving their teaching styles, classroom management, ability to engage with children and identify children's PSS needs.

56. **The innovative and interactive learning methodologies promoted by the program were relevant in engaging children.** Children in FGDs particularly enjoyed activities that were interactive and involved collective engagement and disliked repetitive activities such as reading and writing. For example, children aged 13-17 years in GCA and NGCA reported enjoying activities that involved sports, science, games, contests, playing, drawing, roleplay, while children aged 7-12 years enjoyed activities such as the broken telephone activity, mental calculation, using illustrative photos, and stories. Findings from the student survey also partially support the relevance of interactive strategies as over half of students identified these strategies as helping them learn in literacy classes (52 per cent) and/or numeracy class (57 per cent).<sup>61</sup> However, the fact that approximately three-quarters of students highlighted learning best when 'students are quiet'<sup>62</sup> indicates a need to include a mix of teaching strategies to meet the needs of students.<sup>63</sup>

#### [Participant satisfaction with program activities and services](#)

57. **Primary data collection highlights the satisfaction with activities and services received.** Children displayed a positive attitude towards learning highlighting UNICEF's ability to provide relevant NFE programming to out of school children and children at risk of dropping out. In the children's survey, children in GCA and NGCA used the 'very happy' (76 per cent) or the 'happy' (24 per cent) emoji to describe their feelings when they answered the teacher's question correctly. As mentioned above, most students reported to be 'very happy' or 'happy' when attending PSS classes (paragraph 52) and children participating in FGDs were satisfied with interactive activities (paragraph 56).

58. Overall, parents in GCA and NGCA were satisfied with the participation of their children in the program and valued the care and quality education the program provided. Parents interviewed in NGCA particularly appreciated the program allowing children to continue their education.

#### [Participation of affected populations and stakeholders in design, planning and implementation](#)

59. **UNICEF focused on the inclusion of duty bearers during program design.** Program design in the development stage was guided by achievements and lessons learnt from previous ECW investments and engaging with local and international actors and education authorities. This engagement supported a design that properly addressed education needs of children currently out of school and children at risk of dropping out. A MYRP task force was also established to conduct consultations and assessments, collect data and lead the design process. This task force was composed of Whole of Syria Education Coordinators, UNICEF, UNRWA, United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations High Commissioner for Refugees (UNHCR), Norwegian Refugee Council (NRC), and development partners represented by the Foreign, Common and Development Office (FCDO), the European Union (EU), the European Commission on Humanitarian Aid (ECHO) and Hub and Working Group coordinators.<sup>64</sup>

60. **UNICEF incorporated the needs of affected populations in the program design and implementation based on findings from needs assessments and regularly seeking feedback from children, parents and teachers via various feedback and complaints (F&C) channels.**<sup>65</sup> Partners conducted needs assessments through engaging with local communities through, for example, FGDs as well as using registration forms to identify those areas most in need and to select the most suitable persons. In GCA, partners coordinated with local authorities and leaders and referred to data available from the education directorate.

61. **Evidence is lacking to show that program participants, particularly children who are most vulnerable, were actively and directly involved in planning for and implementation of activities.** After the design stage, participation

---

<sup>60</sup> Out of the 50 teachers surveyed, a large majority of teachers (62%) in GCA and almost all (97%) in NGCA received capacity building on different topics including teaching practices in the classroom. Approximately a quarter of the teachers in GCA stated that they did not receive training on new teaching strategies, and 15% of GCA teachers were unsure; as opposed to only 3% of teachers from NGCA who did not receive any training.

<sup>61</sup> Literacy: 46% boys, 50% girls. Numeracy: 56% boys, 57% girls. Interactive strategies include doing activities, playing games, practicing letters/words using paper and pencil, listening to stories, singing songs

<sup>62</sup> i.e., students are not noisy and disrupting the class.

<sup>63</sup> Literacy: 84% overall, 86% boys, 82% girls. Numeracy: 76% overall, 80% of boys, 71% girls.

<sup>64</sup> UNICEF (2019). Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). Syria 2020-2023.

<sup>65</sup> See section 3.4 on Efficiency for more information on F&C mechanisms.

strategies employed in the program seemed to have focused on more extractive methods of collecting feedback and input from relevant stakeholders. One exception was the involvement of PSS workers in GCA and NGCA in the planning of PSS activities through participating in brainstorming sessions and collecting data.

#### [Flexibility of the program](#)

62. **UNICEF and its implementing partners were flexible in adapting programming to respond to contextual changes.** For example, UNICEF worked to ensure continued access to education for newly displaced children in NGCA. Many of the NFE learning centres were in locations where formal education was not available (such as in camp settings). Hence, continued NFE was necessary in such locations. Moreover, IDP students who completed NFE catch-up classes in year one but could not access formal education were retained in NFE education in year two and continued their education through the Self-Learning Program (SLP), which comprises grade 1-9 contents and is equivalent to the formal education of GoS. However, this flexibility required a trade off as retention has negatively impacted program capacity to accommodate new out of school children in catch-up programming.<sup>66</sup>

63. **UNICEF and partners adapted programming to accommodate to participants' needs.** For example, in mid-2020, to cope with the delays in obtaining approvals to transport children from their homes in KSA areas in Al-Hasakeh to SLP learning centres in GCA areas, teachers travelled to children's homes to provide instructions. During the Cholera outbreak in Syria, partners provided hygienic supplies and disinfected spaces, and some partners in GCA and NGCA offered health awareness sessions on Cholera to teachers and parents.

64. Activities were amended based on partner and participant's' feedback where possible and within the restrictions of the donor red lines. Various mechanisms were in place to allow participants to share their feedback and complaints. Section 3.4 on Efficiency provides a more comprehensive discussion on F&C mechanisms.

#### [CwD inclusion in program design](#)

65. **Overall, the responsiveness of the program to the needs of CwDs has not been prioritized nor systematic.** This is mainly because the program did not dedicate a specific component for CwDs in its initial design due to cost implications. Therefore, resources dedicated to addressing CwD accessibility and education needs have been limited and insufficient. In addition, learning centres face challenges in reaching CwD populations due to social stigma that typically keeps CwDs hidden in their homes and invisible to the rest of society. CwDs remain a very marginalized group in Syria in terms of access and participation. A more comprehensive discussion on CwD inclusion is included in section 3.5 on Cross-cutting Issues.

#### [Addressing shifts in priorities caused by the earthquakes](#)

66. **SitReps produced by UNICEF following the earthquakes identified that the primary damage to school facilities were cracks in ceilings and walls.** The damage was verified as a valid concern through the observation exercise undertaken to inform this evaluation (see Figure 5 and Figure 4). Importantly, the assessment was a purely visual exercise not a technical survey. In coordination with the Water, Sanitation and Hygiene (WASH) sector, education actors made reparations to enable immediate repairs and the light rehabilitation of damaged schools. UNICEF deployed an engineering consultancy firm and worked with local education directorates and education partners in NGCA to conduct rapid structural assessments for all schools in affected areas, starting with Aleppo.

---

<sup>66</sup> UNICEF (2019). Reaching Syria's Underserved Children. Multi-Year Resilience Education Program (MYRP). Syria 2020-2023.

Figure 5 LC4 Primary School - Idleb



Figure 4 LC4 Primary School - Idleb



67. Of the 15 facilities assessed during this evaluation, earthquake-related damage was observed in five facilities, all of which were in Idleb (see Table 9 below). Damage was primarily to walls (LC1; LC2; LC4; and LC5). The roof tiles at LC2 and the yard at LC5 were also damaged. At one secondary school (LC43), damage to ceiling beams was also observed. There was no damage to the roads leading to any of the learning facilities observed or damage to supplies (e.g. desks, chairs etc.) or to any of the WASH facilities.

Table 9 Overview of Earthquake-damaged learning facilities and implications for access to the ECW program<sup>67</sup>

Implementing partner	Learning Centre (Code)	Damage	Programmatic implications	Further Explanations/measures taken
P1	LC3	Minor cracks in walls.	There is no need for any maintenance or repairs. All students can safely access the building. No implications in terms of access to school services as the damage is light and non-hazardous.	The cracks in the walls do not affect the learning process. An engineer from the implementing partner conducted a check-up and confirmed that such cracks were non-hazardous.
P1	LC5	Critical damage to roof tiles and walls -	Considerable damage to the facilities poses immediate danger to students. The school also requires more material support to cope with increasing number of students.	<p>There is imminent risk of collapse for part of the building, especially if the school is subjected to another earthquake or bombing. Part of the cracked wall must be reconstructed.</p> <p>There are two rooms external to the school which are in a very bad condition. The school management instructed students to stay away, however it still poses a risk and should be demolished and removed.</p> <p>The walls of the school fence are damaged and cause risks to students. School management instructed students to stay away from the fence for their safety.</p> <p>The school also needs more chairs because of the increasing number of students; desk drawers were damaged during bombings due to students stumbling over them also require repairs.</p>

<sup>67</sup> School/learning centre names have been removed due to sensitivity

P1	LC7	Critical damage to ceiling beams on the upper floor.	Damage to the school structure poses immediate danger to students. One room with additional cracks has been emptied and is no longer in use.	The cracked beams are located on the second floor of the school, closed by school management. There are currently no learning activities on that floor. However, if students went up or if there was a need for reusing upper classes, the concrete beams would need immediate repairs.
P2	LC8	Light damage to some walls.	No implications for access to the learning facility or the ECW program.	Light maintenance in the form of wall restoration is required. The school management advised students to stay cautious. However, the learning process continues with interruptions.
P2	LC15	Yard and walls	No implications for access to the learning facility or the ECW program.	Learning activities are ongoing. An engineer from the implementing partner visited the school and recommended demolishing and rebuilding the cracked walls for the students' safety. The pillar that supports the wall was demolished and subsequently repaired. Type of damage to the yard was not further specified in the observation form.

**Red:** damage preventing access; **orange:** some damage not preventing access; **green:** no need for repairs

68. UNICEF prioritised responses to support the safe re-opening of schools in Aleppo, Hama, Lattakia, Homs and Idleb to ensure that children could resume their education in a safe environment with adequate single-sex WASH facilities. As of March 2023, debris removal, minor repairs and light rehabilitation had started in 42 schools in Aleppo, Lattakia, Hama and Homs while preparations are ongoing to rehabilitate more than 277 schools.<sup>68</sup>

69. UNICEF also identified the need for children and teachers to be provided with basic PSS and health and safety awareness in coordination with the Child Protection, WASH and Health sectors.<sup>69</sup> At the time of this evaluation, UNICEF was identifying locations and methods to work with education partners, including local NGOs and community organizations, to provide catch-up and remedial support lessons in which PSS would be integrated.<sup>70</sup> The response plan reviewed does not mention health and safety needs being addressed.

70. UNICEF’s response to support access to learning through the dispatch of education supplies and recreational kits for distribution to schools and shelters as well as high performance tents (to be used as temporary learning centres), school-in-a-box kits and early childhood development kits was relevant given the damage to physical infrastructure as a result of the earthquakes as reported in the SitReps. Based on observations conducted for this evaluation, these needs remain relevant.

Figure 6 LC5 Primary School - Idleb



### 3.2 Coherence

KF9. The ECW program is aligning and coordinating its approach with other humanitarian responses and clusters operating in the three hubs, within and across the NES Education Working Group and the NWS Education Cluster. Despite these efforts, implementation is not always standardized within the same geographical location aside from minimum standards. IPs are requesting harmonisation across aspects such as curricula, teaching methods and certification.

<sup>68</sup> UNICEF Syria Humanitarian Situation Report No. 3 (Earthquake) 03 March 2023  
<sup>69</sup> Source: UNICEF Syria earthquakes Immediate Response Plan – 15 February 2023  
<sup>70</sup> Idem



KF10. Donor funding interests are not wholly consistent with needs in the supported areas, especially regarding early child development and secondary education and vocational learning opportunities.

KF11. There is coherence between the project progress and the stated outcomes to an extent. However, there is room for improvement in terms of providing children with equitable learning opportunities and the strengthening of the education response.

#### [Alignment with existing humanitarian-development responses](#)

71. **The ECW project is aligning and coordinating its approach with other humanitarian responses and clusters operating in the three hubs.** At the country-level, UNICEF is facilitating coordination as the cluster co-lead with all UNICEF Country Office partners being linked to the child protection and Gender-based violence (GBV) sub-cluster.<sup>71</sup> ECW program provision of teachers and educational personnel with trainings and incentives is in line with localization initiatives promoted through coordination between members of the North East Syria Education Working Group (EWG) and the North West Syria Education Cluster with support from the Global Education Cluster.<sup>72</sup> Outcome 1, to provide girls and boys with more equitable learning opportunities, is aligned with the cluster approach that aims at 'helping children return to and learn in a child-friendly, violence-free and inclusive education opportunities'<sup>73</sup> as well as broader SDGs on Quality Education (SDG4) and Gender Equality (SDG5).

72. The EWG consults with the WASH, Shelter and Child-Protection sectors on how to address cross-cutting issues. All interviewed partner staff noted taking part in cluster meetings and other coordination efforts which ensured coherence between approaches at a national level. In NWS, the project aligns its activities with the Shelter and Protection Clusters through the North-West Syria Education Working Cluster, for example in working on using shelters as NFE facilities.<sup>74</sup> Close coordination is also confirmed in the joint task force between the North-West Syria Education and GBV (sub-) clusters ensuring referral mechanism are in place and school staff participate in GBV trainings. In GCA, there is also education/inter-sectoral coordination. These efforts are in line with the 2023 Humanitarian Needs Overview (HNO) call for closer coordination between all sectors for interventions supporting education.<sup>75</sup>

73. **Partners under the ECW are filling important educational gaps in covering out of camp areas, which are often neglected.** According to partner staff interviewed, many are working in areas that no other organization is covering, ensuring a wide reach of education coverage. Partners ensure coherence and avoid duplication through service mapping and needs assessments.

74. **Despite these efforts, implementation has not been always aligned.** Several partner staff requested a standardized approach in all areas and across all partners, including harmonizing the curriculum, approach to teaching, timelines, and certification, among other aspects. This is also related to additional training needs for teachers to have a harmonised approach to NFE. UNICEF staff interviewed acknowledged those gaps and requests, though specified that IPs must indicate needs more concretely. UNICEF also reported that there are limitations in what types of trainings can be provided in the local context and with local resources. Additionally, harmonisation requests need to be assessed considering the operational context.

#### [Alignment with existing education opportunities](#)

75. The Education Response Snapshot issues by the WoS Cluster called for support for community based early childhood development (ECD) and opportunities for adolescents,<sup>76</sup> both of which are currently absent from the ECW. According to interviewed staff, alignment with these needs is not possible for several reasons. The primary reasons cited were the lack of donor appetite to fund these activities and the absence of ECD and secondary NFE curriculum. It was also highlighted that donor requirements and parameters can at times limit the interventions UNICEF can provide. These limitations are not always understood by IPs.

---

<sup>71</sup> UNICEF, Six-month narrative report, July 2020.

<sup>72</sup> ECW Annual/Final Reporting – Joint Narrative report (January – December 2020).

<sup>73</sup> UNICEF – Whole of Syria, Education Response Snapshot (January - August 2022)

<sup>74</sup> ECW Annual/Final Reporting – Joint Narrative report (January – December 2020).

<sup>75</sup> HNO 2023.

<sup>76</sup> UNICEF – Whole of Syria, Education Response Snapshot (January - August 2022)



### [Coherence of project implementation with ECW target outcomes](#)

76. Despite the equity focus on Outcome 1, the project implementation is not fully aligned to meet this objective. As discussed in section 3.1 on Relevance, the program has not had sufficient resources to meet the needs of CwDs (see paragraph 65). Ensuring access to continued learning for vulnerable groups was also a consistent challenge (see section 3.5 on Cross-cutting issues).

77. PSS providers and social workers form an important part of the project activities providing needed support to traumatized children. This is coherent with a cluster report relating to NGCA from April 2023, that highlights the critical opportunity to invest in integrated Mental Health and Psychosocial Support (MHPSS) activities. By June 2022, 1,678 teachers and education personnel were trained on PSS.<sup>77</sup> While inclusion of PSS services and trainings in Outcome 2 is aligned with population needs, coverage of PSS trainings may not be sufficient given potential gaps identified in the teacher survey where approximately half of teachers reported not to have been trained in PSS (see paragraph 54).<sup>78</sup>

78. The issue of identifying and retaining educational staff is well known and documented and is part of strengthening the education response (Outcome 3). The fact that the funding period is not always aligned with the school year creates risks of losing staff resources, especially in GCA. It was noted that there are times when teachers are not being paid, hence children are not receiving the entire NFE, limiting their chances to transition into the formal system. Uncertainty related to the one-year funding cycles under the MYRP is adding to this issue.<sup>79</sup>

### 3.3 Effectiveness

KF12. The program met or surpassed most program outputs. Overachievement in student participation and learning outcomes is a positive indication of the ECW program effectiveness. However, differences in inclusion and learning outcomes shows that vulnerable populations, particularly CwDs, have not been as effectively supported.

KF13. The establishment of Temporary Learning Spaces (TLSs), light rehabilitation, and maintenance work contributed to improving learning environments for children. However, benefits varied across the centres with a few Centres in NGO and government buildings identified to have gaps in WASH infrastructure.

KF14. Teachers are largely positive about the effectiveness of training and learning circles in improving teaching and PSS capacities. Positive changes in teaching strategies can be observed and are appreciated by students.

KF15. Teaching practices are still quite teacher centred and explanations are at the core of the lesson as opposed to more active learning strategies that involve higher order thinking skills. Space and materials to implement interactive teaching methods remain a primary challenge.

KF16. Teachers used non-violent methods to manage classroom behaviour, with a few exceptions of corporal punishment. Parents' reaction to child misbehaviour was more concerning.

79. The program's results framework provided the framework for the ET to assess effectiveness. Most of the program outcomes and outputs were either fully or overachieved (See Annex 12 for the full results framework listing program outcome and output indicator achievements).

80. The section below provides an overview of the findings under outcome 1, 2, 3 and 4 of the ECW program followed by a discussion of safeguarding and ethical issues and factors affecting program implementation overall. Despite systematic investigation throughout primary and secondary data collection, no unintended effects were identified.

---

<sup>77</sup> Obtained from the ECW Results Framework (11 August 2022).

<sup>78</sup> Some of the teachers reporting not to have received training could be from Year two and 3, who were not yet targeted for trainings at the time of data collection.

<sup>79</sup> ECW Annual/Final Reporting – Joint Narrative report (January – December 2020).

### [Outcome 1: Girls and boys access more equitable learning opportunities](#)

81. As of 11 August 2022, UNICEF was able to reach 69,453<sup>80</sup> children and adolescents, overachieving its anticipated target by 21 individuals. The participation of CwDs was above targets included in the Results Framework; 1,206 children with disabilities were reached.<sup>81</sup>

82. The cumulative 'average attendance rate for ECW supported children in learning spaces' was 85% (106% achievement rate). However, there were specific periods and particular learning centres with lower average attendance rates based on a variety of reasons. For example, in Deir-ez-Zor, security unrest in March 2022 resulted in low attendance.<sup>82</sup>

83. While data analysis showed no notable difference among attendance rates based on student gender overall, there were specific barriers to girls' attendance within some governorates. In Idleb, average attendance rate of girls was much lower than boys, and in some cases more than 10 per cent lower than boys' attendance during specific seasons, such as in November, which was the period for harvesting olives. To compensate for this loss of learning, girls were provided additional lessons after harvest season.

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

84. Light rehabilitation of existing centres or the re-establishment of TLSs, as well as the provision of basic learning and teaching materials, ensured that minimal conditions were present to allow safe and functional learning for children. According to the monitoring data, 823 classrooms were repaired/rehabilitated/established (98 per cent achieved, on track for full achievement). The program overachieved in the 'number of learning centres provided with maintenance and running costs' by 103 per cent. These achievements support SDG4.A targets to build and upgrade education facilities. Despite achievements, the student and teacher survey highlights gaps in infrastructure, particularly lighting, heating and clean water (see Table 10).

**Table 10 School infrastructure (teacher and student survey)<sup>83</sup>**

	Teachers	Students
Lighting available	76%	54%
Heating available	74%	70%
Sufficient chairs	88%	97%
Sufficient desks	88%	85%
Always clean water	n/a	72%
Washing basin and water	n/a	84%
Clean toilet	n/a	81%

85. **Lighting availability was a frequently reported issue.** Most surveyed students and teachers confirmed that lighting was available in all classrooms, though most of the students and a minority of teachers reported depending on sunlight. Issues in lighting were confirmed in classroom observations in GCA where 5 out of the 11 centres observed did not have regular power supplies in the classrooms and they were not well lit. In GCA, reliance on sunlight was a particular challenge in the winter when there was less sunlight exposure and inadequate alternative lighting sources.<sup>84</sup> Even in the classrooms where lighting rehabilitation was available in GCA, electricity or the type of lighting was inadequate in half of the classrooms observed. In NGCA, lesson observations showed that light rehabilitation was adequate where all classrooms were equipped with either electric or solar panel lighting. Lighting was also available in all caravans in NGCA.

86. **Temperature of classrooms was a consistently identified challenge.** Though most students and teachers surveyed confirmed that heating was available in classrooms in the winter, a quarter of the students reported very cold classrooms indicating that this heating was not always used. Heaters not being used were confirmed during

---

<sup>80</sup> Since the start of the program in January 2020, 69,453 (34,668 F) children participated in ECW supported education programming in formal non-accredited education or non-formal education (NFE) settings in 7 governorates, namely Idleb, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, and Homs. The program has reached slightly over 100% of 69,143 children (34,737 F), the cumulative target by June 2022.

<sup>81</sup> ECW Results Template, Year 2 Children targeted and reached – Individual results.

<sup>82</sup> Syria ECW Seed Fund Program: Year two Achievements report, September 2022.

<sup>83</sup> Teachers were not asked about the availability of clean water, washing basin/water and toilets.

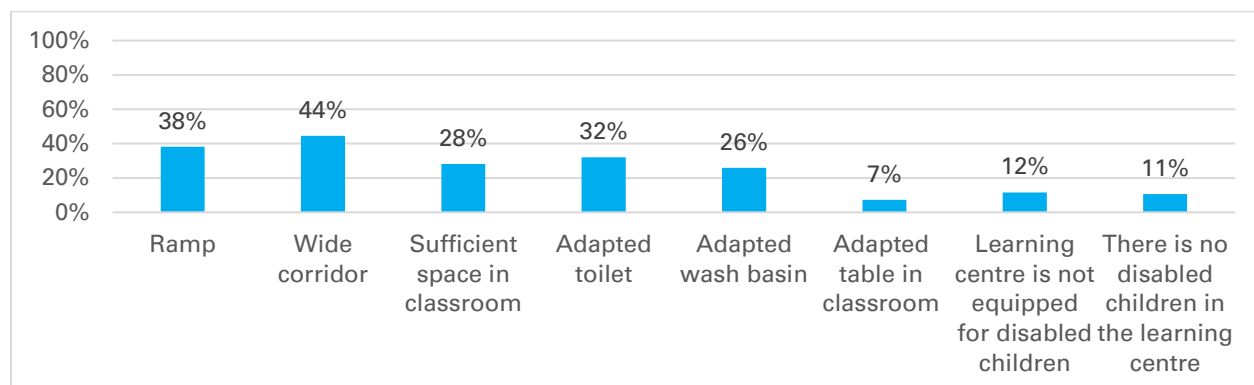
<sup>84</sup> This was mentioned in the sample that was taken for GCA only. It should be noted that, even though it was not reported in the NGCA sample, it does not mean that this was not an issue.

lesson observations, where heaters were left unused in a few of the classrooms; in one case due to the lack of electricity. In FGDs with children aged 13-17, children mentioned that tents were warm during the summer and ventilation was poor, as well as being cold in winter. During the FGDs with children aged 7-12 in GCA, there were reports of classrooms being cold in the winter and needing heating.

87. All students were able to reach the washbasins though 10 per cent of students said they had difficulty using the toilet (11 per cent of girls, 7 per cent of boys). This was primarily related to a lack of water in the learning centre rather than specific disability or gender needs. However, facility checks showed that not all facilities had separate latrines for boys and girls (12 out of 17 had separate toilets for boys and girls - 4 of these were in NGCA and 8 in GCA). Lack of gender-segregated latrines may present challenges for achieving equitable attendance. Lack of gender-separated WASH facilities might be due to their location in existing buildings where construction was difficult; that learning centres may be for younger children; or that some (particularly those in NGCA) were in homes of camp dwellers.

88. **There were specific barriers for CwDs attending learning centres.** Students were asked what would allow students in a wheelchair to access the learning centre. Less than half of students identified available adaptations for classroom and WASH facilities or ramp access to the centre (see Figure 7). The fact that 20 per cent of teachers and 43 per cent of students said that lighting was available but that they depended on sunlight could disproportionately disadvantage students with visibility impairments. Access to facilities for CwDs is covered in further detail in section 3.5 on cross-cutting issues (pp. 37).

Figure 7 Wheelchair access to schools (student survey)



Source: Student survey

89. The facility observations support student survey reports of limited adaptations. Table 11 below provides an overview of adaptations observed during facility checks in GCA and NGCA. A total of 17 facilities were observed, of which 11 were in GCA and 6 in NGCA. Observed access issues included a lack of ramps and issues with sufficient spacing to allow movement for CwDs without difficulty in classes. Although all classrooms observed had seats and desks for children, only one in NGCA had some specifically for CwDs. There were several potential access constraints observed concerning latrines. Very few had grip bars or handles for CwDs. Additionally, some of the latrines were on separate floors, and had steps to enter them, making it challenging for CwDs to access. One of the centres in GCA had latrines outside the centre; the route was covered with stones and steps at the entrance making it difficult for CwDs to access.

Table 11 Overview of observed adaptations

Adaptation	# of facilities where access issues were observed		Access issues observed
	GCA	NGCA	
Ramp available for children with disabilities to access learning centre	4	3	Several centres had more than one floor, which is likely create access challenges for CwDs. Moreover, while some of the centres had ramps, some had steps at the entrance of the classrooms, which also may have created access challenges for CwDs.
Separate toilets for boys and girls	8	4	One of the latrines in DAM was in a building outside the centre. The route towards the toilet was covered with

			stones and there were steps to enter it making it difficult to access for CwDs. Furthermore, accessing the latrines during wintertime may be unsafe. Some of the toilets were on separate floors, which makes accessibility to those that are not on the ground floor difficult for CwDs. Other latrines had steps to enter them also making accessibility challenging for CwDs.
<b>Toilets for children with disabilities</b>	2	5	One of the toilets was locked, and when opened, seemed to have been used as a storage area, as it had items in it (a fan, tables, and equipment for farming).
<b>Toilets with grip bars</b>	1	5	One of the toilets with grip bars in GCA did not have a lock.
<b>Classroom is accessible to children on wheelchairs</b>	8	2	While some of the centres were accessible to children in wheelchairs in GCA, 2 were observed to be small and 1 was not equipped to facilitate wheelchairs.

90. **Data suggests that facilities were not equitably equipped.** Survey results indicated that there were a few centres in NGOs and government buildings that had gaps in WASH infrastructure. For example, almost all the students surveyed who attended learning centres in tents or caravans reported that there was a clean toilet, functioning washbasin and access to clean water. Approximately 75 per cent of students in school buildings (mostly in GCA concentrated in six schools) reported the same. Despite gaps identified in a few learning centres in schools, children in FGDs expressed a general preference of children to attend school buildings. For example, during FGDs with children aged 13-17, several children wished to have school buildings rather than tents that were poorly ventilated, particularly during the summer. In the FGD with children aged 7-12, participants also wished to learn in a school with actual walls and a roof.

#### **Output 1.2: Children are provided with school transportation support**

91. **Transportation remains a common request from children, teachers and parents.** The program overachieved in terms of the 'number of children provided with school transportation support' (by 101 per cent). . Despite overachievement of the targets, the prevalence of requests for transport in qualitative data highlights continued need. According to FGDs conducted for this evaluation, transportation was particularly important for ensuring facility access to vulnerable groups of children such as girls, those residing in rural and secluded areas as well as CwDs. Transportation is discussed further in section 3.5 on cross-cutting issues.

92. The back to learning campaigns aimed to facilitate motivating parents to bring their children to the TLSs. The participatory nature of the campaigns meant that they were also an important way to identify areas where awareness raising was needed. Other activities such as "return to school" activities were carried out in GCA to encourage children to go back to school. These activities involved FGDs with children. Close collaboration between the protection and education teams took place to carry out such activities.<sup>85</sup> There were no specific output or outcome indicators to measure results against planned achievements.

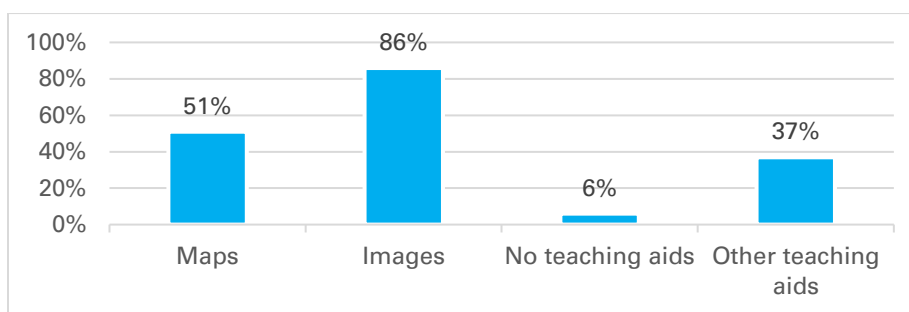
#### **Output 1.3: Learning spaces are equipped with adequate learning and teaching supplies**

93. The 'number of teachers provided with teaching materials' was mostly achieved (91 per cent). Survey results indicate that almost all teachers reported access to at least some teaching aids, with 'images' being the most frequently reported (see Figure 8).

---

<sup>85</sup> ECW Annual Joint Report. January – December 2020.

Figure 8 Teachers' access to teaching aids (% of teachers)

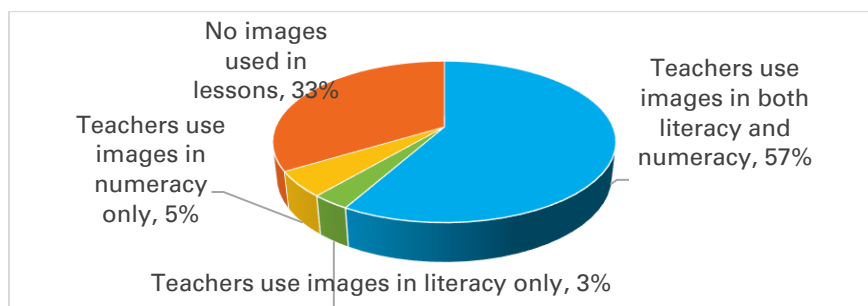


Source: Teacher's survey

94. **Children and parents reported that learning aids were useful in improving learning outcomes.** For example, in FGDs with children, participants reported that they were able to better understand concepts when teachers used learning aids. Children aged 13-17 participating in FGDs mentioned using coloured papers and cardboard to facilitate their learning process. Others mentioned use of illustrations and maps to help them better understand concepts. Similarly, during FGDs with children aged 7-12, participants valued the learning aids (such as illustrative photos) and requested more. This was also reflected during the discussions with parents. For example, in GCA, parents reported that their children used coloured papers with images and shapes to learn the letters, and that these helped their children understand the lessons and encouraged children to memorize information.

95. Despite their perceived value, learning aids were not consistently used to illustrate literacy and numeracy concepts. One-third of students surveyed reported that teachers did not use images in literacy or numeracy classes (see Figure 9). There are differences in outcomes depending on specific learning centre. Use of images may be related to which implementing partner was responsible for the school. For example, 65 percent of students attending schools covered by one partner said teachers used images for both Arabic and math lessons. This compares to less than five percent of students attending learning centres covered by a different partner.<sup>86</sup>

Figure 9 Use of images to illustrate literacy and numeracy concepts as reported by students



Source: Student's survey

96. Monitoring data showed a partial achievement in the number of children provided with **learning materials'** (95 per cent) and the 'number of children benefiting from recreational materials' (85 per cent). Provision of stationary is clearly covering a gap as 81 per cent of surveyed students reported that the learning centre provided them with stationary. However, according to FGDs and KIIs, stationary was not enough to cover wear and tear of items. These sources also reported delays in receiving items. Surveyed students were much more positive about stationary sufficiency with 98 per cent reporting sufficient stationary while teachers were slightly less positive (65 per cent reported sufficient stationary).<sup>87</sup> More than half the teachers in GCA reported insufficient stationary for students. In NGCA, less than a quarter of the teachers reported this.

97. Stationary was important in encouraging families to send their children to school, particularly for those who did not have the financial means to cover such costs, as well as motivating children to continue and re-engage in

<sup>86</sup> Partner names are not included in the report per request of UNICEF.

<sup>87</sup> Stationary here refers to students possessing sufficient bags, books, pencils and papers. Boys were slightly more likely to report having received learning materials from centres (83 per cent) compared to girls (79 per cent).

learning.<sup>88</sup> There were reports in both GCA and NGCA of stationary encouraging higher attendance and commitment in classes. Stationary provision appears different depending on the specific facility attended with over half the students in some centres saying that they were not provided materials. Seventy-four per cent of students in schools/buildings reported that the teacher/learning centre provided materials compared to all students in tents and 88 per cent of students in caravans reporting the same.

#### Outcome 2: Girls and boys acquire foundational, socio-emotional and life skills

98. **The program overachieved in measurements of improved foundational, socio-emotional and life skills.** The outcome of providing girls and boys with foundational, social-emotional, and life skills was evaluated based on HALDO scores. Over three-quarters of children assessed against the program's HALDO tool (76 per cent) demonstrated improvement in learning skills including literacy, numeracy, social and emotional learning, and executive functioning.<sup>89</sup> This was above the target of 65 per cent.<sup>90</sup> Achievements support SDG4, specifically targets for 4.7.

99. Improved learning outcomes for students were triangulated through qualitative data collected for the evaluation. Interviewed parents, children and teachers in GCA and NGCA asserted the academic benefits of NFE programming providing several examples of improvements in children's literacy and numeracy skills including reading, writing, letter recognition, spelling, pronunciation, solving mathematical problems, and learning new methods in calculation. In FGDs with children aged 7-12, most participants reported improvements in their ability to read and write and in recognizing numbers. During FGDs with children aged 13-17, some children reported that they were now better able to perform tasks in class and no longer relied on anyone for assistance.

100. **Learning gains were not uniform across population groups.** As highlighted in the year two report, children with disabilities had lower SEL and executive functioning gains than children not reporting difficulties/disability. Children with difficulties in learning did not show the same level of improvement.<sup>91</sup> Gaps in learning gains for CwDs were also identified in the teacher survey where only 65 per cent of teachers reported that 'most' CwDs are making 'good' progress in literacy and numeracy.<sup>92</sup> A notable portion of surveyed teachers were less positive about the impact of interactive teaching strategies on students with disabilities. Among those teachers identifying CwDs in their classroom, 25 per cent felt these strategies had less impact while 10 per cent were unsure. ,

101. In the same year two report, better literacy outcomes were noted for girls, while boys outperformed in numeracy questions.<sup>93</sup> Students self-assessments somewhat mirror these findings with older girls (13-17) more likely to report learning to 'read a short story fluently and with ease' compared to boys of the same age group, while boys were more likely to report being able to 'perform double digit subtraction/addition problems' compared to girls. The limitations in self-reported learning outcomes should be recognized.<sup>94</sup>

102. Moreover, learning outcomes were worse among children that were not able to attend school regularly, specifically more economically marginalized children and CwDs. Children involved in work were not able to attend classes as regularly. Children with disabilities whose attendance was not consistent also performed less well on learning assessments. The program actively sought to address the needs of the most vulnerable through activities such as providing daily transport to and from learning sites for marginalized children in Idleb and Deir-ez-Zor though differences in learning outcomes remained through year two.<sup>95</sup>

103. **Non-Formal education programs contributed to enhancing children's wellbeing, social skills and happiness and confidence levels.** This was reflected in discussions with children, parents and teachers. Specifically, recreational

---

<sup>88</sup> FGDs with teachers

<sup>89</sup> Ibid.

<sup>90</sup> The target/achievement is annual. In Year one, the result was achieved against the target of 65%. Overall, 83.5% (F 80%) of 15,252 children demonstrated improvement in Arabic, and 85.1% (83% F) of 15,272 children did so in math.

<sup>91</sup> Syria ECW Seed Fund Program: Year one Achievements. September 2021.

<sup>92</sup> 26 per cent reported 'some' making good progress, 9 percent reported 'few' making good progress

<sup>93</sup> Syria ECW Seed Fund Program: Year two Achievements report, September 2022.

<sup>94</sup> In students' self-assessment of what they had learned in literacy classes, younger boys (7-12) were more likely to report being able to 'read a short story fluently and with ease' compared to girls of the same age group (40% and 38%, respectively) while the reverse was true for a comparison of older boys and girls aged 13-17 (84% of boys, 93% of girls). In mathematics, 68% of boys reported being able to subtract double digit numbers and 66% reported being able to add double digit numbers. This compares to 55% and 58% of girls, respectively.

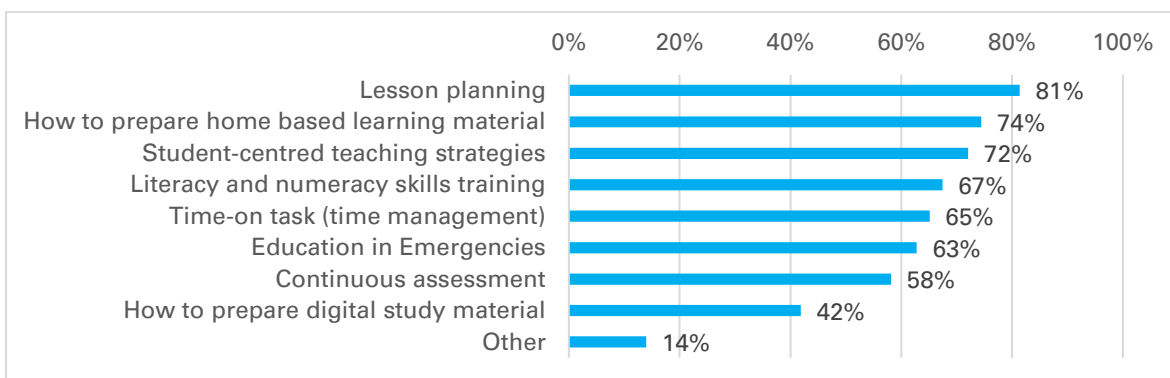
<sup>95</sup> A total of 555 girls and adolescent girls, children with disabilities, boys at risk of dropping out due to child labour, and children referred by case management. UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

activities offered at learning centres contributed to enhancing children’s individual development, providing them with better access to information, improving their communication and social skills, and providing them with an outlet to release their energy. During the FGDs with children aged 7-12, several children mentioned that they felt happier after attending the PSS sessions at the centres because they were able to make new friends and children became less aggressive towards each other.

**Output 2.1: Non-Formal education teachers possess basic skills to deliver foundation, socio-emotional and life skills**

104. Monitoring data showed a 110 per cent achievement in the number of teachers and educational personnel trained to deliver foundation, socio-emotional and life skills. Achievements are essential in supporting SDG4 in terms of improving the quality of primary education (4.1). During the FGDs, all the teachers reported receiving trainings through the project. However, quantitative data from the teachers surveys indicate that not all received these trainings. Coverage was highest for training on lesson planning (81 %) followed by preparation of home-based learning material (74 percent) and student-centred teaching strategies (71 percent, see Figure 10).

Figure 10 Type of training received by teachers<sup>96</sup>



Source: Teacher survey

105. In NGCA, all but one teacher reported receiving training on new interactive teaching strategies. In GCA, eight of the 13 teachers from GCA confirmed receiving these trainings while the remaining said they received no training on interactive strategies (n=3) or were not sure (n=2).

106. One objective of the project is to train all teachers on the standardized package in each hub with no exception regardless of the year they entered into the program (i.e. Year 1, Year 2, or Year 3). Training budget was always incorporated in partnership agreement with the IPs. However, the fact that most teachers who had not received training had been teaching for two years or less suggests that newly recruited teachers (due to teacher turnover) may have been waiting for next training opportunity. Moreover, in GCA, five new IPs started only in Year 3 (July 2022 onwards). Notable challenges in timely approval of partnership agreements may have delayed trainings for teachers hired by these IPs, a possible explanation for lower coverage of surveyed teachers in GCA.

107. Most teachers who had received training on interactive teaching strategies found them ‘effective’ (28 per cent) or ‘very effective’ (60 per cent). Most teachers participating in FGDs (in both GCA and NGCA) were also satisfied with the trainings they received. For example, some reported that training helped them better engage with children in classes. Another teacher found the training useful because it provided her with the skills to deal with children who misbehave in a non-violent manner. Other benefits mentioned by the teachers included equipping teachers with skills to better manage time in class, ensure equal participation among students, as well as identify children with emotional problems. The training on assessing children’s learning outcomes was also perceived as useful because it allowed the teacher to evaluate children’s progress.

108. However, some perceived the training as insufficient because it was too short and would have liked to receive more training on topics such as PSS support, thinking patterns, computer skills and English language. Several teachers participating in FGDs in NGCA were not happy that the training took place in tents and would have preferred it to be in a training centre. The tents were described as too hot and lacking in equipment to properly

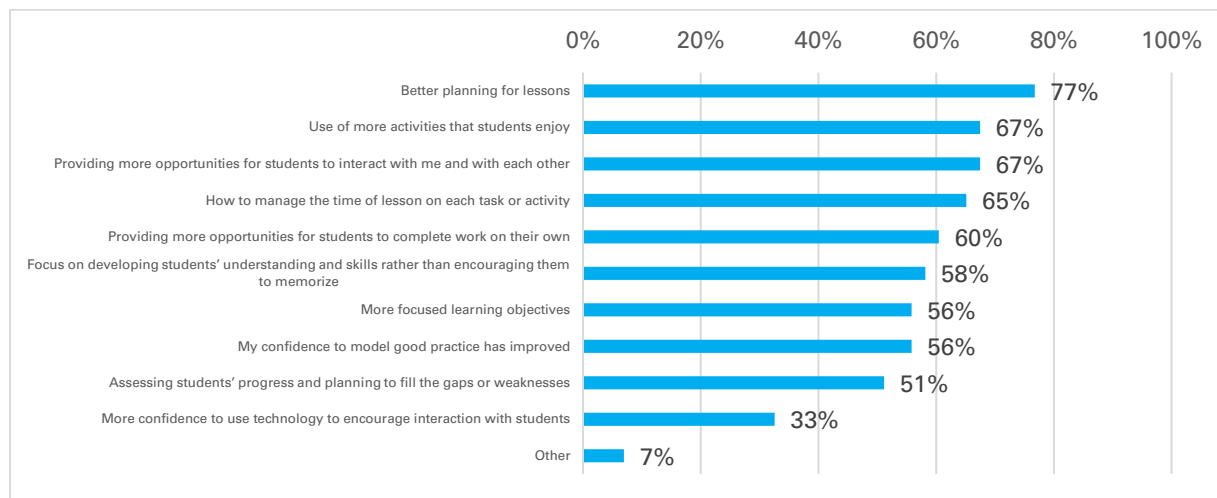
<sup>96</sup> 5 teachers did not answer this question because they did not receive training/were unsure of whether they received training



conduct the trainings. Others found that the duration of the training was too long (in a day) and needed to be divided over a greater number of days.

109. **Attending trainings on interactive teaching strategies contributed to improvements in teachers' teaching capacity.** In the teacher survey, teachers who were trained on interactive teaching strategies reported several ways their teaching practices had improved experiences in the classroom. All teachers who had received training reported at least one improvement (see Figure 11). Teachers in NGCA reported an average of seven ways in which their teaching had improved. In GCA, teachers reported an average of three ways their teaching had improved.

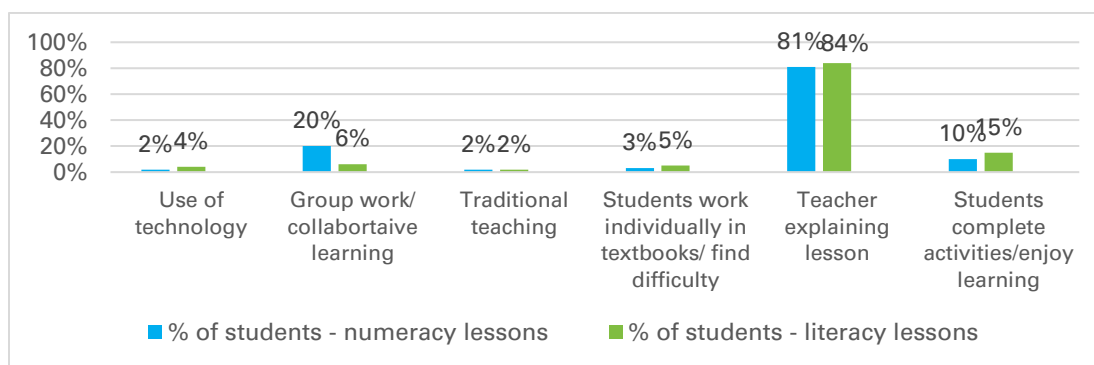
Figure 11 Change in teachers' practices as a result of trainings<sup>97</sup>



Source: Teacher's survey

110. Students were asked to point to the image that describes what most of their numeracy and literacy lessons look like to assess program effectiveness in promoting student-centred teaching strategies. Most students surveyed selected images that reflected more teacher-centred methods (see Figure 12). In both GCA and NGCA most students indicated that teachers explained the concept on the board while students listened and then answered questions.

Figure 12 Activities in literacy and numeracy lessons reported by students<sup>98</sup>



Source: Student survey

111. Lesson observations support students reports of more teacher-centred methods. Most teachers were observed to be primarily explaining concepts to students with high student-teacher interaction through question-and-

<sup>97</sup> This proportion only includes the sample who have been trained, which is 61% of teachers in GCA and 97% of teachers in NGCA.

<sup>98</sup> Students were able to select more than one image. In traditional learning, students listen in class without participation; the teacher mainly provides them information directly. "Teacher explaining the lesson" would be that there is interaction in the sense that teachers explained the lessons with some questions and back-and-forth between students and teachers.



answer sessions, mostly in plenary. In a few lessons (one in GCA and two in NGCA), question-and-answer sessions were utilized to motivate a competition to answer questions between students. Dialogue was still teacher-centred as the teacher answered their own questions in half the lessons observed in GCA and NGCA while students repeated the answer after the teacher. This limited the opportunity for students to express themselves creatively and in a more extended manner (student answers were brief due to the type of questioning).

112. **While classes were interactive to an extent, observations did not identify any instances of questioning that develops students' higher order thinking skills.** Rather, most of the questions posed by teachers in all lessons in GCA and NGCA aimed at developing student knowledge and ensuring they can recall what they learn; and to explain their understanding of concepts. Questioning almost always required single word or short answers from students such as "Is this word singular or plural form?"; "Why is this word in the plural form?"; "Where in the word is the letter located?".

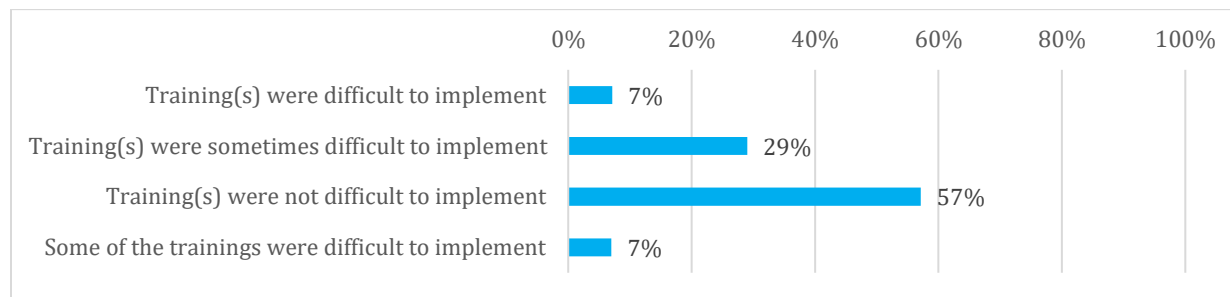
113. In a few cases in literacy lessons, questioning developed students' ability to link their learning to real life examples such as "Give me a food that you eat that starts with the letter ك"; or "What activities do you do in summer and what kind of foods do you eat?" In one literacy lesson in GCA, the teacher asked questions to develop students' comprehension skills to introduce a new letter. Numeracy lessons were also observed to include simple problem-solving questions in which students applied the new math concept to answer questions in their textbook.

114. Lesson observations showed that teachers in NGCA followed concrete practices, particularly when it comes to implementing different activities in the lesson to create a more motivating learning environment. Moreover, all teachers in NGCA and most teachers in GCA (7 of the 10) presented a lesson plan. Although three of these teachers in GCA did not have a lesson plan with them, all lessons applied a clear structure that indicated a well-planned aim to achieve lesson objective(s). The teachers also informed students of or noted the lesson objective clearly on the board in all lessons in both GCA and NGCA. Other elements observed of class structure included introducing the new topic, explanation of the concept; an opportunity for students to answer exercises in textbook or solve math problems and a plenary to discuss the concept; and a conclusion of the lesson to revise its objective. How effectively lesson plans were applied varied for each, according to the teaching methodologies used.

115. **Despite learning strategies remaining largely teacher centred, there were improvements in the practices of teachers for engaging children, which they greatly valued.** As specified above, teachers self-reported improvements following trainings (see Figure 11). These improvements were triangulated through data collection with students. Some students explicitly referenced teachers' attentiveness and use of interactive teaching methods as generating improvements. For example, during FGDs with children aged 13-17, participants mentioned how they enjoyed the new teaching methods used by their teachers, which were described as involving activities that encouraged students' participation. Some also appreciated that teachers were able to make them feel comfortable in class and were more attentive to their needs. Others mentioned that teachers distributed questions on papers and rewarded those who answered correctly and participated. Children in FGDs also particularly valued activities like music, dance and drawing. However, several children also mentioned that they did not notice changes in the learning styles of their teachers.

116. **Teachers faced several challenges in implementing interactive teaching strategies.** Over half of teachers surveyed in GCA found it 'difficult' or 'sometimes difficult' to implement interactive teaching strategies that they had been trained on during lessons. Most teachers related these difficulties to the large number of students in the classroom and a lack of sufficient space/materials for implementation. The differing levels of student performance was also reported to be a barrier. In NGCA, approximately a third of teachers found it (sometimes) difficult to implement trainings (see Figure 13). One teacher from the NGCA did not apply any of the training during lessons. Some teachers who had been trained on multiple interactive teaching strategies noted that only 'some' of the trainings were difficult to implement. Teachers who found only 'some' trainings difficult specified that those strategies requiring group work were difficult to implement due to class size and space limitations while strategies that did not require additional space (such as encouraging participation and discussion) were easy to implement.

Figure 13 Teachers' reported difficulty with implementing interactive teaching strategies in the classroom (of those trained)<sup>99</sup>



Source: Teacher's survey

117. **Availability of space and teaching materials were common barriers to implementing interactive teaching methods.** Teachers mentioned a variety of materials they needed to implement activities with children such as materials to engage children with visual impairments, Arabic illustrations to support teaching, and equipment such as computers (alongside a regular supply of electricity which would be required to use these materials). Another challenge was the large number of students in the classroom.<sup>100</sup> Furthermore, some active learning strategies required children to leave the classroom. However, a teacher explained that there were no safe spaces for the children to do such exercises in the centre. Finally, some teachers found that activities that involved learning through playing or singing were too difficult to apply in classrooms with boys and girls of older age groups.

118. **There are clear indicators of students' positive attitude towards learning.** During lesson observations, most students observed were engaged in lesson activities or in answering the teacher's questions. This positivity is reflected in the student survey where all students surveyed in GCA and NGCA used the 'very happy' (76 per cent) or 'happy' (24 per cent) emoji to describe their feelings when they answered the teacher's question correctly. Almost all students (98 per cent) chose the 'sad' or 'very sad' emoji when they did not understand a lesson. During the FGDs, children also valued classes that were interactive and involved activities such as storytelling, competitions, and group work activities.

119. **Providing positive feedback was important in encouraging children.** In FGDs with students, students reported that rewarding children was an important way to encourage them to participate and manage classroom behaviour. During the FGDs and student surveys, some of the ways in which students mentioned being rewarded included through, for example, increasing grades of students that excel; classmates and teacher applauding students who respond correctly; rewarding children with a medal; as well as using motivational phrases. Findings align with lesson observations where teachers used a variety of ways to provide positive feedback. In GCA, the reward system was used mostly to encourage participation and reward correct answers rather than reinforce positive behaviour. Lesson observations of teachers in NGCA indicated that they used more of a variety of reward systems to praise good behaviour as well as academic achievement.

120. **Learning circles:** Approximately half of teachers in GCA (63 per cent) reported participating in learning circles. In NGCA, 86 per cent said that they participated. A quarter of the teachers in GCA reported that they did not know what learning circles were. Coverage was higher among FGD participants, where all teachers except for one in GCA mentioned taking part in learning circles. Most teachers who participated in learning circles found them very helpful. In the teachers' survey, teachers who had attended learning circles identified several benefits of attendance, namely the ability to exchange experiences and information, brainstorm solutions to challenges and receive support from peers.

#### Output 2.4: NFE teachers and education personnel are financially supported

121. Monitoring data shows that UNICEF is on track for full achievement of targets for financially supported personnel.<sup>101</sup> A total of 2,278 NFE teachers (1,034 females and 1,244 males) were financially supported in 2022. In the case of the **stipends** provided to teachers, although greatly valued, they were reported to not be adequate to

<sup>99</sup> This proportion only includes the sample who have been trained, which is 61% of teachers in GCA and 97% of teachers in NGCA. Teachers were able to select more than one type of training received.

<sup>100</sup> In the teacher survey, teachers in GCA reported an average of 24 students per classroom compared to 33 in NGCA.

<sup>101</sup> The target achievement for this output indicator is 2,676 (1,302 females and 1,374 males).

meet teachers needs in both GCA or NGCA. During an FGD with teachers in NGCA, participants reported that rising inflation in the country further increased burdens on teachers, which affected their teaching practices. Many mentioned that they would leave their current jobs if they found other opportunities with higher salaries, even if they were not in their fields.

122. All teachers in GCA stated they received their stipends regularly in Syrian pound (SYP). Most teachers surveyed in GCA 'always' received their stipend on time (69 per cent). Except for teachers in Aleppo,<sup>102</sup> almost all surveyed teachers in NGCA are paid in USD. In NGCA teachers were split relatively evenly in reporting to have received their stipends 'always' (39 per cent), 'mostly' (33 per cent) or only 'sometimes' (28 per cent) on time. Soaring inflation and price increases in Syria required partners to request for budget amendments. Despite UNICEF's flexibility to accommodate to the changing context, the process took time, which is likely to have delayed some payments.

### [Outcome 3: Girls and boys access more equitable learning opportunities](#)

123. Under Outcome 3, UNICEF is responsible for Activity 3.1 "the development of a summative or placement assessment tool". The actual implementation of this activity was delayed to Year 3. The delays in Year 1 and Year 2 were due to multiple factors. In Year 1: delays were due to the adjustments to the implementation plan to forgo the inception phase— where these initiatives would have been a focus—to immediately initiate implementation to address the NGCA displacement crisis of late 2019; and adjusting programming in response to the COVID-19 pandemic. Operating under these conditions, the PMU prioritized its focus on Outcome 1 and 2 to benefit the children of Syria over Outcome 3 activities aiming to support education sector members.

124. A call for proposals was published nationally in quarter 3 of 2022. The objective was to find a national-level consulting firm capable of completing the activity through a national call for proposal. However, upon receipt of a limited number of applicant firms with insufficient experience or capacity, the decision was taken to move the call to a global applicant pool. Mindful of the limited remaining time in the program, this was prioritized as urgent. As such, the activity was proposed to the UNICEF LTA global pool for Education Assessments and Evaluation. UNICEF is currently working with a candidate Long-Term Agreement (LTA) holder to amend the current ToR and adapt to the shifting levels of access due to the United Nations Security Council (UNSC) resolution contingency planning. A roll out among sector members was scheduled to take place after finalisation of tools and completion of piloting.<sup>103</sup>

### [Outcome 4: Resource mobilization](#)

125. With regards to **Outcome 4 on 'resource mobilization to support program sustainability'**, there is a lack of clarity on the purpose and outputs among key informants as it was cancelled. This ambiguity also extended towards the Donor Partnership Group (DPG) functions and the roles and responsibilities of the steering committee members. Understanding of the governing structure of this body was also lacking.

126. In February 2021, the ECW Steering Committee determined that a **resource mobilization strategy** was premature. Consequently, the **donor mapping** that had been partially conducted was put on hold. Moreover, as per the Steering Committee discussions, the development of a **resource mobilization strategy** was cancelled through year two with the possibility of revisiting its relevance in year three.<sup>104</sup> However, UNICEF was able to mobilize \$25 million through the Global Partnership Education (GPE) grant for the education of Syrian children in Syria.<sup>105,106</sup> Despite such achievements, it was difficult to mobilize resources to compliment the ECW grant, as ECW donors constitute the main funding agencies for the education sector in Syria.

127. A combination of factors influenced the decision to cancel the outputs under this outcome including on how the grant could go directly to Syrian NGOs, the red lines affecting resource mobilization, and the complexity of implementing the outcome within the Syrian context. High turnover among DPG and Steering Committee members also made it difficult for them to meaningfully engage which had serious implications as they are key decision-makers in the program implementation. To address this challenge, a consultant was secured to organize clarity

---

<sup>102</sup> Approximately half were paid in Turkish lira (TL).

<sup>103</sup> Syria ECW Seed Fund Programme: Year 2 Achievements. September 2022.

<sup>104</sup> ECW Steering Committee Report, Year two Mid-Year Reflections Paper, March 2022.

<sup>105</sup> ECW 6 Months Narrative Report, Multi-Year Resilience Window. July – December 2020.

<sup>106</sup> GPE grant was approved 1 year and a half after ECW implementation and was given to different grantees. This created challenges for ECW in covering teachers' salaries and INEE minimum standard WASH Facilities for children.

around red lines and improve donor engagement, as well as support the DPG in advocating for accelerator funding from the GPE grant to compliment ECW.

128. From the donor end, the design of MYRP and GPE programs as complimentary or inter dependent was not realistic for the Syrian context. Nevertheless, the meeting that took place in October 2022 was a major achievement under this outcome, as it brought the donors together to discuss key challenges to implementation, namely, the red lines. The objective of the conference was to ensure that clear understanding was achieved by all on the limitations of programming under these restrictions, to support the donors to move the discussion upwards in their respective organizations advocating for simplification of restrictions, as well as clarify what can and cannot be expected of implementing partners in the ECW renewal program. This is an advocacy effort aimed at improving the current red lines, or at least clarifying them so that program activities can better align with financial restrictions on use of funds for the renewal program. The meeting also facilitated coordination among donors. There was an agreement to have another meeting in March 2023 as well as a decision to revive the Education Dialogue Forum (EDF) following this event.<sup>107</sup>.

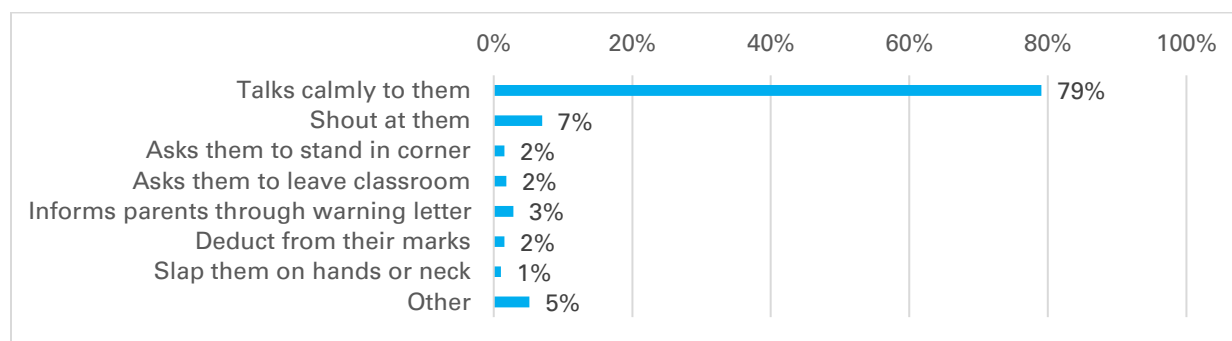
### Safeguarding and ethical issues

129. Protection from Sexual Exploitation and Abuse (PSEA) and child protection mechanisms were in place, as were referral mechanisms used to refer children in need of specialized care. However, it is not clear from monitoring data to what extent they were followed. Gaps in referrals were identified in the teacher survey as some teachers did not report that they would refer students with PSS symptoms to the PSS officer or social worker (all in GCA).<sup>108</sup>

130. Findings from the teacher survey also suggest teachers may not have been aware of how to identify PSS symptoms. Nearly half of teachers (45 per cent) said that they had not been trained on how to identify signs and symptoms of psychosocial distress in students. However, some of these could be teachers that joined in year two and three who were not targeted for inclusion in these trainings.<sup>109</sup> Among teachers who were aware of the child protection code of conduct, approximately half had not signed it (all from GCA).

131. Teachers used non-violent methods to manage classroom behaviour, with a few exceptions of corporal punishment. When asked what teachers would do in reaction to fighting, most students in both GCA and NGCA confirmed that teachers would speak to them calmly (which aligns with how teachers reported they deal with misbehaviour) and resolve the conflict between peers by having them apologize to each other (see Figure 14). When asked what teachers would do if students did not complete their work, a few students (6 per cent of total) reported that teachers would shout/hit them. Boys were slightly more likely to report corporal punishment (6.5 per cent) than girls (5 per cent). Teachers' use of non-violent methods to manage classroom behaviour was also confirmed during the lesson observations and FGDs with children in NGCA and GCA, with the few exceptions of corporal punishment reported during discussions with students aged 13-17.

**Figure 14 Student reports of how teachers would react students fighting**



**Source:** Student's survey

<sup>107</sup> The EDF convenes the larger membership of the groups represented on the ECW and GPE joint steering committee, who mainly include, UN Agencies, WoS coordinators at the WoS and hub levels and the Development Partners Group (DPG).

<sup>108</sup> Teachers did not specify why they would not refer students to PSS services

<sup>109</sup> Almost all teachers in NGCA are aware of the child protection code of conduct. In GCA, two-thirds of teachers (62 per cent) were aware of this code of conduct.

132. In the quantitative survey, students were asked about their parent’s reaction should they receive a warning letter about the student’s misbehaviour. In this scenario, most student reported that their parents would talk to them calmly and try to understand the reasoning. However, a minority of students reported that their parents would use corporal punishment (10 per cent). A small number of surveyed students (9 per cent) said that their parent would ignore the warning letter altogether. However, qualitative findings were more concerning, as use of corporal punishment by parents for misbehaviour in general was frequently reported by children from both age groups in FGDs.

#### [Internal/external factors affecting achievement of outcomes](#)

133. **External factors:** During year one, the program went through several contextual challenges that affected its start-up and implementation. The closure of schools during COVID-19 greatly affected implementation of activities. Adapting modalities of instruction per location largely depended on the guidance provided by authorities in the different areas, as well as issues relating to connectivity and access to devices.<sup>110</sup>

134. Additionally, in 2020, the unexpected need and processes to establish a second grant agent for operations in NGCA-NES delayed development of IPs working in the area. Prolonged project approvals from the Ministry of Education in Damascus also delayed implementation for UNICEF in Deir-ez-Zor, and other parts of Al Hasakaeh and Aleppo.<sup>111</sup>

135. In 2021, the Security Council’s adoption of resolution 2582 required that the two grant agents (the second grantee and UNICEF) continue as ECW grant agents per the current arrangement (the second grantee managing programming for non-governmental held areas of northeast Syria, and UNICEF managing programming for non-government held areas of north-west Syria as well as for the government held areas of the country).<sup>112</sup> While this introduced some complications, this coordination was generally smooth and the arrangement allowed the program to achieve broader coverage of children in need as the second grantee was able to cover areas where UNICEF could not operate. Section 3.6 on Coordination provides further details on the partnership.

136. The two devastating earthquakes that struck southwest Türkiye and Syria also affected timeliness in the implementation of some activities (Section 3.1 relevance and Section 3.4 on efficiency provides more details on the implications of the earthquake on the program).

137. **Internal factors:** Coordination with local stakeholders facilitated implementation of activities. For example, in GCA, UNICEF and partners closely coordinated with the directorate of Education, which facilitated in implementation of the program activities. Including disability focused organizations during year three of the program. This also facilitated in the inclusion of children with disabilities.

138. The donor red lines significantly affected the program’s capacity to enhance safer learning opportunities for children. The clauses restricting funding for light rehabilitation or repairs of already structurally sound facilities limited the ability of partners to ensure schools are safe and inclusive places for children. Red lines restricting payments of teachers and education personnel in NGCA to only those who are living outside camps also caused challenges.<sup>113</sup> In addition, delays between ECW program phases significantly affected the program, as it was difficult to continue operation of centres between those periods.

139. The high turnover of teachers was challenging because finding suitable teachers with the required qualifications was difficult as was repeating the trainings for them, particularly in rural and isolated areas. It was also more difficult to find women teachers in these areas. The lower salary scale for UNICEF was mentioned by a KII in GCA as contributing to the high turnover.

### 3.4 Efficiency

KF17. Program outcomes and outputs were mostly achieved within the planned timeline with some delays.

KF18. Resources were allocated to respond to the needs of a range of participants. However, they were not adequately allocated to best meet the needs of CwDs.

---

<sup>110</sup> Syria ECW MYRP/ Seed Fund Year two Mid-Year Reflections Paper and Y3 Funding Request Memo.

<sup>111</sup> ECW 6 Months Narrative Report Multi-Year Resilience Window. July – December 2020.

<sup>112</sup> Syria ECW Seed Fund Program: Year one Achievements. September 2021.

<sup>113</sup> Syria ECW MYRP/ Seed Fund Year two Mid-Year Reflections Paper and Y3 Funding Request Memo.

KF19. UNICEF was flexible in re-allocating resources based on contextual shifts and changing needs through greater donor engagement.

KF20. Feedback and complaints mechanisms were available and varied. However, their use was limited and there is little evidence to show their inclusivity.

KF21. Third party monitoring (TPM) supported UNICEF in ensuring compliance of partners in areas where the Agency's direct presence was limited. However, there is limited evidence to show that TPM activities were participatory or inclusive.

KF22. As cluster lead/co-lead for the WASH, Nutrition and Education clusters, UNICEF was at the forefront of ensuring that assessments were rapidly undertaken to assess damage to learning facilities following the earthquake and ensuring that facilities would be safe for children to return.

KF23. UNICEF worked collaboratively with partners to rapidly identify the impacts of the earthquakes on the ECW program and responded in a timely manner to address a range of needs which ensured minimal disruption to continued learning.

#### [Program implementation according to planned timelines and budget](#)

##### Timelines

140. **Program activities were mostly completed within the planned timelines with some delays affecting activity implementation, notably COVID-19 lockdowns and school closures.** Implementation modalities were adapted in a timely manner to ensure continuity of education and compensate for loss of time in classroom as much as possible. In some locations, implementation had to be fully stopped.

141. **Delays also occurred due to government bureaucratic processes and obtaining permits.** For example, in year one, some partners experienced delays in securing necessary approvals from government, local and/or camp authorities.<sup>114</sup> In year two, three partners experienced delays in renewing their permits. To avoid the same delays in year three, the partners either changed location or type of NFE programs offered to get necessary permits.<sup>115</sup>

142. In Al-Hasakeh, delays were experienced in obtaining approvals from authorities to transport children from non-government held areas in Al-Hasakeh to learning centres in GoS areas. To deal with this, mobile teachers were mobilized in mid-August 2020 to travel to children's dwellings to provide instruction.<sup>116</sup> In GCA, program implementation was drastically reduced while a partner waited nine months to get clearance from the Ministry of Education.

143. **Challenges in finding suitable locations for learning centres affected program timelines.** In Deir-ez-Zor, implementation was delayed for four months due to difficulties in finding safe existing infrastructure to establish learning centres in town settings. School buildings and infrastructure are frequently destroyed in Deir-ez-Zor which limited the number of safe facilities that the program can use. To deal with these challenges, databases of potential spaces for learning centres were established in collaboration with partners. A similar approach was applied in rural areas in collaboration with local communities.<sup>117</sup> In addition, in NGCA delays were experienced in areas where camps were established for the first time as partners had to find suitable locations to establish learning centres.

144. **Other delays were experienced due to internal factors.** Internal factors included downstream partners being late in submitting documents, delays in obtaining supplies and in receiving project documents from UNICEF (in GCA). Budget revisions to accommodate inflation and price increases in GCA and NGCA also resulted in delays to activities due to approval requirements from both UNICEF and the Ministry of Social Affairs and Labour (MoSAL).

---

<sup>114</sup> UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

<sup>115</sup> UNICEF, Year two ECW Program Achievement report.

<sup>116</sup> UNICEF & the second grantee (2022). Syria ECW MYRP/Seed Fund. Year two Mid-Year Reflections Paper and Y3 Funding Request Memo.

<sup>117</sup> UNICEF & the second grantee (2022). Syria ECW MYRP/Seed Fund. Year two Mid-Year Reflections Paper and Y3 Funding Request Memo.



145. Multiple factors delayed activities under Outcome 3. As a result, the PMU prioritized Outcome 1 and 2 implementation (see paragraph 123). In year two, delays in Outcome 3 activities were due to the decision to focus on establishing a more comprehensive year two plan for assessing learning gains of students.<sup>118</sup>

## Budget

146. **The ECW results framework achievement matrix shows that most of the outcomes and outputs targets were achieved indicating efficient use of resources.**<sup>119</sup> However, at times, limited budgets affected the ability of partners to deliver the level of service desired. For example, in GCA, the budget allocated to teachers' salaries was not enough to offer a competitive compensation in comparison to the private sector.<sup>120</sup> Importantly, this was out of UNICEF's control as the government required UNICEF to match their practices.<sup>121</sup> UNICEF's salary scales for staff are significantly lower than other INGOs operating in GCA, making it difficult to attract and retain qualified staff<sup>122</sup> though the ET did not identify any evidence that lack of quality staff impacted the program. In addition, funding restrictions on operational costs to local NGOs added additional burdens on partners.<sup>123</sup> Budget limitations also affected the ability of partners to better support CwDs through, for example, more advanced case management support, assistive devices, and other learning material.

147. **The economic crisis imposed significant challenges on the program, impacting the ability of partners to deliver outputs according to agreed budgets.** Inflation and increases in prices affected implementation of activities, forcing partners to reduce services and supplies in some cases. For example, the drastic increase in fuel prices significantly impacted activities depending on transport and other activities such as running generators for electricity.

148. To deal with this challenge, UNICEF authorized frequent budget revisions to reflect the changing exchange rate and prices and changed agreements to USD. Despite this, partners had to work with deficient funding as the official exchange rates used in agreements did not reflect actual market exchange rates and prices of commodities frequently increased. UNICEF used contractors from abroad to mitigate the impact of fluctuating exchange rates. However, this approach did not work when dealing with local partners as they had to transfer money to them in Syrian Pounds. UNICEF also allowed partners to shift funding between budget lines to ensure essential supplies were secured.

149. **The high turnover of teachers in GCA also affected the budget, as additional training of new staff was not accounted for.** Interference from local authorities, particularly in Turkish controlled areas, presented some financial challenges as well. For example, authorities interfered in the value of incentives provided to teachers and pressured implementing partners to use the government postal service to make payments which complicated the process of paying some of the local suppliers as some of their accounts were blocked. In addition, security risks and hostilities in NGCA forced the program to shift locations of operations introducing additional costs.

### [Distributing resources in an equitable manner](#)

150. Resources were allocated to respond to the needs of a range of participants, including girls and IDPs. However, the financial resources dedicated to CwDs were not adequate to properly equip staff and education personnel with the necessary capacity to integrate CwDs in the program, ensure that classroom environments were adapted, and to ensure that CwDs were provided learning equipment/material and assistive devices to best meet their needs. To deal with this challenge, the program increased its target of CwDs and standardized tools used to identify CwDs.<sup>124</sup> Equity issues are further discussed in section 3.5 on cross-cutting issues.

### [Strategies to improve effective allocation and use of resources](#)

151. **UNICEF established standards and mechanisms to support efficiency in achieving results, although implementation varied across learning centres.** While there were standards and mechanisms used to support efficiency in achieving results, implementation was not standardised across all the learning centres and there was a degree of flexibility to adapt implementation of activities depending on the context/needs. Overall, strategies such as

---

<sup>118</sup> UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

<sup>119</sup> The financial documents made available for the evaluation team did not cover the whole evaluation period. Therefore, an accurate analysis of budget utilization against achievement of results was not possible.

<sup>120</sup> Teachers FGDs

<sup>121</sup> UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

<sup>122</sup> UNICEF KII and IP KII. Specifically, IPs and teachers.

<sup>123</sup> UNICEF only covers operational costs for INGOS which was perceived as unfair and puts local NGOs in a difficult position.

<sup>124</sup> UNICEF & the second grantee (2022). Syria ECW MYRP/Seed Fund. Year two Mid-Year Reflections Paper and Y3 Funding Request Memo.

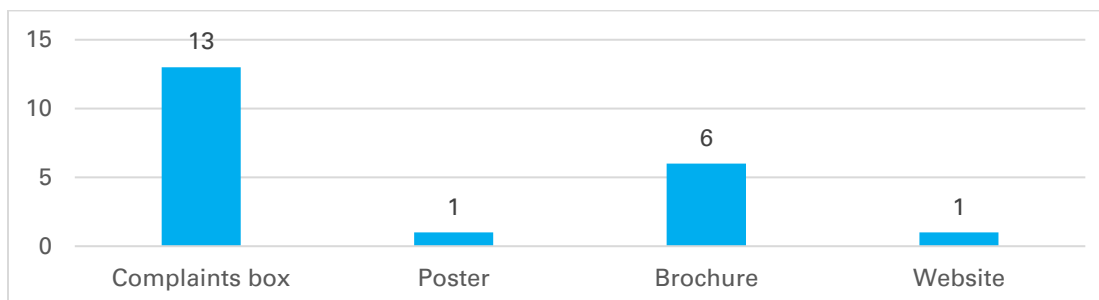
tracking results, regular monitoring of teacher performance, feedback and complaint mechanisms, TPM reports (see paragraph 154 below on F&C), and vetting partners facilitated in the provision of education in areas in most need. Moreover, UNICEF signed agreements with partners on a six-month basis to mitigate the risk of losing access and tried to maintain the same partnerships to ensure consistency in services provided.<sup>125</sup>

152. **UNICEF has procedures in place to thoroughly vet its implementing partners.** Partners were chosen based on their capacity to respond, ability to demonstrate fiscal responsibility and operational transparency, and areas of intervention. Partners are required to have a valid program cooperation agreement (PCA) before responding to a UNICEF call for proposals, which helped UNICEF ensure that the most suitable partners were selected.

153. **UNICEF was flexible in reallocating resources based on contextual shifts and changing needs, facilitating the ability of partners to deliver results.** As discussed above, UNICEF was flexible in transferring budget lines and reassessing budget values in light of the economic crisis (see paragraphs 147-148). For example, IPs in NGCA were able to move money from one budget line to another when the bill of material for building toilets changed.

154. **Measures were in place to ensure that feedback could be collected from all participants.** In general, feedback and complaints mechanisms were easy to access and visible, Different types of feedback mechanisms were employed by implementing partners, most commonly suggestion/complaint boxes, hotlines and WhatsApp numbers. Partners also conducted regular meetings with caregivers and children and field visits to collect feedback from the community. In NGCA, for example, 47 learning centres had Parent Teacher Associations (PTAs) that set up regular meetings between parents and teaching staff, allowing them to follow up on their children’s education and share their concerns.<sup>126</sup> Other F&C mechanisms include social media, emails, advertisements and conducting surveys and FGDs. All facilities observed in GCA and NGCA had feedback and complaints mechanisms, most commonly feedback/complaint boxes, which were visible in most locations.

Figure 15 Types of feedback and complaints mechanisms during facility checks (# of facilities)



Source: Facility observations

155. A small number of participants in qualitative data collection described processes of responding to feedback and complaints received from students, teachers or parents. For example, during FGDs with teachers in GCA, several participants reported that they used strategies of listening, providing solutions, and ensuring confidentiality to support students when they received complaints from students.

156. **Inclusive F&C channels were not consistently available.**<sup>127</sup> This includes mechanisms for persons with different types of disabilities, such as hearing, visual, intellectual, and physical impairments, as well as those with multiple forms of disabilities. Only one partner in NGCA reported, for example, positioning complaint boxes at reachable heights for children in wheelchairs. This lack of accessibility was observed through facility checks in GCA where the complaints/feedback box was not accessible to CwDs. During KIIs, a few partners in GCA and NGCA reported having in place child friendly mechanisms using stickers and drawings to help children express their feelings.

157. **Third party monitoring in NGCA and GCA supported UNICEF in ensuring compliance and accountability of partners in areas where the Agency has limited reach.** However, participatory and inclusive approaches were lacking in the TPM work carried out. For example, the TPM mainly relied on surveys and focused on parents. Other mechanisms in place to help ensure effective use of resources included the quarterly reports which included

<sup>125</sup> These agreements were made due to the renewal of SC resolution on cross border operation. Following the validity of the resolution, the partnership agreement was for 12 months initially, however, since July 2022 it changed 6 months.

<sup>126</sup> UNICEF & the second grantee (2021). Education can’t wait. Annual/Final reporting – Joint Narrative report. FER/MYRP.

<sup>127</sup> Facility observations; KIIs with IPs and FGDs with child children, teachers and parents.



participant feedback and findings of teachers' evaluations, conducted through pre and post training surveys. UNICEF also conducts a partnership review at the end of each project, and lessons learned and recommendations feed into upcoming development cycles. Moreover, funding is only committed on a yearly basis. This allows implementation teams to revise the program annually and identify areas in the program design that require adaptations based on program learnings, as well as the changing contexts and needs.

#### Timeliness of post-earthquakes support

158. UNICEF continued to lead the WASH and Nutrition clusters and the Child Protection Area of Responsibility in NGCA after the earthquakes. UNICEF and the second grantee continued to co-lead the Education Cluster. Schools in NGCA were initially suspended until 18 February to allow search and rescue operations to continue and gradually started to re-open from 25 February in Idleb.<sup>128</sup>

159. For many partners operating in NGCA, there was a disruption to services immediately post-earthquakes as the focus shifted to search and rescue activities. UNICEF continued to work with partners to identify damage to services and facilities in earthquake-affected zones. Within one week of the earthquakes, UNICEF, as sector lead, worked with partners to undertake assessments to ensure that schools and learning facilities would be safe for children to return. UNICEF also supported the World Bank-led RDNA. UNICEF and partners also conducted the United Nations Development Programme (UNDP) and European Union-led Syria Earthquake Recovery Needs Assessment (SERNA) assessing WASH/Education and Social Protection as well as Health/Nutrition needs. The Education Cluster also developed two standardised education rapid assessment tools to be used by all partners in the sector. The evaluation team did not have access to the SERNA to confirm complementarity or possible duplication of collected information.

160. Early data (from the beginning of March 2023) suggested that up to 220 schools in NGCA were damaged and that 46 schools in NGCA were being used as shelters, thus potentially impacting ECW program implementation. Concerns over aftershocks also made parents reluctant to send their children back to school.

161. A REACH rapid assessment in NGCA (with data collected between 9 – 11 February) reported that the repair, rehabilitation and removal of debris from education facilities was one of the highest reported areas requiring support.

162. The collection of early data facilitated UNICEF's ability to provide different forms of support to earthquake-affected populations. Specifically, support included:

- UNICEF-supported Child Protection mobile teams in Aleppo, Hama and Latakia were re-deployed to support displaced families with psychological first aid and other mental health and psychosocial support, reaching approximately 18,625 children, parents and caregivers by mid-February.<sup>129</sup>
- By early March, education supplies, recreational kits and tents (temporary learning centres) were provided to over 65,000 children in earthquakes-affected areas and additional supplies had been ordered to cover the needs of 255,000 students.<sup>130</sup>

163. The ET does not have available data or feedback on how the coordination process worked.

### 3.5 Cross-Cutting Issues, Gender, Human Rights and Disability

KF24. It was challenging to ensure continued education engagement with vulnerable groups during COVID-19.

KF25. UNICEF conducted awareness raising activities that supported parents/caregivers and communities supported to facilitate outreach to CwDs.

KF26. The capacities of teachers to apply student centred learning activities for CwDs is lacking.

KF27. Partners' identification and response to CwDs was not carried out in a uniform manner.

KF28. There is limited evidence to show that regular gender analysis was conducted to address the gendered needs of participants throughout the timeframe of the program.

---

<sup>128</sup> No information in the documentation concerning response in Aleppo

<sup>129</sup> Source: UNICEF Earthquake Response in Syria SitRep #1 – 18 February 2023

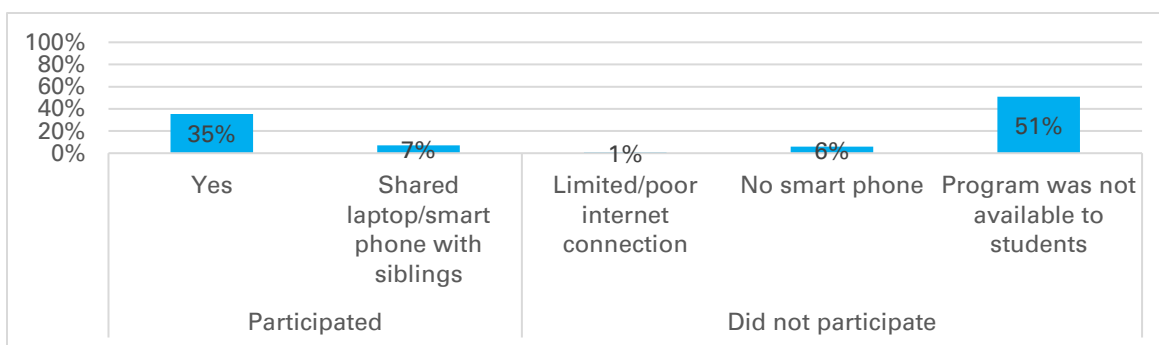
<sup>130</sup> Source: Briefing Note for EMOPS EMT – 9 March 2023

KF29. Program partners were able to support children with diverse and more severe disabilities through referral mechanisms.

### Ensuring continued learning to vulnerable groups

164. It was challenging to ensure continued learning of children during COVID-19, particularly for vulnerable groups such as CwDs and those without access to internet or devices. In FGDs with students in NGCA, several students mentioned facing challenges such as poor internet connectivity and a lack of access to smart devices to participate in lessons over WhatsApp.<sup>131</sup> Most students in GCA and a quarter in NGCA stated that the distance learning program was not made available to them (see Figure 16). However, it should be noted that over half of the students who had not received any education during this period joined from year 3 (had been attending the centre for less than a year). This may be partially due to the time lag that may have existed between activity implementation and survey deployment. Also, it is worth noting that distance learning /homebased learning was implemented at particular times when LCs were completely closed, as face-to-face modality, with safety measures in place, was always a preferable choice for children’s effective learning.

Figure 16 Participation of students in the distance learning program



Source: Student survey

165. In the teacher survey, not all teachers provided distance learning. In GCA, only 15 per cent of surveyed teachers reported that they provided the distance learning program to their students during COVID-19. In NGCA almost 90 per cent of surveyed teachers reported providing distance learning. In NGCA, home visits helped increase access to distance learning.

166. Findings from FGDs also highlight limited coverage of distance learning. No children aged 7-12 participating in FGDs in GCA reported that they attended any lessons during COVID-19. In NGCA, participants in two FGDs mentioned attending the centres during COVID-19 while students in the third FGD reported receiving lessons on WhatsApp. This pattern was also true for older students (aged 13-17). The distance learning modality also prevented the program from conducting reliable assessment of students learning.<sup>132</sup>

167. None of the surveyed teachers who had provided distance learning in GCA reported receiving training on how to create home-based material for their students when offering the distance learning program. In NGCA, nearly three quarters of teachers who provided distance learning had received training on how to create home-based learning material/digital study material (69 per cent). Most teachers who were providing distance learning found preparatory training to be effective (95 per cent)<sup>133</sup> for preparing them to conduct the distance learning program and create digital study material.

168. Teachers reported a relatively equal spread of distance learning by gender with approximately a third of teachers reporting to have provided learning to mostly girls, mostly boys or a mix. In GCA, all teachers who provided distance learning reported that students were mostly girls and that no children with disabilities took part in this program. In NGCA, participation was split roughly evenly between boys and girls. CwD inclusion remained limited, as

<sup>131</sup> Aged 13 to 17.

<sup>132</sup> ECW Results Framework. 2020.

<sup>133</sup> 'Very effective': 27%; 'effective': 41%; 'somewhat effective': 27%

almost half of these teachers stated that the program did not include CwDs, either because they did not attend or because the distance learning program was not inclusive of them.

#### [WhatsApp groups for distance learning program](#)

169. The WhatsApp groups contributed to the continued learning of students during COVID-19. However, access was limited, particularly for those most vulnerable. Evidence from the evaluation surveys indicates that students did not consistently engage through WhatsApp indicating that these groups were not as effective as face-to-face learning. Of the two per cent of surveyed students from GCA who did participate in the distance learning program, they reported that they did not communicate their assignments with their teachers through WhatsApp or any other means. Notably, this contradicts findings from the teachers' survey in GCA where all teachers reported that students were highly responsive when receiving and sending their assignments to this group and that they believed the distance learning program was highly effective.<sup>134</sup>

170. In NGCA, there is also some contradiction in describing student responsiveness. While most of the teachers surveyed viewed the WhatsApp groups as at least 'effective', a large majority felt that students were only 'somewhat' responsive in receiving and sending their assignments. In contrast, most students (89 per cent) in NGCA reported that they sent their assignments on time to their teachers on WhatsApp, whereas only 3 per cent reported that they missed sending their assignments several times.<sup>135</sup> These students also expressed their enjoyment of the YouTube videos and lessons they received on these WhatsApp groups and what they were learning.

#### [Access to learning for CwDs](#)

171. **The program contributed to improving physical accessibility of learning centres for CwDs**, with varied results. As discussed above, while students reported multiple amenities in learning centres that would allow students with a wheelchair to access, there were clear infrastructure gaps (see section 3.3 on Effectiveness, p. 21).

172. **Although referrals were made to support CwDs in need of more specialized support, assistive devices and equipment to support CwDs in their learning was lacking.** This was reflected during FGDs with teachers and parents and was also confirmed during KIIs with partners. Several measures were taken to address these gaps. For example, one partner set up an emergency cash fund used for equipment and assistive devices for CwDs (such as eyeglasses and wheelchairs). Some cases were also referred to another disability focused project implemented by the partner and UNICEF to address needs that could not be covered through ECW.

#### [Capacities of teachers to apply student centred learning for CwDs](#)

173. **Teachers require further capacity building to apply student centred learning activities for CwDs.** This was reflected in the teachers' surveys as over three quarter of the teachers (77 per cent, n=10) in GCA and a little less than half the teachers (42 per cent, n=15) in NGCA were not trained on how to meet the needs of children with disabilities in the classroom.<sup>136</sup> Of those that were trained, over half found it 'very' effective to make suitable adaptations in the classroom to meet the needs of children with disabilities.

174. **The use of adaptational strategies to meet the needs of CwDs was not practiced by all teachers.** This is reflected in surveys, where 15 per cent of teachers with a CwD in their classroom reported that they did not use any adaptational strategies. A gap in adaptational strategies was also identified in a small percentage of the student surveys where 2 per cent of students with CwDs in the classroom reported that the teacher did not adapt strategies. Of the adaptational strategies most frequently reported, teachers were most likely to report providing more time for CwDs (76 per cent) and seating them closer to the board (62 per cent). Similarly, students mostly reported CwDs sitting at the front of the classroom (88 per cent). The classroom observations confirmed survey findings showing that only some teachers used adaptations to support CwDs. For example, in four out of the five classes in GCA, children with visual impairments were observed to be seated in the front of the class with their backs facing the wall. However, in NGCA, CwDs were observed to be seated in different places in the class irrespective of their disability. It is possible that classroom adaptations were practiced in GCA because they were in centres run by

---

<sup>134</sup> Students and teachers were not all from the same centres which could partially explain this discrepancy

<sup>135</sup> The vast majority (97 per cent) of surveyed students from NGCA confirmed that they used the WhatsApp groups to communicate with their teachers, either independently or with the help of their teachers to receive and send their assignments.

<sup>136</sup> Most of the teachers who were not trained had been teaching at the learning centre for three years or more (80 percent of non-trained teachers, n=20). The remaining had been teaching for two years or less and thus were year two and three teachers who were not targeted for inclusion in these trainings.

disability focused organizations with teachers that have more experience dealing with CwDs (See Annex 13 for more on classroom learning environment structure in NGCA and GCA).

175. **Teachers reported that CwDs benefitted differently from teaching practices than children without disabilities, though there was not coherence on whether they benefitted more or less.** When asked whether students with disabilities were impacted the same way when provided with interactive teaching strategies, teachers who had children with disabilities in their class were split relatively evenly between reporting more impact/same impact (35 per cent and 30 per cent, respectively) while 25 per cent felt these strategies had less impact.<sup>137</sup> Teachers were more positive about the progress children made with literacy and numeracy skills. Most surveyed teachers said that students with disabilities made ‘good progress’.<sup>138</sup>

#### [Uniformity in identification and response to CwDs](#)

176. **The identification and response to CwDs was not carried out in a uniform manner.** In GCA, the Syria Government offices relied solely on health cards or documents issued by the Ministry of Health (MoH) to identify CwDs. However, the Syria Government Office reported less cases than the actual numbers on the ground, as the health cards issued by the MoH are mainly focused on physical disability. Meanwhile, in NGCA, partners use the Washington Group Questions to identify CwDs. Some partners in NGCA also reported carrying out FGDs with children during which the age and information on children with disabilities was collected.

177. The ECW program’s awareness campaigns and Back to Learning Campaigns sought to contribute to tackling negative attitudes and practices towards CwDs. They were designed to increase the demand side of education and were accompanied by social protection services for the most vulnerable children in some areas, such as school transportation, especially for girls and the disabled, and referral pathways.<sup>139</sup> The PSS sessions also raised children’s awareness on important issues such as early marriage as reflected during an FGD with girls aged 13-17 in GCA.

178. **Program partners were able to support children with multiple and more severe disabilities through the referral mechanisms.** Though the referrals were important, the extent to which case follow up was made to ensure that children received the needed care is not clear. The same uncertainty applies for the teachers’ capacities to identify children with disabilities that are less visible.

179. UNICEF developed a comprehensive standardization tool that aimed to create uniformity in the way IPs implemented the ECW program activities. However, the majority of UNICEF and partners key informants were unaware of the standardization tool.

180. It should be noted that a plan to build capacities of IPs in both GCA and NGCA was developed by mid-year of 2022 based on the identified gaps in their capacity needs, which required additional budget allocation as a new activity. Considering the effectiveness of training, face-to face modality was pursued. Despite efforts to recruit local consultants through the network in education in emergencies, UNICEF was not able to find consultants/experts who could travel and deliver trainings on specific topics. Moreover, by the beginning of 2023, a decision was made to postpone capacity building of IPs to the next phase of MYRP.

#### [Gender and inclusionary considerations](#)

181. The program targeted a broad range of persons including hard to reach and vulnerable populations in areas with acute humanitarian and education needs (for example girls and boys, IDPs, CwDs, children at pre-primary, primary and secondary levels). Program achievements in gender and inclusion considerations are provided in Table 12 below.<sup>140</sup> In line with SDG5 (Gender Equality) the program achieved equitable reach for boys and girls and focused on vulnerable populations such as IDPs and refugees.

**Table 12 Program achievements in gender and inclusion considerations**

<ul style="list-style-type: none"><li>• <b>40,109 out of 80,558 children reached were female.</b></li><li>• <b>1.9% of children reached were with disabilities.</b></li></ul>
---

<sup>137</sup> Nearly half of teachers without CwDs in the classroom (45 per cent) were unsure of the impact of these strategies.

<sup>138</sup> HALDO assessments for year 3 are also aligned with teachers’ survey results to some extent in at least that, there was no difference in performance between children with and without disabilities in the literacy and numeracy scoring. However, the difference remained in SEL and executive functioning.

<sup>139</sup> 6-month Narrative Report, Multi-year resilience window, UNICEF Report, Jan-Jun 2020.

<sup>140</sup> UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

<ul style="list-style-type: none"> <li>• 63% of children reached were IDP, 3% refugees, and 34% other affected population/host communities.</li> </ul>
<ul style="list-style-type: none"> <li>• 75.8% children were enrolled in primary level education programs, 23.6% in secondary level, and 0.6% in pre-primary level.</li> </ul>
<ul style="list-style-type: none"> <li>• 38% of children reached were in Idleb, 22% in Al Hasakeh, 12% in Aleppo, 12% in Deir-ez-Zor, 10% in Ar-Raqqa, 4% in Homs and 2% in Hama.</li> </ul>

182. **There is limited evidence to show that regular gender analysis was carried out to address the gendered needs of participants throughout the timeframe of the program.** Nevertheless, different strategies were used to facilitate access to particularly vulnerable groups. For example, UNICEF and IPs regularly collected and analysed gender disaggregated data for all the indicators, as well as ensuring that periodical analysis (quarterly basis) was carried out at the time of assessment and planning and monitoring and reporting periods. IPs also provided gender disaggregated data and analysis in the event where there was a gender gap in the results. For instance, when attendance among the girls at one month was recorded as low, IPs explained that that this was because of the olive picking season where girls were more likely to be engaged in the activity at one particular time of a year. As a result, girls were compensated with the additional classes they missed.

183. Moreover, women staff members were available to accommodate to the gendered needs of participants and to socio-cultural norms. Teachers also took into consideration socio-cultural factors when implementing activities. For example, in classrooms that were mixed, girls were seated in one side of the room and the boys in the other.<sup>141</sup> However, facility checks showed that not all facilities had separate latrines for boys and girls (12 out of 17 in NGCA and 4 of 8 in GCA).<sup>142</sup> This may be linked to donor red lines which only allow partners to carry out light rehabilitation work at TLSs. In addition, red lines prohibiting partners from hiring camp residents even if they were the only available teachers impacted the program’s ability to hire women staff and created tension within the camp.

184. Access to protection services was facilitated by linking partners to child protection and GBV sub-clusters and the protection cluster working groups.<sup>143</sup> The PSS support also contributed to enhancing the overall wellbeing of children and encouraged them to take part in the program activities. This approach took into consideration the needs of vulnerable and conflict affected children, and addressed factors that affected their willingness to attend learning centres. Several children participating in FGDs<sup>144</sup> mentioned that PSS activities, particularly those that involved playing, contributed to improving their wellbeing and behaviour, helping them express their feelings and make new friends, as well as how to deal with conflicts and mental health issues. During FGDs, PSS workers reported employing several measures to ensure the inclusion of children including those at risk, such as assessing all cases, following up on cases with PSS teams, working on aspects such as bullying and discrimination and seating vulnerable children with exceptional students who are supportive during class. Social workers and support staff also worked with CwDs, adapting activities to address caregivers’ concerns.

185. **Transportation remains a barrier to attendance, especially for vulnerable groups.** To facilitate access, the program offered transportation to hard-to-reach and vulnerable children, including those who lived far from the learning centres. These measures were important for linkages to SDG4 in promoting equal access to education for children that are vulnerable. For example, transportation was provided for children living in Kurdish Self Administration (KSA) controlled areas of Al Hasakeh to attend SLP learning centres in GoS controlled areas. In addition, transportation was provided to vulnerable children (aged 6-18) in Idleb and Deir-ez-Zor including CwDs, girls, children referred by case management, and boys at risk of dropping out due to child labour.<sup>145</sup> Nevertheless, transportation was not provided in all locations and did not meet all participant needs. This was reflected during the FGDs with children, teachers and parents where transportation was frequently mentioned as a need. Families asked for transportation to be provided or fees to be covered for children during the committee meetings.

186. Although over 90 per cent of students surveyed lived within walking distance to the learning centres they went to, transportation was needed, particularly for vulnerable groups of children such as girls, and those residing in rural and secluded areas as well as CwDs.<sup>146</sup> The fact that most surveyed students reported that students went to school alone in both GCA and NGCA is a clear indication that proximity of the students to the learning centre is a

<sup>141</sup> This was the case for all classrooms observed with the exception of one in GCA.

<sup>142</sup> Gender disaggregated latrines were not present for CwDs, as this was perceived as unnecessary.

<sup>143</sup> UNICEF & the second grantee (2021). Education can’t wait. Annual/Final reporting – Joint Narrative report. FER/MYRP.

<sup>144</sup> Aged 7-12 and 13-17

<sup>145</sup> Ibid.

<sup>146</sup> FGDs

determinant in their access to the non-formal education services. Moreover, socio-cultural norms are likely to make it more challenging for girls to attend learning centres that are far from their residence.

187. **Setting up learning facilities near population centres facilitated reaching wider populations.** For example, in Idleb, learning centres were located next to refugee camps to encourage more commitment from students.<sup>147</sup> In GCA, some learning centres were also set up in areas where girls were typically not allowed to continue their primary education because of lack of availability of nearby schools.

188. **Flexible NFE options were helpful in widening access to services and mitigating negative coping practices, such as child labour.** As with transportation options, these efforts helped extend education opportunities in support of SDG4. The program offered a variety of NFE programs to address differentiated education needs and widen accessibility and flexibility, including remedial classes, catch-up classes, basic literacy and numeracy classes, and the Self-learning Program (SLP) to reengage children in education and prepare them to continue learning beyond schooling. For example, some learning centres offered morning and afternoon shifts,<sup>148</sup> as well as SLPs, which accommodated to the needs of children who were involved in child labour. In NGCA, during olive harvest season in Idleb, partners offered additional lessons for girls, who typically had lower attendance during this season.<sup>149</sup> In NGCA one centre started classes later during the day to give children more time to get to the centre. In GCA, a centre implemented recreational activities to make NFE programs more attractive to children during harvest season. Partners in GCA implemented other flexible modalities to engage with local communities in which activities were conducted in the homes of people who were from the community.

### 3.6 Coordination

KF30. Coordination between UNICEF and the second grantee was smooth and worked well.

#### [Coordination mechanisms within the program](#)

189. **Coordination between partners (between and among partners within and beyond each hub) was limited due to confidentiality concerns and the sensitivity of the context. In contrast, UNICEF focal points facilitated regular coordination between ECW partners and UNICEF; UNICEF was responsive to their needs.**<sup>150</sup> UNICEF invites ECW partners to take part in annual reviews where achievements and lessons learned are shared. Moreover, partners submitted quarterly reports on the progress of their work to UNICEF and UNICEF made sure to disseminate best practices and manuals developed between them. Despite these efforts, interviewed IPs expressed a need for more participatory opportunities to share experiences and lessons learned between each other. No duplication in efforts was identified between partners.

190. **Coordination between UNICEF and the second grantee was smooth and worked well.** UNICEF was able to capitalize on consistent institutional knowledge given lower turnover at PMU level compared to the second grantee. The second grantee and UNICEF have regular weekly meetings.

191. **The value of the EDF was not capitalized on until a later stage of the project.** Efforts have been made to reactivate the EDF in 2023 following COVID-19 to facilitate more effective and efficient mechanisms for donor coordination. The meeting in Amman in October 2022 was a key milestone towards this.

#### [Partnerships with other actors](#)

192. **Overall, there was good coordination between ECW partners and other organizations working in the Education sector in Syria.** Coordination is illustrated by partner referrals for children requiring more specialized support. UNICEF's role as the sector lead facilitates ensuring good coordination between education sector partners. Moreover, all of UNICEF's partners are linked to the child protection and GBV sub-cluster and protection cluster so they can seek professional services from other sectors.<sup>151</sup> Several interviewed international and national partners also reported taking part in the education cluster meetings.

---

<sup>147</sup> Ibid.

<sup>148</sup> Ibid.

<sup>149</sup> UNICEF & the second grantee (2022). Syria ECW Seed Fund Program: Year two Achievements.

<sup>150</sup> KIs with IP

<sup>151</sup> UNICEF, Six-month narrative report, July 2020.



193. **Providing salaries for coordinators and information management officers at both Whole of Syria and hub levels enhanced effectiveness of support to education sector members.**<sup>152</sup> Moreover, the workshops provided to education sector partners from the three hubs provided space for discussions between members and encouraged networking and collaboration beyond the timeframe of the training.<sup>153</sup> The education sector partners also contributed to the 2020 Humanitarian Needs Overview and the 2020 Humanitarian Response Plan, which are key documents that identify the sector needs and related response. Education sector partners also participated in an OCHA-led multi-sector critical-gaps paper, which highlighted the most urgent funding gaps in Syria.<sup>154</sup> In NGCA, a mapping of sector member' current learning assessment practices and needs was conducted in October 2021 with findings presented to the hubs in December 2021 for feedback and input on their prioritization of needs and possible next steps.<sup>155</sup> These efforts are linked to SDG10 in identifying and advocating for funding of priority needs.

194. GPE funding complements ECW efforts in expanding coverage of school children with NFE interventions in Syria to an extent (see paragraph 126). The two programs were guided by a Joint Steering Committee that met on a quarterly basis to discuss issues relating to both programs. Moreover, the joint steering committee held discussions between the two programs to support the reactivation of the Education Dialogue Forum (EDF) to promote synergies with other education programs in Syria.<sup>156</sup>

195. As for the coordination carried out with WoS/hub coordinators, the ECW standardisation guideline was created with the participation of WoS/hub education coordinators. They provided technical inputs, existing guidelines and good practices to make sure the ECW standardization guideline is in line with the reality of each hub.

196. Coordination between ECW partners and local stakeholders (such as local authorities, Directorates of education, municipalities, etc.) was also important to facilitating implementation of activities. However, COVID-19 created some coordination challenges. Specifically, camp coordination with camp management and administration to support home based-learning modalities was lacking<sup>157</sup>.

### 3.7 Coverage

KF31. The intervention focused on the most severely affected locations and vulnerable groups based on robust needs assessments and consultations with local (education) authorities. Continuous and thorough service mapping throughout the intervention ensures there is no duplication of education services and allows for a wider geographical coverage.

KF32. While the program reached some children through early childhood development and education as well as lower secondary level education (up to grade 9), neither ECD nor secondary level education represented key areas of focus under the program. On upper secondary level, the program does not cover youth developmental skills and vocational opportunities despite partners' acknowledgement of these needs. Limited funds and lack of curriculum for upper secondary education remain key barriers to the inclusion of older children.

KF33. Collecting and reporting disaggregated data on disability has aided the inclusion of CwDs. However, without a specific intervention for these children, the response is largely based on partner capacity, while service mapping and referral systems connect children requiring additional support to specialized organizations. Some constraints to the systemic inclusion of CwDs relate to donor priorities and parameters for the intervention.

KF34. The transition to a closed selection later in the program is seen as beneficial in its promotion of efficiency and ensuring high quality and capacitated partners in the pool. However, without new funding to expand coverage and commit to new partnerships, potentially effective partners are excluded.

#### Coverage of most urgent locations and population groups and gaps

197. **The ECW targets the most urgent educational crisis population groups and geographical areas based on the HNO and Humanitarian Response Plan (HRP), the primary reference documents for the intervention.** Programming

---

<sup>152</sup> ECW, Annual/Final Reporting - Joint Narrative Report (January - December 2021).

<sup>153</sup> Syria ECW Seed Fund Program Year two Achievements, September 2022.

<sup>154</sup> ECW Annual/ Final Reporting – Joint Narrative report (January – December 2020).

<sup>155</sup> ECW Annual/Final Reporting – Joint Narrative report (January – December 2021).

<sup>156</sup> ECW Annual/Final Reporting – Joint Narrative report (January – December 2021).

<sup>157</sup> Education Cannot Wait Annual/Final reporting -Joint Narrative report FER/MYRP. Reporting period: January 2021 to December 2021.

focused on school age children not attending any form of learning is in line with the 2020 HNO which highlights out of school children as one of the most affected groups.<sup>158</sup> Specific focus on IDPs in camps and settlements, as well as out of camp areas not reached by other actors, helps ensure the intervention includes school children and children most at risk of dropping out. Regionally, the focus on northeast and north-west Syria is appropriate based on the 2020 HNO identification of the highest education needs in these areas. According to the 2020 HNO, the highest rates of non-attendance are within the governorates where the ECW operates: Ar-Raqqa (35 per cent), Al Hasakeh (30 per cent), Idleb (28 per cent), Aleppo (26 per cent), and Deir-ez-Zor (25 per cent).<sup>159</sup> Within these governorates, a focus on areas rated from 4 to 6 on the severity scale per the HNO 2020 and 3 to 5 per the HNO 2021/2022, respectively, ensures coverage of the most affected areas.<sup>160</sup> Final selection of locations was made following UNICEF's consultations with local (education) authorities. Reinforced through regular reporting and monitoring, initial service mapping ensured that there was no duplication of location or intervention across partners, who also signed MoUs with the education authorities.

198. **UNICEF and partners generally reported the coverage of activities and funding to be sufficient.** Within these locations, participants had equal access to services, particularly considering the lack of formal education. Operating outside of formal education allowed service delivery without restrictions serving only specific children. This allowed for the targeting and engagement of a large number of children while also taking into consideration disability and gender inclusivity.

199. Despite generally reporting coverage to be sufficient, UNICEF and partners indicated the need for strategically increasing targeted locations based on assessments demonstrating unassisted areas with no available education opportunities for children.

#### [Gaps in pre-primary and secondary education and needs related to older children](#)

200. Based on the 2020 HNO, there are urgent education needs for pre-primary and secondary education. Over three quarters of 12- 17-year-olds who were not in school had dropped out.<sup>161</sup> Meanwhile, the majority of young learners are not prepared for school; only 11 per cent of four-year-olds and 30 per cent of five year olds having attended some form of learning.<sup>162</sup> The need for community based and public ECD and engaging adolescents and youth in learning opportunities beyond schooling for skills development were also highlighted in the Education Response Snapshot.<sup>163</sup> These affected groups were not substantially covered under the ECW program. The primary level constitutes the ECW program's main affected population. ECD and upper secondary level education (above grade 9) are not included. Most participating children are in grades 1 to 6, ages 6-15.

201. Adolescent boys and girls represent an underserved group that experiences particular vulnerabilities and risks that remain largely unaddressed within the ECW program, despite being one of the more at-risk populations. These adolescents tend to be overlooked for livelihoods programs, which tend to focus on the primary level children such that post-primary adolescents as early as 12 years of age face higher probabilities of losing out on services and activities related to education and protection.

202. Inadequate investment in multiple learning pathways, including formal and non-formal technical and vocation education training (TVET), limits the availability and quality of education services, especially for adolescents, risking a "lost generation".<sup>164</sup> The 2023 HNO in Syria also highlights economic factors limiting access to education, and as such, greater integration and coordination with Livelihoods, Food and Agricultural sectors and Cash, including for TVET, is critical.<sup>165</sup>

203. In addition, ECW reporting demonstrated challenges related to literacy skills for older children covered under the program and recommended targeting higher grades with more literacy support. UNICEF reporting shows that older children in NGCA did not demonstrate the predicted developmental progress expected by age nor by grade; older children in higher grades are not significantly outperforming children in lower grades.<sup>166</sup>

---

<sup>158</sup> OCHA 2020 HNO Syria.

<sup>159</sup> OCHA 2020 HNO Syria. The HNO does not include attendance rates for Homs or Hama.

<sup>160</sup> Syria ECW Seed Fund Program: Year two Achievements. September 2022.

<sup>161</sup> OCHA 2020 HNO Syria.

<sup>162</sup> OCHA 2020 HNO Syria.

<sup>163</sup> UNICEF – Whole of Syria, Education Response Snapshot (January - August 2022).

<sup>164</sup> OCHA 2023 HNO Syria.

<sup>165</sup> OCHA 2023 HNO Syria.

<sup>166</sup> Syria ECW Seed Fund Program Y2 Achievements September 2022.



204. Retention of children in primary education also presents a significant challenge. The lack of NFE curriculum to facilitate the transition into formal education and the lack of available formal education systems across locations pose major barriers to continuing to progress in educational attainment and development. At the secondary level, students are also more likely to drop out to work.

205. **Funding and donor priorities represent key constraints to expanding coverage to address the considerable needs on the ground for out of school children, including those outside of the primary level.** While UNICEF sets the target numbers, donor appetite informs the amount of funding and allocations for each level and subsequent coverage across the intervention components. Based on the 2023 HNO in Syria, UNICEF has recommended to the donor that the focus on primary education should be expanded to include pre-primary and secondary education, including TVET. In particular, the 2023 HNO predicts that the education system's inability to build on past investments and parents' inability to afford education will lead to an increase in children absent from school and dropouts.<sup>167</sup>

206. **The inclusion of secondary education programming (especially for over grade 9) would require revisions to the project framework including identifying additional teachers and inclusion of different location for project activities.** Currently, the program does not work in formal education per donor red lines and there is no NFE curriculum for upper secondary education (SLP covers up to grade 9, lower secondary). Furthermore, tailored support would be needed to transition adolescents from learning to earning, equipping them with citizenship and life skills through educational opportunities.

#### [Inclusion of CwDs](#)

207. **Previous shortfalls in the budget were reported to have prevented stronger inclusion of this group of vulnerable children. Such lessons learned informed the attention to these needs in the ECW program to some extent.** The ECW program aimed to engage CwDs within the target group of out of school children, facilitating their inclusion through the rehabilitation of WASH facilities that were CwD and gender sensitive, in addition to awareness campaigns within communities and with parents. Working with communities and raising awareness supported inclusive participant engagement in ECW activities. In 2022, partners were able to supply children with wheelchairs to help facilitate their access to education through emergency cash funds. Targeting children with disabilities incurs additional costs, including recruiting and training specialists and providing adapted infrastructure such as ramps and suitable WASH facilities.

208. **Collecting and reporting disaggregated data on disability has aided the targeting of CwDs.** However, without a specific intervention for children with disabilities, the response is largely based on the capacity of the partners. As a result, included CwDs are only those with moderate disabilities, which the program and partners have the capacity to accommodate. Most of these selected children have physical disabilities resulting from injury, in addition to those with chronic illnesses who are included. Through monitoring activities, partners follow up with CwD participants, including ensuring their access to complaint boxes and following up on each case.

209. Service mapping and referral systems work to connect children to organizations with specialized capacities. Children with mental disabilities, for example, are included in another UNICEF-funded project. Children who may need certain types of assisted devices also receive referrals. These referral systems have been continuously strengthened through the lessons learned processes from previous programming.

210. **Some constraints to the systemic inclusion of children with disabilities relate to donor priorities and parameters for the intervention.** ECW was not initially designed with a significant focus on disability. Lack of agreement on the cost per child allocated for CwDs inclusion contributed to partners' limited capacity to strengthen their response for children with special needs for learning.

211. Without explicit direction from the donor to target CwDs, UNICEF leverages its position to do so, including through selecting partners that specifically seek to engage this group in GCA. Based on the experience of implementing remote modalities in the COVID-19 context, certain partners have established remote-blended approaches to target CwDs who could be hard to reach.

#### [Open versus closed selection of partners](#)

212. **The advantages of closed partner selection are relevant given the challenging context in Syria.** The open selection process can require two to three months to complete and does not always guarantee the best result.

---

<sup>167</sup> At the time of report submission there was no decision on the request for expansion of programming

There is a strong preference for continuity with existing partnerships based on partner performance to promote the continuity of programming within targeted communities.<sup>168</sup>

213. ECW began with an open selection of implementing partners and transitioned to a closed selection process. The initial open selection process provided UNICEF with a pool of partners. By the time of implementation, there were some partners who were no longer suitable to continue with while others were able to maintain and build their capacity. It was deemed more cost-effective to continue with high-performing partners in which UNICEF had significantly invested. Likewise, selected IPs consider certain local organizations as strategic partners based on their longer-term experience with previous UNICEF project phases. The uncertainty regarding the level of funding for the program's second and third year also made it difficult to commit to new partners and ensure continuity of learning. Nevertheless, when funds to expand to new communities become available, UNICEF may announce a tender for an open selection. In the latter half of year two of ECW (July 2021-June 2022), UNICEF engaged a new partner.

214. **UNICEF procedures and processes including partnership reviews and third-party monitoring has supported due diligence measures and practices at all levels.** Third party monitoring includes annual spot checks, financial auditing, operational, and technical assessments of partner organizations. Based on the rating partners receive from their initial assessment, their capacities are subsequently followed up on through assessments conducted on a periodic basis to determine their eligibility.

## 4. CONCLUSIONS

215. **Program activities were relevant to the educational and PSS needs of children in program areas as well as emerging needs from the earthquakes.** UNICEF and partners took several steps to ensure program relevance including seeking feedback from rightsholders, assessing learning outcomes and adapting programming to shifts in the operating context, including in response to the earthquakes. However, the fact that the program did not dedicate a specific component for CwDs in its initial design meant that the responsiveness of the program to the needs of CwDs has not been prioritized nor systematic.

216. **The program as it was designed is coherent with other humanitarian responses and clusters though implementation is not always standardized beyond meeting minimum standards.** Harmonisation requests need to be assessed in light of the operational context. Standardisation of implementation depends heavily on the different realities on the ground and the operational context in general, which vary greatly from one area to the next. Therefore, aligned implementation is only possible to a degree and should focus on setting minimum standards rather than full alignment across all contexts.

217. **The program has been effective in extending learning opportunities and improving learning outcomes for affected populations meeting or surpassing most program outputs and outcomes.** Overachievement in student participation and learning outcomes is a positive indication of the ECW program effectiveness. However, differences in inclusion and learning outcomes shows that vulnerable populations, particularly CwDs, have not been as effectively supported.

218. Teachers are largely positive about the effectiveness of training and learning circles in improving teaching and PSS capacities. Positive changes in teaching strategies can be observed and are appreciated by students despite teaching practices remaining largely teacher centred as opposed to more active learning strategies that involve higher order thinking skills. Space and materials to implement interactive teaching methods remain a primary challenge. Teachers used non-violent methods to manage classroom behaviour, with a few exceptions of corporal punishment. In contrast, children frequently reported parents' use of corporal punishment.

219. **Most outcomes and outputs targets were achieved indicating efficient use of resources despite internal and external factors affecting implementation.** UNICEF's establishment of standards and mechanisms, their flexibility in responding to changing context, and the establishment of F&C mechanisms and TPM helped ensure compliance, accountability and efficiency. However, implementation varied across learning centres and adaptations were needed to make processes more inclusive.

220. **The program was able to include a broad range of persons with acute humanitarian and education needs with equitable reach for boys and girls.** However, it was challenging to ensure equitable learning outcomes, particularly during COVID-19 and for CwDs requiring more specialized support. Stakeholders identified needs for

---

<sup>168</sup> UNICEF and IP KIIs

additional and/or adapted learning materials (such as access to devices), transportation and training to reach these populations more effectively. Currently, referral services are providing an essential link for CwDs to access more specialized services; it is anticipated that the eventual roll out of the capacity building plan would address current inconsistencies in identification and response.

221. **Coordination between UNICEF and the second grantee, between ECW partners and UNICEF and between ECW partners and other organizations working in the Education sector was generally smooth and worked well.** However, confidentiality concerns and sensitivity of the context created challenges in coordination between partners within and beyond each hub. Interviewed IPs expressed a need for more participatory opportunities to share experiences and lessons learned between each other that go beyond current practices of dissemination of best practices and guidance.

222. **The intervention focused on the most severely affected locations and vulnerable groups based on robust needs assessments and consultations with local (education) authorities.** Continuous and thorough service mapping throughout the intervention ensures there is no duplication of education services and allows for wider geographical coverage. The program does not target ECD nor secondary level education and does not include a specific intervention for CwDs, despite substantial needs in the country. The transition to a closed selection was reported to improve efficiency and quality of capacitated partners.

## 5. LESSONS LEARNED

223. **Ensuring that all teachers are trained on interactive learning strategies and PSS and regularly monitoring teachers to make sure they correctly implement student-centred and interactive learning strategies is likely to improve student's learning outcomes.** Evaluation evidence suggests this is particularly important in GCA.<sup>169</sup> Support could also be provided in classroom behaviour management strategies. Of particular importance is the need to ensure that teachers can implement learnings in classes with more vulnerable groups such as CwDs.

224. **Ensuring that teachers receive their stipends without delays is important to mitigate staff turnover and support service continuity.** Although greatly valued, the stipends provided to teachers in both GCA and NGCA were not adequate to meet their needs. Rising inflation and increased economic hardship in the country has further exacerbated burdens on teachers. Ensuring that they receive stipends on time can help reduce attrition rates to not adversely affect students learning outcomes.

225. **Raising awareness of parents/caregivers on how to manage their children's behaviour without the use of violence is key to better protecting children from harm.** Helping parents and caregivers recognize the value of positive, non-violent discipline in child development and of close, effective parent-child communication reduces harsh parenting practices and encourages interaction between the parent and child. All these factors help prevent violence against children.

226. **High level advocacy has been effective in providing greater clarity around red lines and improving donor engagement.**

227. **Enhancing Accountability to Affected Populations (AAP) mechanisms so that they are more inclusive is an important element to responding to the needs of participants, particularly those most vulnerable.** Applying multiple, integrated and child friendly feedback channels that meet the needs of children with different types of disabilities is important to ensure that vulnerable groups are not marginalized. This includes channels that cater to the needs of those who are visually and physically impaired and those with hearing disabilities.

228. **Investing in accountability mechanisms and developing more detailed protocols to use during emergencies is likely to have improved UNICEF's capacity to deliver better outcomes in a more equitable manner.** In the case of COVID-19, use of hybrid mechanisms that combined both remote and in-person modalities were important to ensuring access to more marginalized groups. Addressing challenges such as access to internet and mobile device applications is also likely to facilitate greater reach of distance learning modalities.

229. **Adequate funding to support disability inclusive education is key to better addressing the needs of CwDs.** Greater commitment among donors is imperative to ensure that comprehensive and cost-effective interventions are

---

<sup>169</sup> The majority of teachers not trained in interactive learning strategies in GCA had been teaching at the learning centre for less than two years. These teachers may be included for planned trainings and just not trained by the time of data collection.

able to promote inclusive education. Such commitments require increased investment to enable education partners to implement inclusive interventions, which may entail additional costs.

230. **Supplementary PSS support for rights holders is needed following unanticipated traumatic events, such as large scale disasters.** UNICEF’s swift action to provide PSS support during the aftermath of the earthquakes was key to addressing the urgent needs of children, teachers and parents. However, more investments are needed to improve and make available PSS support to those impacted by the earthquakes.

231. **Strengthening PSS support and referral mechanisms in coordination with child protection teams of IPs is needed to better protect children.** This would include referrals to income-generating activities for households of working children where possible. Referral mechanisms can be strengthened through, for example, ensuring that referral mappings are regularly updated and that case follow-up is carried out. Strengthening caregiver engagement is also important to improving support to children, particularly during emergency situations such as COVID-19. Community support is also key to facilitating implementation of program activities.

232. **Flexibility has been essential for addressing needs of the most vulnerable and adapting to shifting priorities.** For example, UNICEF’s ability to adapt activities so that they were suitable to children who were working and extending awareness and advocacy work to employers facilitated participation of more economically marginalized children in the program. The program’s flexibility also allowed it to adapt to respond to contextual changes, such as during COVID-19 and the Cholera outbreak. Experience has shown that it is important for programs to be designed with the flexibility required to reorientate funds when a crisis hits by defining parameters that determine when resources can be allocated (i.e., triggers) and how (i.e., contingency plans).

233. **Use of robust assessments for targeting and partner review is good practice to help ensure populations living in areas with the highest needs are provided with high quality services.** Additional funding and programmatic adaptation would be required to meet the needs of underserved populations, particularly adolescents and CwDs.

234. **Addressing the challenge of supporting continued education and development of adolescents will be essential to reduce the number of schools dropouts and facilitate their transition to employment.** Inadequate investment in multiple learning pathways, including formal and non-formal TVET, limits the availability and quality of education services and prevents adolescents who will not return to school from learning skills needed for their future. Responsive support may include providing these older children with compensation to incentivize their educational continuation and support their families as suggested in partner feedback.

## 6. RECOMMENDATIONS

The following set of recommendations has been derived from the evaluation process following logically from the findings, conclusions and lessons learned. Recommendations were validated through validation workshops in consultation with UNICEF MENARO, and cross-border and Syria country offices.

No.	Recommendation	Finding	Responsibility	Priority
1	Ensure that teachers are trained, especially in GCA, and regularly monitored to make sure they correctly implement student-centred and active-based learning strategies and classroom management behaviour management strategies.	KF15 KF27	UNICEF with partners from GCA & NGCA hubs	High
2	Strengthen systems to deal with cases of corporal punishment to ensure that they are identified when incidents happen and directly responded to.	KF16	UNICEF with partners from GCA hubs	High
3	Raise the importance of parents as to how to manage their children’s behaviour without the use of violence.	KF16	UNICEF with partners from GCA & NGCA hubs	High
4	Embed disability into the program design (proposal phase) and ensure that funding is suitable for disability inclusive learning.	KF6 KF12 KKF33	Donor	High

5	Increase PSS and case management support to children, parents/caregivers and teachers and strengthen integration with protection teams.	KF14	UNICEF with partners from GCA and NGCA hubs	High
6	Review TPM activities to ensure that data collection is carried out from a broad range of rights holders and using both quantitative and qualitative data collection methods. to ensure inclusivity.	KF20 KF21	UNICEF RO, UNICEF SCO and Gaziantep	Medium
7	Increase advocacy efforts to push for donor flexibility on red lines.	KF5 KF10	UNICEF RO	High
8	Conduct systematic rapid gender analysis throughout the duration of the program using a standardized rapid gender analysis tool.	KF28	UNICEF RO with partners from GCA and NGCA hubs	High
9	Conduct a workshop to disseminate the harmonization strategy developed by UNICEF and update it where needed. This will facilitate in creating ownership of the strategy among partners.	KF 27	UNICEF RO with partners from GCA and NGCA hubs	High
10	Advocate for the establishment of an approved (transitional) education Sector plan including formal education/ multiple learning pathways for children. Strengthen referrals for out of school children to formal education/multiple learning, identifying detailed education pathways for each child. Parallel to this, develop tracking instruments to monitor transition of ECW children into formal education system (equivalence) and/or multiple learning pathways and train NGO partners on using these tools.	K10 K11	UNICEF RO with partners from GCA and NGCA hubs	High

## 7. ANNEXES

### Annex 1. Evaluation terms of reference (TOR)

Assignment	Final evaluation of Education Cannot Wait Program in Whole of Syria
Location	(Remote and WoS)
Duration	1 July to 31 December 2022
Estimated number of working days	70 days
Start date	1 July 2022
End date	31 December 2022
Reporting to	Evaluation Specialist

#### Justification/background

The Syria crisis continues to have a profound impact on people across the country. Countless civilians have been killed and injured as a result of hostilities. Few Syrians have been spared from the direct and indirect impact of what still constitutes one of the largest, most protracted displacement crises in the world.

Millions of children and adults remain dependent on humanitarian assistance for their survival. The scale, severity and complexity of humanitarian needs of people in Syria remain extensive. This is the result of continued hostilities in localized areas, new and protracted displacement, increased self-organized returns and the continued erosion of community resilience during more than eleven years of crisis. While there has been a reduction in violence in many parts of the country over the past year, the impact of hostilities on civilians remains the principal driver of humanitarian needs in Syria.<sup>170</sup>

In 2019, an estimated 5.8 million school-aged children (53 per cent male and 47 per cent female) were in need of educational assistance in Syria. Additionally, approximately 121,000 teachers and education personnel, including 57,000 females continue to require occupation related support. 61 per cent of those in need (children and personnel) are in acute and immediate need.

In 2020, Syria's children continue to bear the brunt of the conflict as Syria remains the largest displacement crisis in the world. Needs across the country are dire, with more than 11.06 million people (more than 7.5 million children) requiring humanitarian assistance, including 4.7 million people estimated to be in acute need. There are 6.1 million people internally displaced, of whom 2.6 million are children. In early 2020, even before the impact of the COVID-19 pandemic hit, an estimated 2.1 million children were already out of school and a further 1.3 million at risk of dropping out as the country entered into a tenth year of conflict.

In 2021, the Syrian refugee crisis continued into its tenth consecutive year. Approximately 13.4 million Syrians needed humanitarian assistance and protection. An estimated 6.9 million people (97 per cent children) needed humanitarian education assistance.<sup>171</sup> Nearly 5.6 million registered refugees, including

<sup>170</sup> Syria Humanitarian Needs Overview (HNO), 2019

<sup>171</sup> Regional Refugee & Resilience Plan: Regional Strategic Overview (RSO) 2021 – 2022



almost 2.5 million children, lived in camps, informal settlements and host communities in Türkiye, Lebanon, Jordan, Iraq and Egypt. Lack of readily available data on out-of-school children generally, especially on children with disabilities and those who have dropped out of school, means that these children are invisible to the system.<sup>172</sup>

Learning needs continue to be unmet for children with disabilities. The conflict has exacerbated existing barriers for children with disabilities to access quality education, while also increasing the rates of some disabilities due to conflict related injuries and exposure to violence, family separation and displacement. In some areas, over half of the children with a disability have an unmet need for education, and over two thirds require specialized health services which are not available in their area.<sup>173</sup>

Closure of learning centres due to COVID-19 restrictions and sporadic fighting; worsening household economic conditions with increased population numbers and displacement have contributed to increased numbers of children and adolescents being out of school, and children who are at risk of dropping out.

#### Description of the Education Cannot Wait Program in Whole of Syria

The Syria Education Cannot Wait (ECW) Multi-Year Resilience Program (MYRP) aims to re-engage children in learning by providing equitable access to safer and inclusive learning spaces where children acquire foundational, socio-emotional, life skills and, where relevant, vocational skills necessary to continue their education and be prepared for adult life.

The MYRP is needs and vulnerability based. Identified children that are out of school or at risk of dropping out in the Whole of Syria whether because of poverty, disability and/or displacement and Palestine refugees, as considered as the most vulnerable groups.

To ensure that the education needs of vulnerable children, adolescent girls and boys are addressed, an Education Cannot Wait (ECW) Seed Fund Program was designed. The ECW program serves as an initial investment under the MYRP and addresses a set of critical interventions that are implemented in the current Syrian crisis and is referred to as MYRP across this document is outlined below.

#### Description of the ECW Seed Fund Program

<b>Project Objective</b>	Conflict-affected girls and boys (3-17 years) (re-)engage in learning in safer and more protective environments
<b>Project duration</b>	3 years and 6 months (January 2020 - June 2023) Year one (January 2020 to June 2021, 18 months) Year two (July 2021 to June 2022, 12 months) Year three (July 2022 to June 2023, 12 months)
<b>Program Budget</b>	US\$ 30,000,000 over 3 years and 6 months
<b>Implementation Modality</b>	Outcome 1 and 2 Implementation through international and local partners as of June 2022: Northeast Syria: 2 partners Government of Syria (GoS) controlled areas: 6 partners Northwest Syria : 3 partners Outcomes 3 and 4 Direct implementation, implementation through contracted service providers and partners
<b>Programmatic Sector(s)</b>	Education

<sup>172</sup> NLG Report. "Investing in the future". 2019

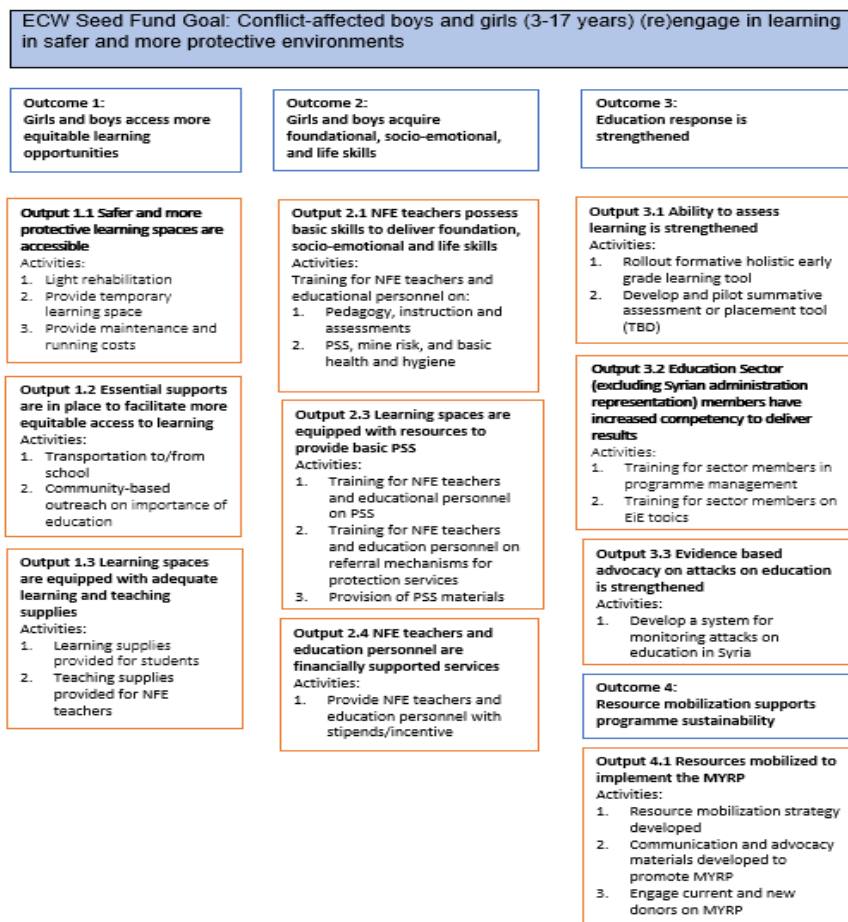
<sup>173</sup> NLG Report. "Investing in the future". 2019

<b>Project Outcomes</b>	Girls and boys access more equitable learning opportunities Girls and boys acquire foundational, socio-emotional and life skills for continued education. Education response is strengthened Resource mobilization supports program sustainability
<b>Total Number of Direct Participants</b>	130,205 children <sup>174</sup>
<b>Geographical Locations</b>	Idleb, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, and Homs

**Project Outcomes:**

The program is jointly managed by Program Management Unit (PMU) composed of two grantees, the second grantee and UNICEF. It has four outcomes as shown in below:

Figure 17 ECW Seed Fund results framework



Outcome 1: Girls and boys (age 3-17) access more equitable learning opportunities

The provision of non-formal education is critical to ensuring that children have a pathway to (re)engage in learning and acquire skills for their future. Provision of non-formal education is available for girls and boys

<sup>174</sup> The target, 130,205 children, was approved by ECW per the original proposal based on the summation of yearly reach of three years from 2020 to 2023 and does not consider continuation of the same children throughout the three years. In November 2021, PMU was given detailed instructions by ECW M&E team in reporting children reached which requires cumulative reach/unique rights holders throughout the program years. Accordingly, the target is to be revised to 91,582 by the end of June 2023 as of April 2022.



that are out of school or behind in their learning and focuses on the provision of catch-up, remedial and accelerated learning programs.

Outcome 2: Girls and boys (age 3-17) acquire foundational, socio-emotional and life skills for continued learning opportunities

To ensure quality learning results, qualified, retained and motivated teachers and education personnel are essential. First, NFE teachers and education personnel are provided with skills development to enable participatory and student-centred teaching and learning methods. This includes not only pedagogy and teaching skills, but also essential skills for working in a conflict or displacement setting. Second, NFE teachers and education personnel will be trained and able to identify and interpret signs and symptoms of psychosocial distress and behaviour associated with psychosocial distress of children affected by the crisis. Third, while it will not be possible under the MYRP to pay NFE teachers' salaries, it will be possible to support them with financial incentives or stipends for the provision of non-formal education.

Outcome 3: Education response is strengthened

To facilitate and support continuity in learning, education partners and programs require sufficient human and financial resources and capacities. Ultimately, the education partners – inclusive of all the stakeholders in the MYRP governance and management structures – are accountable to the children and their communities. The MYRP aims to ensure the delivery of quality results through the following specific components: 1) To strengthen the ability to assess learning outcomes; 2) To ensure Education Sector members have the competencies to deliver results, and 3) To strengthen evidence-based advocacy on attacks on education.

Outcome 4: Resource mobilization supports program sustainability

To sustain and expand results initiated with the ECW Seed Funding, it will be important that all stakeholders are proactively and regularly fundraising. There will be a need to encourage the continuation of funding from traditional and non-traditional donors, including the private sector, to support the bridging of the funding gap for the provision of learning opportunities for children, particularly the most vulnerable, in Syria.

Objective and targets

Purpose and planned use

The primary purpose of the evaluation is to assist UNICEF and the second grantee (PMU), partners and donors to evaluate the results achieved, the gaps and key bottlenecks and if the implementation is equitable and inclusive and if it has been done in an efficient, effective, and well-coordinated manner.

The learning aspect of the evaluation will primarily benefit UNICEF, the second grantee and the donor in designing and implementing the next phase (July 2023-June 2026) of the ECW program.

Objectives

The objective of the independent evaluation is to provide accountability to donors, rights holders, Internally Displaced People (IDPs) and host communities with respect to whether UNICEF and the second grantee through the implementation of the ECW program are fit for purpose in response to the education needs of Syrian children, adolescent girls and boys.

More specifically, the objectives of the evaluation are threefold:

Assess UNICEF and the second grantee's progress towards the attainment of ECW results at output, outcome levels, and the overall goal, including cross cutting issues of human rights, gender, and disability, based on existing evidence and analysis.

Assess the relevance to context and needs, efficiency, effectiveness, and coherence of the MYRP project in terms of design, implementation, partnership, and community/ participant engagement.

Document programmatic and operational – particularly the UNICEF- the second grantee implementation arrangement of the ECW program- lessons learned and opportunities that will inform the design of the next ECW funding.

Provide key recommendations (including potential shifts) on the planning, implementation, monitoring and coordination of the ECW program.

Scope of the work (Work assignment)

The evaluation covers the entirety of the ECW program, divided into two separate contracts. The evaluation is being conducted jointly with the second grantee, who are advertising the same ToR for their respective areas of coverage, under ECW, as a separate contract. Respondents are encouraged to submit for both UNICEF and the second grantee calls.

The scope will focus on the implementation of the ECW program for the in and out of school children and adolescent girls and boys, including those living with disabilities, including IDPs and children in host communities, covering the period between January 2020 and up till June 2022. In addition to the intended results of the ECW program the evaluation will also aim to identify unintended effects and lessons learned.

With this UNICEF ToR, geographical coverage will be limited to the following seven governorates: Idleb, Aleppo, Al-Hasakeh, Ar-Raqqa, Deir-ez-Zor, Hama, and Homs. Refer to the second grantee's call for proposals for their respective areas of coverage.

#### Evaluation criteria and key evaluation questions

The evaluation aims to follow a selected OECD DAC evaluation criteria of relevance, efficiency, coherence, and effectiveness in addition to humanitarian evaluation criteria on coverage and coordination. The OECD DAC criteria on impact and sustainability are excluded. The evaluation will also assess cross cutting issues namely gender, human rights, and disability.

The evaluation is expected to answer the questions in the table below which will be refined by the evaluation consultancy during the inception phase of the evaluation and endorsed by the steering committee. The evaluation consultancy will also develop sub-questions for each key evaluation question, indicators and a data collection method as part of the evaluation matrix.

#### Evaluation criteria and key questions

Criteria	Evaluation Key Questions
Relevance	<p>To what extent did the ECW program objectives, design and interventions respond to the education needs of in and out of school Syrian children and adolescent girls and boys including those that are vulnerable, such as those with disabilities and/or internally displaced?</p> <p>To what extent has the ECW program been able to respond to rights and priorities or to shifts caused by crises?</p> <p>To what extent has the ECW program ensured the inclusion of children with disabilities (CwD) and how their needs were met within its activity design?</p>
Coherence	<p>How coherent is the MYRP with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?</p> <p>To what extent does the MYRP align and collaborate with other sources of funding that support the MYRP target group(s)?</p>
Effectiveness	<p>To what extent were the ECW program outputs and outcomes achieved or are expected to achieve their stated objectives?</p> <p>To what extent has ECW program activities facilitated children access to safer learning opportunities and more protective environments?</p> <p>To what extent has ECW program activities enhanced children's learning skills?</p> <p>Were there positive/negative unintended outcomes? Could they have been foreseen and managed?</p> <p>Have ECW program strategies been effective in supporting the delivery of education outputs and outcomes? What can be learned about the most effective ECW interventions for the achievement of results?</p>
Efficiency	<p>Did the ECW program use the resource, including the implementation arrangement (UNICEF-the second grantee), in the most economical and timely manner to achieve its objectives?</p> <p>Did the ECW program and its strategies lead to improvement in the effective allocation and use of resources in the concerned areas of education?</p>
Coordination	<p>To what extent did partnerships or coordination mechanisms established with other key actors (e.g. UNICEF-the second grantee management arrangements, education actors,</p>

	civil society, INGOs, NGOs, other UN agencies etc.) contribute to the delivery of results for children?
Crosscutting issues (equity, disability, and human rights)	To what extent did ECW program interventions address gender, disability and child rights issues including for the most vulnerable children and adolescents? How have implementing partners included CwD to: a) uniformly identify CwD across partners, b) respond accordingly to the needs of CwD? To what extent were CwD in communities included/excluded in current ECW programming? Are there differences in inclusion and exclusion for girls and boys? What could ECW and program partners improve upon to increase their reach to children with disabilities, girls, and other groups of marginalized students? To what extent has the MYRP contributed to address gendered physical barriers? How and to what extent has the MYRP contributed to the empowerment of girls, including adolescent girls? To what extent has the MYRP contributed to change the knowledge, attitudes, and behaviour of boys, girls, women and communities regarding gender equality?
Coverage	Determine the coverage of education services (pre-primary, primary, secondary lower and upper) under the ECW program. Does the MYRP focus on the most urgent education crisis population groups and geographical locations? Was the process of selecting implementing partners transparent and fair, given the country context and needs?
Lessons learned	Document lessons learned (successes and failures) in the implementation of ECW program and joint program management between UNICEF and the second grantee.

#### Evaluability

The Syria ECW program is clear on the different areas of delivery. The program proposals detail the outcomes, outputs and activities, and in the results framework and this will provide enough of a basis to start the evaluation. Gaps in understanding program implementation, management and partnership arrangements will be addressed during the inception phase through a discussion with the ECW team at UNICEF and the second grantee. Monitoring data and donor reports are available and will form a key element of the evaluation. There are no indicators or targeted interventions specific to children with disabilities (CWD) in the Seed Fund Program.

#### List of stakeholders

Program Management Unit (PMU): The second grantee, UNICEF Middle East and North Africa Regional Office (MENARO) based in Amman, Jordan

UNICEF Syria Country Office (SCO), UNICEF Gaziantep Office (cross-border team)

Whole of Syria (WoS) Education Coordinators (the second grantee and UNICEF)

Hub-based Education Cluster/Sector/Working Group coordinators in three hubs (NES, NGCA, and the GoS controlled areas)

Steering Committee (SC) for the Seed Fund Program

Other UN agencies

Implementing Partners (IPs) and INGOs/ NGOs

Donors

#### Methodology

The evaluation will be participatory, engaging students, teachers and all stakeholders directly through FGDs and KIIs.

Both qualitative and quantitative, primary and secondary data will be collected to answer the evaluation questions and objectives. Results data is disaggregated by gender, disability and other relevant groups, including refugees and displaced populations.

During the inception phase, the evaluation team will detail the methodology, which will include a detailed evaluation matrix, data collection tools for the chosen methodology, ethical considerations, and limitations. (Please see workplan and deliverables below).

#### Data sources

Both secondary and primary data will be collected and analysed to answer the evaluation questions and determine the merging themes.

#### Secondary data

The evaluation consultancy will be provided with existing program documents: proposals, plans, donor reports, partnership agreements and reports, field monitoring data and reports, assessments reports that have already been completed, financial records, and other documents that may be requested relevant to the scope of work.

#### Primary data collection

Primary data will be collected from staff engaged in planning, monitoring, coordinating, and reporting the ECW program. In Syria: “beneficiaries” children and adolescent girls and boys in and out of school, teachers and parents, stakeholders, implementing partners, other UN agencies, donors, Non-Governmental Organizations (NGOs), and International Non-Government Organizations (INGOs), and Civil Society Organizations (CSOs) will be approached to participate in the evaluation. It is integral that planning accommodates the presence of children in school while attending classes. No KIIs or FGDs for children are to be scheduled for out of school (holiday) periods.

Methods for data collection include Key Informant Interviews (KIIs), Focus Group Discussions (FDGs), observations, and perception surveys. Specific FDGs with men and women parents/caregivers of children, CwD, boys, and girls of different age groups.

The consulting team should propose both remote-based and face to face data collection techniques to ensure that COVID-19 mitigation protocols are followed and adhered to.

#### Data Analysis

The evaluation team will during the inception phase propose methodologies and tools, with clear justifications, to analyse both qualitative and quantitative data. The analysis methodology and tools should aim to examine if the ECW program has met or is expected to meet the goals and objectives, and expenditure analysis.

#### Ethical conduct

The evaluation team shall follow United Nations Evaluation Group (UNEG) ethical conduct guidance in data collection and verbal or written consent will be required from participants before commencement of any interview.

The inception report, data collection tools and consent forms will go through an independent ethical review body before proceeding to the fieldwork stage of the evaluation. All data collected and confidential information shared during the evaluation shall be kept in a password protected system by the evaluation team.

#### Limitations

The following are expected limitations during data collection and the evaluation team shall further detail these and other limitations that will be identified during the inception phase and propose mitigating solutions to minimize the impact on the evaluation:

COVID-19 transmission prevention and control measures - in particular, social gathering restrictions resulting in in-person interviews, FGDs and observations being discouraged. The evaluation consultancy may mitigate this by using a blended data collection methodology – remote and face-to-face interviews and use of secondary data as much as possible for triangulation of data purposes.

Limited or no access to ECW beneficiaries.

Challenges in accessing primary and secondary data due to the conflict and fluid context in Syria.

#### Dissemination

As part of quality assurance processes and validation, the evaluation team will present preliminary findings and recommendations to relevant stakeholders as referred to in the timeframe in section below. The discussion that follows, stakeholders can reflect on the preliminary findings and recommendations with the goal to making them more relevant to the ECW program.

All institutional stakeholders interviewed during the primary data collection period will be asked to comment on the draft evaluation report. After the report is finalized a dedicated dissemination workshop will be facilitated to discuss the findings as well as to design the actions that will address the

recommendations of the report. Additional sectoral working meetings and discussions of the findings and recommendations might be facilitated ahead of the distribution workshop for those sections that require more in-depth discussions.

#### Expected tasks and deliverables

The contract will have the following deliverables: Inception Report, Presentation of Preliminary Findings and Recommendations, Draft Report, Final Report, Response to the Comments Matrix. Deliverables, tasks and a tentative timeline and estimated billable days for the evaluation are detailed in table below.

#### Tasks and deliverables

Deliverable	Tasks	Timeline (after contract signing) (in weeks)	Responsible person	Estimated billable time in days
Kick off phase				0
Between the Evaluation consultancy and the Evaluation Manager	Discuss timeline of activities, evaluation process, policies, guidelines, and tools.	1	Evaluation Managers	
Between Evaluation consultancy – Evaluation Manager and Client (UNICEF and the second grantee)	Discuss expectations and timeline	1	Evaluation Managers	
	List respondents for inception interviews	1	Evaluation Managers and client	
	Document sharing	1	Evaluation Managers and Client	
Inception report				14
	Conduct inception interviews and desk review of the documents shared	2	Evaluation consultancy	
	Draft Inception report and tools and submission	3	Evaluation consultancy	
	Quality review, ethical review, and endorsement of the Inception report through two rounds of comments	7	Evaluation Managers, Steering Committee and Ethical Review Board (ERB)	

	Final draft of inception report and tools submission	8	Evaluation consultancy	
Fieldwork, Data Analysis, Preliminary Findings and recommendations presentation				36
	Primary data collection and review of secondary data	12	Evaluation consultancy	
	Data analysis	13	Evaluation consultancy	
	Draft preliminary findings presentation	13	Evaluation consultancy	
	Quality Assurance (QA) of the Draft preliminary findings presentation	14	Evaluation manager	
	Present the preliminary findings to stakeholders	14	Evaluation consultancy	
Draft report				9
	Draft the evaluation report	14	Evaluation consultancy	
	Quality assurance	14	Evaluation Managers	
	Formal commenting process (two rounds)	17	Stakeholders	
Final report and other products				5
	Respond to comments from stakeholders and adjust the report accordingly	18	Evaluation consultancy	
	Quality assurance and clearing of the report	19	Evaluation Managers	
	Dissemination of the summary of the evaluation findings through various channels, including formal presentation.	20	Evaluation Manager and Client	

#### Payment schedule

Main deliverable	Indicative timeline after contract signing (in weeks)	Payment schedule (%)
Inception report	3	20
Presentation of preliminary findings and recommendations	14	30
Final report (inclusive of summary of the findings and recommendations in form of infographics in both Arabic and English)	16	50

#### Official travel involved

Ideally the team of consultants will travel to the Syria for the data collection phase. Travel will be under the responsibility of the contractor in accordance with UNICEF's rules and tariffs. All travel costs should be planned properly in the technical proposal and included in the financial proposal. Please note that if selected, the contract can be a supporting document to obtain entry visa (if necessary). UNICEF will be

unable to secure travel visas. Flight costs will be covered at an economy class rate as per UNICEF policies.

Travel costs should be included as a separate component on cost proposal and the contract and paid against actual travel undertaken. There could be a situation where is not possible due to the pandemic.

Desired qualifications, specialized knowledge or experience

The below sets out the tentative workload of the Team Leader and Education Specialist, as well as the required skills. The subject matter experts need to have a very good understanding of the education context in Syria and education in emergencies. The team’s overall experience and qualifications are detailed below:

Evaluation consultancy and estimated billable number of days	Desired qualifications and experience
Team leader/Evaluation Specialist (Expected number of days – 35 days)	Relevant master’s degree (in evaluation, development studies economics, social sciences, etc.) Experience in leading evaluation consultancies in politicized environments Experience in managing evaluations in humanitarian contexts Good understanding of the global child rights agenda Good understanding of integrating gender and human rights into evaluations Strong interpersonal skills Ability to work with senior officials Cultural sensitivity Arabic language skills
Education Expert – in emergencies (Expected number of days – 25 days)	Relevant master’s degree (education, development studies, education systems, etc.) Experience working on education in humanitarian situations (EiE) Expert understanding of education systems in Syria Arabic language skills

#### Contract management

The evaluation will be guided by a steering committee that will discuss the terms of reference and endorse the inception report. It might also be guiding the evaluation should any unforeseen challenges. The direct management of the evaluation will be done by the regional evaluation specialist. The gender regional office advisor and the country offices part of this regional evaluation will ensure that all relevant documentation is available to the consultants and support the arrangement of meetings with relevant stakeholders (partners, UNICEF staff).

The team leader will coordinate the inputs of the team and be responsible for the quality of the deliverables. The company will support the evaluation team and backstop the team where required.

#### Performance indicators for evaluation of results

All tasks have been delivered in a timely manner as indicated in the TOR/Contract. High quality of work and results achieved correspond to the specification of the TORs. Deliverables are submitted on time and the quality of work should be acceptable to UNICEF. Overall performance at the end of the contract will be evaluated against the following criteria: timeliness (as per the timelines agreed with UNICEF), responsibility, initiative, communication, and quality of the services delivered.

#### Frequency of performance reviews

A formal performance review will be performed at the end of the contract. The quality of the deliverables will be assessed, and when satisfactory instalments will be paid.

#### Call for proposals

A two-stage procedure shall be utilized in assessing the proposals, with assessment of the technical proposal being completed prior to any price proposal being compared. Applications shall therefore contain the following required documentation:

A. Technical proposal

Applicants shall prepare a proposal as an overall response to ToR ensuring that the purpose, objectives, and deliverables of the assignments are addressed. All proposals to include (but not limited to):

A technical proposal that includes a brief cover letter and understanding of the assignment is required.

Based on the proposed timetable laid down in the TOR, a proposal of the detailed methodology, tentative work plan and time schedule is required.

Updated profiles/ CVs of the team members listing similar experiences/assignments and highlighting those focused-on adolescents/youth budgeting, youth engagement and participation.

B. Financial Offer

A financial proposal with a breakdown of all costs that are to be charged to UNICEF and based on deliverables. This includes estimated number of working days, consultancy fees, all office administrative costs, international and local travel costs, as well as any additional requirements needed to complete project or that might have an impact on cost or delivery of products. Travel expenses should be based on the most direct route and economy fare. Quotations for business class fare will not be considered.

The Financial Proposal shall be submitted in a separate file, clearly named Financial Proposal. No financial information should be contained in the Technical Proposal.

C. Timetable (Schedule)

This section should include a proposed time/delivery schedule. An action plan specifying the timeframe with various milestones and activities should be included under this section.

UNICEF recourse in case of unsatisfactory performance

UNICEF reserves the right to withhold payment on each individual and consolidated output until the consultant provide satisfactory quality output as reviewed by the project supervisor. In case of unsatisfactory performance, misconduct, unacceptable quality, the payment will be withheld until quality deliverables are submitted and subsequently, the contract will be terminated, or contractual penalties shall apply in accordance with the General terms and conditions stated in the tender document if the contractor fails to deliver.

Evaluation and weighting criteria

Submitted proposals will be assessed using Cumulative Analysis Method. All request for proposal will be weighed according to the technical (70 points) and financial considerations (30 points). Financial proposals will be opened only for those applications that attain 70% or above on the technical part.

Below are the criteria and points for technical and financial proposals.

\_\_70\_\_% technical

\_\_30\_\_% financial

100% total

A. Technical Proposal

Considering that LTAs will be used for procuring an evaluation service provider, for the technical proposal only a brief description of the understanding of the assignment and suggested approach is required (maximum 6 pages), while the curriculum of the proposed candidates will be the most important part of the proposal (with an emphasis on demonstrated capacity to carry on this regional evaluation). Below is the distribution of points to each criteria:

Overall Response (10 points)

General adherence to Terms of Reference and tender requirements (5)

Elaborated and articulated understanding of scope, objectives and overall assignment requirements. (5)

2) Team composition Personnel (30 points)



Team member(s) meet academic requirements (5)

Names and CVs of team members entailing their specific academic, and professional backgrounds and roles in the assignment for UNICEF review and approval. The Contractor should make a commitment to this effect, in order to avoid possible changes in the team members' composition after the start of the assignment. (20)

Management approach (team leader, backstopping, quality assurance personnel) at the functional and the senior management levels. (5)

3) Proposed methodology and approach (30 points)

Deliverables are addressed as per TOR (15)

Proposed timelines are met (10)

Quality assurance mechanism and risk mitigation measures (5)

Minimum technical score: 49 points out of 70 points

#### B. Financial Offer

A separate Financial Offer detailing all activity expenses and logistics should be submitted under this section. The financial offer (this section) should be submitted on a separate page from the Technical Capability and Schedule information. Only those financial proposals will be opened which have been technically accepted according to the above criteria. The financial proposal will be weighted based on clarity and appropriateness.

Total Financial                      30 points

The Contract shall be awarded to a bidder obtaining the highest combined technical and financial scores. Proposals not complying with the terms and conditions contained in this ToR, including the provision of all required information, may result in the Proposal being deemed non-responsive and therefore not considered further.

#### Conditions

The contractor will work on its own computer(s) and use its own office resources and materials in the execution of this assignment. The contractor's fee shall be inclusive of all office administrative costs  
Local travel and airport transfers (where applicable) will be covered in accordance with UNICEF's rules and tariffs.

Flight costs will be covered at economy class rate as per UNICEF policies.

Any air tickets for travel will be authorized by and paid for by UNICEF directly and will be for the attendance of meetings and workshops.

Please also see UNICEF's Standard Terms and Conditions attached.

#### Enquiries

Please direct any enquiries to the below dedicated email address indicating the bid reference:

UNICEF Jordan procurement team: [JCO-Procurement@unicef.org](mailto:JCO-Procurement@unicef.org)

## Annex 2. Stakeholders identified

Partner names have been removed per request from UNICEF.

Duty-bearers with the authority to make decisions related to the intervention	Duty-bearers who have direct responsibility for the intervention	Secondary-duty-bearers	Rights holders who one way or another benefit from the intervention	Rights-holders who are in a position disadvantaged by the intervention	Other interest groups who are not directly participating in the intervention
Education Dialogue Forum <sup>175</sup>	UNICEF MENARO/ Cross-border and Syria country offices	Non formal education (NFE) Teachers	Out of school children aged 3-17		United Nations Office for the Coordination of Humanitarian Affairs (OCHA)
Donor Partnership Group <sup>176</sup>	IP	Education personnel (including custodians, guards and other personnel whose hours reduced during COVID-19/distance learning)	At risk students aged 3-17		Global Partnership Education
Government of Syria 'not specified'	Partner	WoS education sector	Children with disabilities aged 3-17		Qatar Fund for Development
Syrian Interim Government 'not specified'	Partner	WoS education partners	Adolescent girls and boys		Foreign Commonwealth and Development Office (FCDO)
Kurdish Self Administration 'not specified'	Partner	Education sector working groups in NGCA	Drop out students aged 3-17		
Government of Türkiye 'not specified'	Partner	Education sector members	Parents/ caregivers/ guardians		
Local authorities in NGCA and NES					
Camp administration					
ECW fund	Partner	Hub coordinators	NFE Teachers		

<sup>175</sup> The EDF focuses on increasing understanding between humanitarian and stabilisation driven education interventions in Syria. It is a strategic forum that supports bridging the nexus between humanitarian and stabilisation investments in Syria and provides a space for improved coordination and information sharing between these two elements of the response.

<sup>176</sup> The DPG is comprised of 15 donors supporting stabilisation and/or humanitarian efforts in Syria. One of the aims of the DPG is to strengthen coordinating donor funding to education in Syria. When engaging with the WoS Education, the DPG is represented by FCDO and the EU.

Duty-bearers with the authority to make decisions related to the intervention	Duty-bearers who have direct responsibility for the intervention	Secondary-duty-bearers	Rights holders who one way or another benefit from the intervention	Rights-holders who are in a position disadvantaged by the intervention	Other interest groups who are not directly participating in the intervention
		and subject specialists			
Project Management Unit (PMU) (UNICEF: Project manager, M&E specialist Resource mobilization specialist, and technical consultants (Advocacy, Mental health and psychosocial support (MHPSS), communications, etc.)	Partner	GBV sub-cluster and protection and WASH cluster groups	Education personnel (including custodians, guards and other personnel whose hours reduced during covid/distance learning)		
MYRP/ECW Steering Committee (Members from headquarters /Regional Country Office, UNICEF MENARO, (Whole of Syria) WoS Education Coordinators, Representative from another UN Agency, two donor reps from the DPG, and ECW Secretariat as observer)	Partner	COVID-19 multi sector task force in NES	WoS education partners		
	Partner	COVID-19 Task Force Group in NGCA	PSS workers		
	Partner	Education Committee	Education sector working groups in NES		
	Partner	Health committee	Gender-based violence (GBV) sub-cluster and protection cluster		

Duty-bearers with the authority to make decisions related to the intervention	Duty-bearers who have direct responsibility for the intervention	Secondary-duty-bearers	Rights holders who one way or another benefit from the intervention	Rights-holders who are in a position disadvantaged by the intervention	Other interest groups who are not directly participating in the intervention
	Task force set up for the HAL and summative assessment tool	Oxford policy management	EWG members		

### Annex 3. Evaluation methodology

This evaluation was rigorous, transparent, and consultative. It adopted an integrated, mixed methods approach<sup>177</sup> to answer the evaluation questions and include both qualitative and quantitative data to provide credible answers to the questions.<sup>178</sup>

The United Nations Evaluation Group (UNEG) Norms and Standards were followed throughout this evaluation,<sup>179</sup> as was the UNEG Ethical Guidelines for Evaluation and SC's Requirements for meaningful and ethical child participation. More specifically, the principles of integrity, accountability, respect, and beneficence were adhered to throughout the evaluation.

The evaluation approach, methods and tools, including the evaluation matrix and a final set of evaluation questions, have been developed based on a document review and inception interviews carried out with UNICEF and the second grantee staff.

To strengthen transparency and stakeholder consultation throughout the evaluation process, the evaluation managers was consulted, at any point during the evaluation process when needed, about (i) the evaluation design to enhance its relevance; (ii) the preliminary findings to enhance their validity and (iii) the recommendations to enhance their feasibility, acceptability, and ownership.

#### Methodological Approach

This FE was framed by a human rights-based and intersectionality approach. The human rights-based approach (HRBA) has been shaped by intersectionality discourse, particularly within the wider topic of discrimination and prioritisation of marginalized and vulnerable populations.<sup>180</sup> It was applied to the evaluation to analyse inequalities and discriminatory practices and unjust distributions of power that impede justice.

The evaluation assessed how well the program has been designed and implemented to ensure accountability, equality, non-discrimination and participation, which are the core principles of a HRBA. Furthermore, human rights standards concerning education, gender equality and disability rights was referred to. These include:

- The Convention on Non-Discrimination in Education (1960)
- The Convention on the Rights of the Child (CRC, 1989)
- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979)
- The Convention on the Rights of Persons with Disabilities and its optional protocol (CRPD, 2006)
- The Charter on Inclusion of Persons with Disabilities in Humanitarian Action

An HRBA is based on the fundamental perspective that all individuals should have equal opportunities to participate in society. For this to be achieved it is important to provide additional support or protection for people to make sure that they can fully take part in society.

An HRBA is imperative to promoting equal participation for vulnerable groups including persons with disabilities and IDPs.<sup>181</sup> The evaluation will, therefore, assess aspects such as the level of engagement of stakeholders, including rights holders and duty bearers, in the design, implementation and evaluation processes of the program in order to respond to their needs. It will also examine existing mechanisms and strategies that are in place to address human rights issues and the extent to which the program contributed

---

<sup>177</sup> Anderson, J., Dodd, D., Huggins, V., Kelly, O., Knight, H., & Wickett, K. (2011). Using mixed methods: Frameworks for an integrated methodology

<sup>178</sup> UNEG guidance: 'Integrating Human Rights and Gender Equality in Evaluations'  
<http://www.uneval.org/document/download/1294>

<sup>179</sup> UNEG (2021), Guiding Documents, Retrieved at: <http://www.uneval.org/document/guidance-documents>

<sup>180</sup> Sekalala, S., Pehudoff, K., Parker, M., Forman, L., Rawson, B., & Smith, M. (2021). An intersectional human rights approach to prioritising access to COVID-19 vaccines. *BMJ global health*, 6(2), e004462.

<sup>181</sup> Neves-Silva, P. (2016). Rights-based approach project for social inclusion of persons with disabilities at Cape Verde, Africa. *Edorium Journal of Disability and Rehabilitation*, 2, 96-104.

to an equitable improvement in the lives of vulnerable children and adolescent girls and boys including those with disabilities.

The design of this FE was framed by an integrated mixed methods approach that is participatory, inclusive and target group sensitive. Such an approach ensured that the evaluation findings are derived from a collective contribution from a wide range of target groups. Gender, age, and disability considerations was integrated into the data collection and methods of analysis.

An intersectionality approach was useful for uncovering qualitative differences in vulnerability and ways in which they were considered in the program. It also allows a more nuanced understanding of the intersection of a variety of social variables and identities (such as age, gender, and disability) and the overlap of traits. This enabled the exploration of vulnerabilities and the exposure to crisis and their contribution to securing greater advantage or disadvantage among different groups.<sup>182,183</sup>

### Evaluation Phases

There were four main phases to this evaluation. The section below provides an overview of each phase.

#### Inception Phase

In the inception phase of this FE, the evaluation team conducted six interviews with five staff members from UNICEF and three from the second grantee and undertook an initial review of key documentation relevant to the ECW program in order to refine the evaluation questions and develop the methodology in this inception report, which also includes the data collection tools and ethical protocols

#### Deliverables:

Inception Report, including the evaluation methodology, tools and ethical protocols

#### Pilot Phase

The purpose of the pilot phase was to strengthen the quality of the tools used in this evaluation and enhance reliability and validity of findings.<sup>184</sup> Furthermore, during this phase, all members of the evaluation team were trained on the interview guides, ethical protocols and agree on a communication and coordination strategy for the actual data collection phase.<sup>185</sup> The training were provided remotely by the lead evaluator and the education expert under the overall supervision of the KonTerra Group.

The evaluation team also recognized the sensitivity of working in the Syria context and particularly in regard to this program and the various partners involved. The evaluation team made sure not to disclose UNICEF and implementing partners when collecting data in non-government-controlled areas (NGCAs), as well as avoiding any mention of the second grantee and implementing partners when collecting data in government-controlled areas (GCAs) of Syria throughout the data collection (including the pilot and actual data collection phases). All evaluation team members were informed of this during the training.

As for the tools that were tested during the pilot phase, these are the:

- Qualitative structured interviews with UNICEF staff, implementing partners
- Children's surveys, and
- Teachers' perception surveys

---

<sup>182</sup> Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. *Feminist theory*, 9(1), 67-85.

<sup>183</sup> Kuran, C. H. A., Morsut, C., Kruke, B. I., Krüger, M., Segnestam, L., Orru, K., ... & Torpan, S. (2020). Vulnerability and vulnerable groups from an intersectionality perspective. *International Journal of Disaster Risk Reduction*, 50, 101826.

<sup>184</sup> Gudmundsdottir, G. B., Brock-Utne, B. (2010). An exploration of the importance of piloting and access as action research. *Educational Action Research*, 18, 359-372. doi:10.1080/09650792.2010.499815

<sup>185</sup> Van Teijlingen, E. R., Hundley, V. (2001). The importance of pilot studies. *Social Research Update*, Winter, ISSN: 1360-7898.

The evaluation team did not test the Focus Group Discussions (FGDs) and key informant tools because they are semi-structured and allow a degree of flexibility in use. Section 3.3. provides more information on the sampling strategy and recruitment process of participants for the pilot phase of this evaluation.

Prior to piloting the tools, the evaluation team made sure to obtain the necessary approvals, and this is particularly for the Children’s and Teachers’ perception surveys. Hence, only after receiving the necessary approvals will the evaluation team proceed with the piloting of the tools.

Deliverables:  
Final inception report, including the evaluation methodology, ethical protocols, and finalised tools  
Ethical approval certificate

**Data Collection Phase**

Data collection proceeded only after receiving ethical approval from the Evaluation Ethics Committee. The evaluation team used a mix of qualitative and quantitative methods to collect data linked to the overarching and sub-evaluation questions. Data collection methods corresponded to the needs and nature of the program’s activities.

For the qualitative data collection, multiple forms of qualitative data collection methods were used, including qualitative structured interviews, semi-structured FGDs, and non-participant observation. The qualitative data generated rich, detailed data on aspects such as the extent to which the program was able to respond to the rights and priorities of rights holders; how inclusive the program was to vulnerable populations; and the extent to which the program contributed to tackling gendered barriers in order support the empowerment of girls, including adolescent girls.

As for the quantitative data collection, this included surveys which generated primary quantitative data and ensured a greater breadth of benefit participation in the evaluation than would be possible through FGDs and interviews alone. The document review served to triangulate findings from all evidence streams. Upon completion of the data collection and initial analysis, the evaluation team presented preliminary findings and recommendations to stakeholders relevant to the program including those involved in the evaluation process. These stakeholders were identified in close consultation with the evaluation managers and primarily included UNICEF and the second grantee staff members, as well as implementing partners who took part in the evaluation. The validation presentation was part of the quality assurance and validation process within the evaluation.

A more detailed description on the data collection methods and tools is provided below.

Deliverables:  
Presentation of preliminary findings and recommendations

**Analysis, Reporting and Dissemination Phase**

**Analysis**

The analysis was framed by the OECD/DAC and humanitarian evaluation criteria, and cross-cutting issues specified in the TOR, in addition to the sub-questions highlighted in the evaluation matrix. It focused on examining the extent to which the program’s goals and objectives have been or will be met, as well as determined factors (internal and external) that influenced their achievement or non-achievement. Furthermore, context played a significant role in framing the analysis and in the identification of patterns to inform future programming.

The evaluation team applied both an inductive and deductive approach in the analysis. Inductive analysis was carried out through a thematic analysis of the qualitative data produced from the interviews and focus groups. This involved a process of iterative cycles whilst at the same time reducing the volume of data. As for

the quantitative data, this will be analysed using Excel. Descriptive analysis was used to interpret results, describe trends (intended and unintended), compare between groups of rights holders, and determine relationships between variables. Gender, age, and disability were consistent variables that were regularly investigated with other variables to better understand the intersectional contributions (intended and unintended) of the program on participants. Both the quantitative and qualitative data was triangulated in order to validate results.

Strategies used to improve the rigour of the evaluation were applied, such as credibility, transferability, and confirmability.<sup>186</sup> Credibility refers to the confidence in the ‘truth’ of findings, which will be ensured through techniques such as peer-debriefing. Transferability indicates that findings have applicability in other contexts, and this was ensured using thick description in the analysis. Confirmability refers to the degree of neutrality or the extent to which the findings of this evaluation are shaped by the participants and not evaluator bias, motivation, or interest. Techniques that were used to establish confirmability include triangulation and reflexivity.

**Reporting and Dissemination**

A draft report was developed, which integrated feedback from the validation presentation, and a final report submitted followed. After the final report is finalised a dedicated dissemination workshop will be organised to discuss findings and design actions that will address recommendations of the report.<sup>187</sup> Additional sectoral working meetings and discussions of the findings and recommendations may also be organised prior to the dissemination workshop for more in-depth discussions. In addition to the final report, the evaluation team will also produce two non-sensitive summarised final reports; one for the second grantee focusing on NES-NGCAs and the other for UNICEF focusing on GCA-GCA and NGCA-NGCA.

Deliverables: Draft final report Final report Dissemination of the summary of the evaluation findings through various channels, including formal presentation Non-sensitive summarised report NES-NGCA for public sharing Non-sensitive summarised report GCA /NGCA for public sharing
---

**Data Collection Methods (UNICEF)**

The section below provides a description of the data collection methods that were used for this evaluation specifically in relation to UNICEF.

**Desk Review**

The evaluation team undertook a detailed desk review of program-related documents. The review included a deep dive into the documentation already shared by UNICEF, in addition to other relevant documents gathered (from internal and external stakeholders) during the data collection phase. The program documents shared by UNICEF included the program proposals, plans, donor reports, partnership agreements and reports, assessment reports already completed, and financial records .

The desk review was triangulated with other data collection methods used in this evaluation to answer the evaluation questions.

---

<sup>186</sup> Harrison, R. L., Reilly, T. M., & Creswell, J. W. (2020). Methodological rigor in mixed methods: An application in management studies. *Journal of Mixed Methods Research, 14*(4), 473-495  
<sup>187</sup> The workshop and/or sectoral meetings will be organised by UNICEF/the second grantee (covering aspects such as sending out invitations, hosting the event, etc.), and the evaluation team will be responsible for presenting and facilitating the event.



The evaluation team recognized potential limitations to the use of resources such as official statistics and third-party monitoring data. This includes issues of reliability and accuracy as well as difficulty in accessing such data, particularly on sensitive issues relating to vulnerable target groups and GBV-related information.

**Qualitative Structured Interviews with UNICEF Staff and Implementing Partners**

Qualitative, structured individual interviews were carried out with UNICEF staff (including staff at Syria country office (SCO), cross-border, and regional levels), as well as implementing partners (international and national). The purpose of the interviews were to examine aspects such as the extent to which program outputs and outcomes were achieved; whether resources were used in a timely and economical manner; how well program staff and partners integrated gender and inclusion into the design and implementation of their activities; the functionality of the UNICEF-the second grantee management arrangements; as well as how well the program coordination with different stakeholders to improve delivery of results for children.

A structured interview guide was used with UNICEF staff and implementing partners. The duration of the interview with UNICEF staff and implementing partners was between 1.15 – 1.30 hours.

**Pilot Phase**

**Sampling strategy and recruitment**

During pilot phase, the evaluation team conducted one pilot interview with a UNICEF staff member involved in the ECW program at cross-border or SCO level with sufficient information on the program activities. The pilot interview was conducted remotely by the lead evaluator. The purpose of this interview was to test the above-mentioned tool and make any necessary amendments to the questions. The evaluation team were also able to assess whether the tool can be covered within an appropriate time, or if there is a need to shorten them.

**Data Collection Phase**

A total of 19 interviews were planned to be carried out, of which 10 would be with UNICEF staff and 9 with implementing partners. This number was arrived following an identification and prioritisation of key UNICEF staff members relevant to the program; as well as efforts to provide representation from implementing partners involved in the ECW program.

Theoretical sampling methods<sup>188</sup> were used to recruit these participants to ensure that the evaluation includes individuals who are most relevant to the evaluation. Candidates for interviews have been selected through a consultative manner with UNICEF program staff based on their relevance to the ECW program and information needed to address the evaluation questions.

In the case of the implementing partners, in the event where the above criteria could not be fulfilled by one staff member, group - rather than individual - interviews were planned to be carried out.

Table 2 provides a list of UNICEF candidates for interviews at MENARO, Gaziantep, and SCO levels. They have been identified following a desk review and in consultation with UNICEF.

Table 2 List of candidates for interviews at UNICEF<sup>189</sup>

	Amman Office (MENARO)	Gaziantep Office	Syria CO
UNICEF STAFF	Education specialist (1)	Education specialist (1)	Education Specialist (1)
	Reports specialist (1)	Education officer (1)	Education officers (including those for implementing partners) (4) <sup>190</sup>

<sup>188</sup> See B. G. Glaser and A. L. Strauss, *The Discovery of Grounded Theory: Strategies for Qualitative Research* (Chicago: Aldine, 1967): “the process of data collection for generating theory whereby the analyst jointly collects, codes and analyses his data and decides what data to collect next and where to find them in order to develop his theory as it emerges” (45).

<sup>189</sup> The nominations include education officers nominated by UNICEF for the implementing partners as well.

<sup>190</sup> These contacts are available in the “ECW stakeholder mapping UNICEF” document.

	WoS Education Coordinator (UNICEF) (1)		
<b>Total</b>	<b>3</b>	<b>2</b>	<b>5</b>
<b>TOTAL</b>	<b>10</b>		

Table 3 also provides a list of partner organizations with relevant positions for IP interviews. These have been identified following a desk review and in consultation with UNICEF.

Table 3 Interviews with UNICEF implementing partners

UNICEF	
IMPLEMENTING PARTNERS	Partner (Education project manager)
	Partner (Education program senior officer)
	Partner (Education program manager)
	Partner (Education program manager)
	Partner (Program manager, project manager)
	Partner (Program coordinator - Syria)
	Partner (Executive director)
	Partner (Project manager)
	Partner
<b>TOTAL</b>	<b>9</b>

#### Qualitative Structured Interviews with Key Informants

The evaluation team also conducted qualitative structured key informant interviews (KIs) with stakeholders external to those who are directly involved in its implementation and theoretical sampling methods was used to identify the participants to ensure that the evaluation includes individuals who are most relevant to the evaluation.

A total of six KIs were carried out, and Table 4 provides more details on key informants identified and their level of involvement in this evaluation. The KIs have been identified based on an initial desk review and inception interviews with UNICEF staff<sup>191</sup>. The structured interview guide was used. UNICEF was required to nominate the most relevant KIs under each category. The estimated duration of the interview with KIs was around 60 minutes.

Table 4 Potential candidates for key informant interviews

Stakeholder	ECW Program	No. of Interviews	Level of involvement		
			Inception phase	Data collection	Validation of findings <sup>192</sup>
Donors (traditional and non-traditional)	Donor Partnership Group Co-Chair (FCDO)	1		√	√

<sup>191</sup> Coordination is needed between KIs nominated by UNICEF and the second grantee to avoid duplication of nominations.

<sup>192</sup> For each stakeholder one representative will be interviewed and invited to the validation of findings.

Local authorities	Directorates, local authorities, municipalities, camp managers/ administration, Mukhtars, MoSAL, DoE	1		√	√
UN Agencies and INGOs	UN Agencies (such as OCHA, IOM) and INGOs involved in referrals, and those working in the same areas as the temporary learning spaces (such as UOSSM, IRC, etc.), as well as those who are part of the cluster working groups (including those in NES, NGCA, GoS areas, and those from education, protection/GBV, WASH, and COVID-19 Task Force)	1	√	√	√
NGOs/ CSOs	NGOs/CSOs involved in referrals, and those working in the same areas as the temporary learning spaces (such as Ihsan, Sayed Charity, etc.), as well as those who are part of the cluster working groups	1		√	√
Other	Focal points from the hub-based Education Cluster / sector/ working Group coordinators from relevant hubs) Technical specialists/ consultants (Advocacy, MHPSS, Communications, etc.), Task force members involved in the HAL and summative assessment tool, Hub coordinators, including the WoS Cluster Co- Coordinators, and subject specialists, NFE centre managers and school principals, PSS facilitators, BTL facilitators, Front line workers receiving capacity building and child protection trainings, Volunteers involved in ECW program activities (such as BTL, those spreading messages on COVID-19 awareness, volunteers, Volunteers spreading messages on COVID-19 and community awareness on learning), Private sector (SREO Consulting Company who are involved in the TPM in non-accessible areas)	2		√	√
<b>TOTAL</b>		<b>6</b>			

### Qualitative Semi-Structured Focus Group Discussions

Data was collected from qualitative semi-structured focus group discussions with rights holders of the program. More specifically, the rights holders have been divided into three main broad categories:

- Out of school and 'at-risk' children
- Parents/ caregivers and guardians
- Teachers, education personnel and PSS workers

The estimated duration of the FGDs was between 1 to 1.5 hours. The FGD with children took up to a maximum of 45 minutes. The FGDs with children focused on assessing aspects such as how satisfied rights holders are with the services they received and activities they participated in; and the extent to which activities/services contributed to (re)engaging them in learning. FGDs with teachers and PSS workers also looked at aspects such as, for example, the extent to which capacity building activities for teachers and educational personnel contributed to learning outcomes for children. As for FGDs with parents, caregivers

and/or guardians they focused on aspects such as, community outreach and community members’ experiences in the various program activities they were involved in, as well as their views on the significance of the program in re-engaging their children in learning.

FGD tools have been developed in English and Arabic.

Stratified random sampling was used to select participants for the FGDs to improve precision, ensure inclusivity, and provide better coverage of the population understudy, particularly among those that are ‘hard to reach’. The selection process was therefore random, but stratification was applied to be as inclusive as possible and obtain a sample that best reflects rights holders receiving diverse services/activities of programs evaluated.

Implementing partners’ rights holders lists were used to identify potential FGD participants based on a selection of criteria provided by the evaluation team. The list was anonymised to maintain security and confidentiality of participants.

In total, 28 FGDs were planned to be carried out, of which:

- 16 would be with children,
- Six (6) with parents/caregivers, and another
- Six (6) with teachers/education personnel and PSS workers.

The FGDs with children, parents/caregivers and teachers/ education personnel and PSS workers would be distributed across the following target groups:

Table 5 Distribution of FGDs for UNICEF

GCA (Hasakah, Deir ez Zor, Homs) (X 3 Governorates)	
Group	Number of FGDs Required
Children aged 12 and under (boys and girls)	3
Children aged 13 and above (girls)	3
Children aged 13 and above (boys)	3
Teachers (men & women)	3
Caregivers (men & women)	3
<b>TOTAL</b>	<b>15</b>
NGCA (Idleb, Aleppo) (X2 Governorates)	
Group	Number of FGDs Required
Children aged 12 and below (boys and girls)	3
Children aged 13 and above (girls)	2
Children aged 13 and above (boys)	2
Teachers (men & women)	3
Caregivers (men & women)	3
<b>TOTAL</b>	<b>13</b>
<b>GRAND TOTAL</b>	<b>28</b>

However, adaptations to the FGDs were made as per the main methodology of the report, due to the non-operation of centres of some partners.

The section below provides more detailed information on the sampling strategy and recruitment process for each category of FGDs.

**Out of school and ‘at-risk’ children**

In the case of the 16 FGDs with children, they were distributed according to the following three groups:

- 1) Children aged 12 and below (boys and girls)
- 2) Children aged 13 and above (girls) and

3) Children aged 13 and above (boys).

In GCA-GCAs: Three (3) FGDs were planned to be carried out with children from the three target groups above in each of the three governorates.

In NGCA-NGCAs: three (3) FGDs were planned to be carried with children aged 12 and below across two governorates. Four (4) FGDs were planned to be carried out with children aged 13 and above (2 with girls and 2 with boys). The distribution is based on the fact that children reached for UNICEF is higher among primary levels.

In both GCA-GCAs and NGCA-NGCAs, FGDs with children aged 13 and above were planned to be disaggregated by gender to maintain cultural sensitivities and allow rights holders to share their views more freely during the FGDs. The disaggregation was also aligned with the single sex education in lower/secondary level of education in Syria.

In GCA-GCAs: FGDs with children aged 12 and below were planned to be mixed, considering formal education or NFE is co-education up to primary level in Syria with a very rare exception. The evaluation team also made sure that there is no risk to conducting mixed FGDs by seeking guidance RMTeam's local field coordinators on this matter, as well as IPs and local communities.

Each focus group were planned to be comprise of between 6-8 participants. Furthermore, each FGD were planned to consist of 2 CwDs, if they agree to be part of the integrated group and are comfortable to speak up.

Table 6 FGDs with children of UNICEF interventions

	Gender	No of rights holders	No. of FGDs	Region
1)	FGD with children aged 12 and below (boys and girls)	6-8	1	GCA (Governorate 1/Deir Ez Zor)
2)	FGD with children aged 12 and below (boys and girls)	6-8	1	GCA (Governorate 2/Homs)
3)	FGD with children aged 12 and below (boys and girls)	6-8	1	GCA (Governorate 3/Hasakah)
4)	FGD with girls aged 13 and above	6-8	1	GCA (Governorate 1/Deir Ez Zor)
5)	FGD with girls aged 13 and above	6-8	1	GCA (Governorate 2/Homs)
6)	FGD with girls aged 13 and above	6-8	1	GCA (Governorate 3/Hasakah)
7)	FGD with boys aged 13 and above	6-8	1	GCA (Governorate 1/Deir Ez Zor)
8)	FGD with boys aged 13 and above	6-8	1	GCA (Governorate 2/Homs)
9)	FGD with boys aged 13 and above	6-8	1	GCA (Governorate 3/Hasakah)
10)	FGD with children aged 12 and below (boys and girls)	6-8	1	NGCA (Governorate 1/Idleb)
11)	FGD with boys aged 12 and below	6-8	1	NGCA (Governorate 2/Aleppo)
12)	FGD with girls aged 12 and below	6-8	1	NGCA (Governorate 2/Aleppo)

13)	FGD with girls aged 13 and below	6-8	1	NGCA (Governorate 1/ Idleb)
14)	FGD with girls aged 13 and above	6-8	1	NGCA (Governorate 2/ Aleppo)
15)	FGD with boys aged 13 and above	6-8	1	NGCA (Governorate 1/ Idleb)
16)	FGD with boys aged 13 and above	6-8	1	NGCA (Governorate 2/ Aleppo)
<b>Total</b>		<b>96-128</b>	<b>16</b>	<b>9 in GCA 7 in NGCA</b>

Furthermore, FGDs with children were planned to include children receiving the following services and/or participating in the following activities (where possible and applicable):<sup>193</sup>

- Out of school and at-risk children.
- Children receiving PSS activities and students who are receiving PSS support through referrals
- Children receiving catch up, remedial, ALP, SLP, distance and home-based learning
- Those receiving NFE from tents, caravans, NGO supported buildings, government supported buildings, school buildings, and other TLS facilities.
- Those engaged in campaigns to understand benefits of education (including those engaged in back-to-school learning (BTL))
- Those engaged in recreational activities
- Those engaged in awareness activities on COVID-19 and receiving PPE
- Those receiving school supplies, learning material, replenishment kits, carton kits, and recreational kits, NFI kits, assistive devices, (through emergency case fund)
- Children with disabilities receiving transportation support were planned to be included (where possible).

The FGDs were carried out in Arabic.

#### **Parents, caregivers and/or guardians**

As for the six (6) FGDs with parents, caregivers and/or guardians:

Three (3) will be carried out in GCA-GCAs (distributed across the three governorates of implementation for UNICEF) and another three (3) in NGCA-NGCAs (distributed across the two governorates of implementation for UNICEF).

Each FGD will comprise of between 6-8 participants, and they will be mixed in gender. Where possible, an equal number of men/boys and women/girls participants will be selected for each FGD.

Each FGD will include 2 caregivers with CwDs, if they agree to be part of the integrated group and are comfortable to speak up.

Table 7 FGDs with Parents, caregivers, guardians supported through UNICEF interventions

	Gender	No of rights holders	No. of FGDs	Region
1)	FGD 1 (women and men parents/ caregivers/ guardians)	6-8	1	GCA-GCAs / Aleppo
2)	FGD 2 (women and men parents/ caregivers/ guardians)	6-8	1	GCA-GCAs / Homs
3)	FGD 3 (women and men parents/ caregivers/ guardians)	6-8	1	GCA-GCAs / Hama

<sup>193</sup> The evaluation team recognize that FGDs may vary in the services/ activities that children participate in depending on region and implementing partner and that in NGCA remedial program reach is limited. Where possible implementing partners covering activities can support in the limited reach of affected populations receiving remedial activities in NGCA.

4)	FGD 4 (women and men parents/ caregivers/ guardians)	6-8	1	NGCA-NGCAs (Governorate 1/Idleb)
5)	FGD 5 (women and men parents/ caregivers/ guardians)	6-8	1	NGCA-NGCAs (Governorate 2/Aleppo)
6)	FGD 6 (women and men and male parents/ caregivers/ guardians)	6-8	1	NGCA-NGCAs (Governorate 1/Idleb)
<b>Total</b>		<b>36-48</b>	<b>6</b>	<b>3 in GCA 3 in NGCA</b>

Furthermore, FGDs should include with parents, caregivers and/or guardians receiving the following services and/or participating in the following activities (where possible and applicable):

- Those who are members of the PTA and PTA involved in BTLs (At least two)
- Parents of children receiving ECE sessions (3-5)
- FGD participants should include parents, caregivers and/or caregivers of children of primary and secondary age
- Those who received PSS and referrals
- Those who have children rights holders receiving catch up, remedial, ALP, SLP, remote and distance learning
- Those whose children received school supplies, learning material, replenishment kits, carton kits, and recreational kits, NFI kits, assistive devices, (through emergency case fund)
- Those who were given guidance on creating an enabling learning environment
- Those engaged in awareness raising activities on COVID-19, PSEA and education issues
- Those engaged in parenting program
- The FGDs will be carried out in Arabic and the semi-structured FGD guide is available in Annex 7.6.
- Teachers/education personnel, and PSS Workers
- In the case of the six (6) FGDs with teachers/ education personnel, and PSS workers:
  - Three (3) were planned to be carried out in GCA-GCAs (distributed across the three governorates of implementation for UNICEF) and another three (3) in NGCA-NGCAs (distributed across the two governorates of implementation for UNICEF).

Two of the six FGDs were planned to be with women PSS workers, one in GCA-GCAs and the other in NGCA-NGCAs.

Each FGD were planned to comprise of between 6-8 participants, and the FGDs with teachers were planned to be mixed in gender. Where possible, an equal number of men to women ratio of participants wase selected for each FGD.

Table 8 FGDs with Teachers/education personnel, and PSS Workers supported through UNICEF interventions

	Gender	No of rights holders	No. of FGDs	Region
1)	Women and men Teachers	6-8	1	GCA / Aleppo
2)	Women and men Teachers	6-8	1	GCA / Homs
3)	Women PSS workers	6-8	1	GCA / Hama
4)	Women and men Teachers	6-8	1	NGCA (Governorate 1/Idleb)
5)	Women and men Teachers	6-8	1	NGCA (Governorate 2/Aleppo)



6)	Women PSS workers	6-8	1	NGCA (Governorate 1/Idleb)
Total		36-48	6	3 in GCA 3 in NGCA

Furthermore, FGDs with teachers/ education personnel were planned to include individuals receiving the following services and/or participating in the following activities (where possible and applicable):

- Those providing NFE to out of school and at-risk students of pre-primary, primary and secondary levels
- Those receiving stipends, tablets and internet vouchers
- Those receiving trainings (such as SLP, SoP, CMS, ECE, pedagogy, inclusive education, and active learning strategies, among others) and teaching material
- Those trained to better assess learning outcomes of students
- Those trained on protection, and PSS activities (including self/staff care activities and referrals) as well as those provided PSS support
- Those participating in awareness raising activities on PSEA, educational issues and COVID-19
- Those engaged in coaching sessions
- Mobile teachers visiting homes to provide children with SLP

As for the FGD with PSS workers, these were planned to include women PSS workers involved in the program.

The FGDs will be carried out in Arabic.

#### **Recruitment strategy and FGD logistics**

The FGDs were carried out face to face by local evaluators who are of the same gender.

The evaluation team randomly selected TLSs in each of the geographical locations (communities) identified for each of the FGDs.

UNICEF then provided lists of rights holders matching each of the above criteria to randomly select from the chosen TLSs. An additional 10% from the required sample number was provided to replace those who refuse or are unable to take part in the FGDs.

The evaluation team shared the short-listed candidates for each FGD, and implementing partners then reached out to them to obtain the consent of rights holders and their caregivers (where applicable) to take part in the FGDs. FGDs were arranged at the convenience of FGD participants.

Logistical requirements relating to the FGDs were facilitated by the implementing partners (namely allocating spaces for the FGDs and inviting participants to the FGDs).

The FGDs were carried out in the TLSs or centres managed by the implementing partners .

The local evaluators were responsible for conducting the FGDs.

#### **Children's Survey**

One survey was developed for children aged 7-17, incorporating age-appropriate questions to gather data about the experience of students on students-centred learning approaches, the development of their literacy and numeracy skills, their experience with PSS activities and its implications on their wellbeing and the impact of the code of conduct on the way the teachers deal with student misbehaviour.

The estimated duration of the survey with children was between 20-25 minutes. The survey (which was developed in both English and Arabic) contained multiple interactive modules with scenarios and images to ensure that students understand and can provide valuable quantitative and some qualitative data, including their perceptions on their teacher's teaching methods and the learning environment.

#### **Pilot Phase**

Prior to beginning data collection, the children's survey was pre-tested to ensure clarity and appropriateness of questions; identify any potential gaps/unclear questions; determine the best way to ask questions where

appropriate; check the phrasing of any questions; test how long the tool takes to administer; and strengthen field enumerators' experience and confidence in using the tool.

### **Actual Data Collection Phase**

To ensure the sample size is being calculated based on scientific foundations, a single population proportion formula was used which considers a significance level of 95%; 50% population proportion, and 5 % margin of error (See Annex 12 for the sample size calculation). The sample size was proportional to the number of children reached per partner.

KonTerra Group and RMTeam International used Probability Proportional Sampling (PPS) techniques to distribute the sample size across different Implementing partners of the project, relying on the direct Children and Adolescents.

Additional factors that were considered during the sample distribution are as follows:

- Gender
- Location (hub & sub-district)

When the evaluation team received rights holders lists, rights holders selection was carried out in a stratified random manner and was inclusive of aspects such as level of education, disability, and rights holders receiving transportation.

KonTerra Group and RMTeam International proposed the following scenario on the modality aspect for the actual data collection phase.

### **Selection of Locations**

For the actual data collection, KonTerra Group and RMTeam International propose to cover all accessible locations from each IP.

### **Teacher Perception Survey**

The teacher survey will be a multi-module survey, designed to gain insight into teachers' confidence in pursuing children-centred, participatory teaching methodologies as a result of professional development, their competency in teaching the PSS activities, their assessment of the quality of teaching, their perceptions on their ability to respond to protection concerns and provide PSS; the quality of rehabilitations and equipment provisions and their impact on the classroom environment; the utility and impact of the learning assessment and learning tools rolled out; and the impact of any stipends received on their lives and motivation. The estimated duration of the survey with teachers is 25-35 minutes.

### **Pilot Phase**

During the pilot phase, the field enumerators will conduct one face to face pilot survey with a teacher in one of the TLS's selected for the children's survey, which will be excluded from the actual data collection phase.

### **Actual Data Collection Phase**

#### **Sampling strategy and recruitment**

Teacher surveys will be conducted face-to-face with NFE teachers and educational personnel. Around 50 teachers will be sampled and interviewed at the selected TLSs (assuming 2 teachers per school and 20 - 25 schools will be visited). To the extent possible, the sample will be distributed proportionately across the targeted governorates, as well as according to gender and any other relevant characteristics.

The sample size 50 is considered sufficient for the Central Limit Theorem (CLT) to hold, meaning that the distribution of the sample means is normally distributed. That is, it represents a threshold above which the sample size is no longer considered "small". Oversampling of 15% will be applied in the sampling process to account for the non-response rate.

### **Classroom Observation Checklist**

The evaluation team visited classrooms (around 2 observations per IP) to gather qualitative data and monitor teaching in the classroom including, the teaching strategy used, interaction with students, impact on learning, student behaviour and classroom management. The lesson observation took place throughout the duration of a lesson.

Another facility observation checklist was developed to monitor the facilities of the learning centres including WASH facilities, lighting, clean water and how inclusive they are and the number carried out is specified in the main report.

#### Sampling strategy and recruitment

Stratified random sampling was used to select these learning centres, and geographic location were considered during this process. They were randomly selected from the TLSs that have been selected for the student surveys and were also carried out simultaneously when TLSs are visited for the children and teachers' surveys.

#### Annex 4. Documents shared

Name of document	Date	Author	Type
Education cannot wait website	n/a	ECW	Website
<a href="#">Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance</a>	n/a	UNEG	Pdf
<a href="#">UNEG guidance: 'Integrating Human Rights and Gender Equality in Evaluations'</a>	n/a	UNEG	Pdf
Using mixed methods: Frameworks for an integrated methodology	2011	Anderson, J., Dodd, D., Huggins, V., Kelly, O., Knight, H., & Wickett, K.	Pdf
An intersectional human rights approach to prioritising access to COVID-19 vaccines. <i>BMJ global health</i> , 6(2)	2021	Sekalala, S., Pehudoff, K., Parker, M., Forman, L., Rawson, B., & Smith, M.	Pdf
<a href="#">Convention against Discrimination in Education. Adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organization on 14 December 1960.</a>	1960	OHCR	Pdf
Convention On the Rights of the Child. Adopted and opened for signature, ratification, and accession by General Assembly Resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with Article 49	1989	UNICEF	Pdf
<a href="#">Convention on the Elimination of All Forms of Discrimination against Women. Adopted and opened for Signature, ratification and accession by General Assembly resolution 34/180 of 18 December 1979</a>	1979	OHCR	Pdf
<a href="#">Convention on the Rights of Persons with Disabilities. Adopted on 13 December 2006</a>	2006	OHCR	Pdf
<a href="#">Charter on Inclusion of Persons with Disabilities in Humanitarian Action.</a>	2016	OHCR	Pdf
Rights-based approach project for social inclusion of persons with disabilities at Cape Verde, Africa. <i>Edorium Journal of Disability and Rehabilitation</i> , 2, 96-104.	2016	Neves-Silva, P.	Pdf
Intersectionality as buzzword: a sociology of science perspective on what makes a feminist theory successful, <i>Fem. Theory</i>	2008	Davis, K.	Pdf

Vulnerability and vulnerable groups from an intersectionality perspective. <i>International Journal of Disaster Risk Reduction</i> , 50, 101826.	2020	Kuran, C. H. A., Morsut, C., Kruke, B. I., Krüger, M., Segnestam, L., Orru, K., ... & Torpan, S.	Pdf
UNEG Guiding Documents	2021	UNEG	Pdf
An exploration of the importance of piloting and access as action research. <i>Educational Action Research</i> , 18, 359–372. doi:10.1080/09650792.2010.499815	2010	Gudmundsdottir, G. B., Brock-Utne, B.	Pdf
The importance of pilot studies. <i>Social Research Update</i> , Winter, ISSN: 1360–7898	2001	van Teijlingen, E. R., Hundley, V.	Pdf
Methodological rigor in mixed methods: An application in management studies. <i>Journal of Mixed Methods Research</i> , 14(4), 473-495	2020	Harrison, R. L., Reilly, T. M., & Creswell, J. W.	Pdf
The Discovery of Grounded Theory: Strategies for Qualitative Research (Chicago: Aldine, 1967): “the process of data collection for generating theory whereby the analyst jointly collects, codes and analyses his data and decides what data to collect next and where to find them in order to develop his theory as it emerges” (45).	1967	B. G. Glaser and A. L. Strauss,	Pdf
Standardisation Guidelines for Education Cannot Wait (ECW) Programming in Syria finalized jointly by UNICEF and the second grantee.	2021	UNICEF/ the second grantee	Doc
ECW MYRP donor reports, including: <ul style="list-style-type: none"> <li>○ 2020 and 2021 Jan-Jun progress report (financial, narrative and indicators reports)</li> <li>○ 2020 and 2021 Jul - Dec progress report (financial, narrative and indicators reports)</li> <li>○ 2020 and 2021 Jan- Dec annual report (financial, narrative and indicators reports)</li> </ul>	2020 - 2021	UNICEF/ the second grantee	Doc
ECW MYRP donor reports, including <ul style="list-style-type: none"> <li>○ Program documents and quarterly reports from implementing partners</li> </ul>	2020 - 2021	UNICEF/ the second grantee	Doc
ECW stakeholder mapping		UNICEF/ the second grantee	Doc
<ul style="list-style-type: none"> <li>● ECW MYRP steering committee reports <ul style="list-style-type: none"> <li>○ Syria ECW Achievements, September 2021</li> <li>○ Syria ECW Mid-year Reflections Paper, March 2022</li> </ul> </li> </ul>	2021 – 2022	UNICEF/ the second grantee	Doc

<ul style="list-style-type: none"> <li>● MYRP budget and proposal 2020-2023, including: <ul style="list-style-type: none"> <li>○ Syria MYRP Final Budget, November 2019</li> <li>○ Syria MYRP Budget Updated, May 2020</li> <li>○ Syria MYRP Final Proposal, 12 Dec 2019</li> <li>○ Syria MYRP Proposal, March 2020</li> </ul> </li> </ul>	2019 - 2020	UNICEF/ the second grantee	Doc
ECW Annual/Final reporting, on program results	2020 - 2022	UNICEF/ the second grantee	Doc
ECW Annual/ Final joint narrative report (2020)	2020	UNICEF/ the second grantee	Doc
ECW results framework	2020 - 2022	UNICEF/ the second grantee	Doc
ECW results framework (Year one and Year two)	Yr1 and 2	UNICEF/ the second grantee	Doc
Partner reports (including agreement annexes, tracking tool, logframes, proposals and narrative report)	2020 - 2022	UNICEF/ the second grantee	Doc

## Annex 5. Ethical protocol and safeguarding

The evaluation team will be guided by UNICEF's 'Guidance Document for Informed Consent' as part of UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis (Document Number: CF/PD/DRP/2015-001) to support the ethicality of the project. This will be in addition to UNICEF's 'Procedures Specifically Relating to Harms and Benefits' (Annex B). Some specific areas that will be included are outlined below. The evaluation team will also follow [SC's Requirements for meaningful and ethical child participation](#).

### Informed Consent

Prior to any data collection, the evaluation team will inform all potential interviewees/participants in focus group discussions of the evaluation including its nature and purpose and, in addition, explain the informed consent form prior to commencing fieldwork. The Informed Consent Form is developed in-line with (1) UNICEF's Guidance Document for the Protection of Human Subjects' Identities; (2) UNICEF's Guidance Document for the Protection of Human Subjects' Safety; and (3) UNICEF's Guidance Document for Protection of Research Data.

The purpose of the interviews will be explained to all participants which is to provide feedback to the project teams and evaluate the strengths and areas needing improvement in the ECW program. It will be clearly explained that the information they provide will be incorporated into the final evaluation report, which will feed into the improvement and tailoring of UNICEF and the second grantee's future programming.

Participants in the fieldwork (whether in KIIs, FGDs or surveys) will be informed that the information they give will not be included in the report in a way that will enable anyone to identify their identity. Informed consent to participate will be required from each individual participant. All consent processes will be followed in the first language of the participant and comply with the aforementioned guidance documents provided by UNICEF. Under normal circumstances it would be usual for signed consent to be required. However, in the event where interviews are remote and signed consent cannot be obtained, the evaluation team will make sure to record verbal consent from participants. The structured interviews with adults will only take place if the participants have given their verbal consent which will then be recorded on the questionnaire by the interviewer. If consent is not given, the interview will not take place.

Group discussions with child **rights holders** will be conducted face to face (where deemed necessary and if possible) in compliance with UNICEF's pre-existing 'Strategic Guidance Note on Institutionalising Ethical Practice for UNICEF Research,' and the 'Evaluation Technical Note No. 1, Children Participating in Research, Monitoring and Evaluation'. These FGDs will also take place in compliance with UNICEF & Child Watch International Research Network (et al)'s 'Ethical Research Involving Children' – specifically, in the areas of 'Harms and Benefits' (pp 29-51).

All survey data, transcripts and KII/FGD notes will be stored on a password protected shared folder accessed only by Dr. Hana Asfour (Team Leader), Darah Masoud (Education Expert), and RMTTeam, and then deleted six months after the close of this contract. During the analysis process, names will not be used, rather coding or identification numbers will be resorted to as an alternative where needed.

### Confidentiality and Anonymity

Confidentiality and anonymity of participants will be assured and maintained throughout the fieldwork and in the analysis, all the way up to the completion of the project. To ensure that ethical considerations in this area are upheld, Consultants will ensure that confidentiality and anonymity considerations uphold the guidelines outlined in UNICEF's 'Guidance Document for the Protection of Human Subjects' Identities'; and 'UNICEF's Guidance Document for the Protection of Human Subjects' Safety.'

### Child Protection

To ensure that children (aged under 18 years) involved in this evaluation are always protected, the following child protection measures will be put in place:

- 1 All evaluation team members will be oriented on UNICEF's/the second grantee's child protection policy<sup>194</sup>.

---

<sup>194</sup> <http://www.unevaluation.org/document/detail/1616>



- 2 Evaluation team members and interviewers will not meet with children alone. There will be two adults (if possible) in the room of the same gender as the child when interviewed and the door left slightly open. Regular reflexivity will be practiced and by the interviewer in order to contribute to creating conditions where children have agency and share power.<sup>195</sup>
- 3 Should any child express signs of distress, anxiety or upset during any discussion or interview, the focal point at the TLS will be available to provide the necessary support and help provide a suitable referral for the child.
- 4 Should any child disclose any event of abuse, trauma or other negative experience, the interview/FGD will come to an end and the field evaluator will contact the focal point at the TLS.
- 5 No child will be asked about, or expected to disclose, any personal information regarding experience of abuse/surviving abuse at any time during the research. Specific examples of experienced abuse or trauma will not be required, and participants will not be selected against their experiences of the same.
- 6 Should any cases of verbal or corporal punishment in the TLS be observed during the classroom observations, this will be directly reported to RMTeam management and the focal point at the TLS. The monitor will not interfere unless they feel that the child is threatened.

### ***Reporting Concerns***

- 7 If field evaluators become aware that an individual is at risk, or if someone discloses that they are in danger, consultants need to alert the RMTeam immediately, unless the individual says they do not want to (in some cases, reporting puts participants more at risk).

### ***Managing a Report***

- 9 If any participant divulges information about misconduct (this could range from a behavioural concern to a disclosure of abuse):
  - Gently request a confidential discussion after the FGD about what happens next. This will include where the disclosure may go and referral to support services (if any exist).
  - Never promise to be able to keep a disclosure a secret
  - Report the disclosure to the focal point at the TLS, this should then be flagged to RMTeam who will deal with this through their safeguarding system if there is no in-country mechanism for dealing with it.

### **Disability and Inclusive Practice**

There will be a commitment to ensuring that children are not discriminated against, denied access to the evaluation process, or poorly treated because of their individual characteristics. The specific individual needs of children with a disability will be considered during the evaluation with appropriate adaptations put in place to secure their full participation. Gender considerations will also be accounted for. All participants will be given the opportunity to participate without discrimination or bias. Measures will also be taken to enable the most discriminated against, disadvantaged and vulnerable groups of children will take part, meaningfully in the FGDs and interviews. Disability further compounds the vulnerability of children to violence, abuse, exploitation, and neglect. Safeguarding procedures employed during the evaluation will reflect this. Those interviewing will, consequently, be sensitive to the heightened risks children with disabilities may face.<sup>196</sup>

### **Field Evaluators/ Team Members**

- The interviewers/ field evaluators will be from the same city of the community and are knowledgeable of the cultural context under study. They also speak the same language and local dialect.
- Field evaluators will collect data in a safe and secure environment and data collectors will ensure that individual vulnerabilities are not enhanced. The data collection will take place in the TLSs during school hours where possible, or directly after school in order to minimise learning loss. In the event where they take place after school hours, then the field evaluators will make sure that the TLS provides them with transportation to their homes.
- Training of the field evaluators and other team members in ethical practice will be the responsibility of the education expert supported by the team lead and RMTeam and will be completed during the pilot phase prior to starting the evidence gathering stage of this evaluation.

---

<sup>195</sup> UNICEF, Involved

<sup>196</sup> [https://www.unrwa.org/sites/default/files/content/resources/child\\_protection\\_framework.pdf](https://www.unrwa.org/sites/default/files/content/resources/child_protection_framework.pdf)

### Focus Group Discussion (FGD) Ethics

- Participants will be required to provide informed consent (including children assent/consent and their guardians signed informed consent), as described in the section above. FGD consent forms are available in English and will be translated to Arabic.
- Participants will be assured of the confidentiality and anonymity of responses.
- Participants will be assured that participation in the focus groups is voluntary and will not affect their access to services provided by the project or their professional standing.
- Participants will be assured that their contributions will remain anonymous.
- Participants will be fully informed about the procedures involved in this evaluation and must give their informed consent prior to participating.
- Focus groups will be held in the TLS where interviewees feel comfortable, and privacy is ensured.
- Our team is a mix of local women and men to account for any gender and cultural sensitivities.

### Survey Ethics

- Participants will be required to provide informed consent (including children assent/consent and their guardians informed consent), as described in the section above. Survey consent forms are available in English and will be translated to Arabic.
- Participants will be assured of the confidentiality and anonymity of responses.
- Participants will be assured that taking part in the interview is entirely voluntary and will not affect their access to services provided by UNICEF.
- Participants will be fully informed about the procedures involved in this evaluation and must give their informed consent prior to participating.
- Surveys will be administered in the TLSs in a room where interviewees feel comfortable and have the required privacy.
- The field evaluators will ensure participants feel comfortable and are able to speak in their mother tongue and dialect.
- When interviewing vulnerable people or asking about sensitive topics, the interviewer will look for signs of distress and be ready to move on to other topics or terminate the interview if deemed necessary.

### Key Informant (KI) Participation Ethics

- Key informants will not be made party to any confidential or program-related documentation, information or confidentially disclosed detail about the project or any project participants.
- Key informants will be assured of the confidentiality of their responses and participation in the evaluation.
- No names will be included in the final report, nor will any identifiable information be included.

## Annex 6. RMTeam COVID-19 procedures

In response to the coronavirus pandemic, RMTeam has introduced a stringent set of policies and measures designed to offset disruptions in the field and protect both staff and respondents/participants. These measures include:

- Replacing in-person interviews/surveys with remote interviews (i.e., online or phone-based) when possible, in coordination with the client.
- Replacing FGDs with KIIs or IDIs where possible or conducting them remotely
- If in-person FGDs do take place, ensuring that they occur with a reduced number of participants in a well-ventilated venue where appropriate distance between individuals can be maintained between individuals.
- Training all field staff on protection measures (i.e., wearing facemasks and gloves, sterilizing equipment, maintaining a safe distance from others, and avoiding physical contact, using hand sanitizer regularly etc.)
- Contacting respondents prior to interviews to ensure they are not displaying symptoms and/or have not been in close contact with someone who has.
- Distributing face masks and gloves to respondents.
- Discontinuing interviews/surveys/FGDs if a respondent is displaying symptoms.

These measures and other considerations have implications for the methodology and tool design process, which will need to be discussed in detail during the conceptualization and design phase of the assignment based on the situation in the target areas. For example, based on recent experience, we have begun to add more prompts and explanations to the data collection tools to ensure in-depth answers are gathered as respondents in telephonic interviews tend to provide shorter answers.

## Annex 7. Ethical approval certificate

unicef  for every child

### Research Ethics Approval

12 September 2022

Hana Asfour  
Darrah Masoud  
The KonTerra Group  
700 12th St. NW - Suite 700  
Washington, DC 20005 USA

RE: Ethics Review Board findings for: *Mid Term Evaluation of UNICEF/SCI Education Cannot Wait Programme* (HML IRB Review #612SYRI22)

Dear Hana Asfour & Darrah Masoud,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 26 August – 12 September 2022. This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,



D. Michael Anderson, Ph.D., MPH  
Chair & Human Subjects Protections Director, HML IRB

cc: Emmanuel Saka, Sarah Capper, Penelope Lantz, JD

Health Media Lab, Inc.  
1101 Connecticut Avenue, NW Suite 450  
Washington, DC 20036 USA  
+1.202.246.8504  
[unicef@hmlirb.com](mailto:unicef@hmlirb.com) [www.hmlirb.com](http://www.hmlirb.com)

## Annex 8. Information sheet and informed consent forms

The consent forms presented below will be translated to Arabic and the local dialect will be used to avoid language barriers and ensure that cultural sensitivities are adhered to when engaging with respondents.

### 1) Staff and Implementing Partners

The following information sheet will serve as a means to disaggregate data, and will be administered alongside the Informed Consent Form (below)

#### Personal Information

First Name:

Last Name:

Contact Number:

Contact Email:

#### Professional Information:

Organization:

Title within Organization:

Geographic Base of Office:

#### Informed Consent Form:

*The following Informed Consent Form has been developed in-line with: (1) UNICEF's 'Guidance Document for Informed Consent' as part of UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis (Document Number: CF/PD/DRP/2015-001); (2) UNICEF's Guidance Document for the Protection of Human Subjects' Identities; (3) UNICEF's Guidance Document for the Protection of Human Subjects' Safety; and (4) UNICEF's Guidance Document for Protection of Research Data.*

Hello, my name is [Name of interviewer] and I am working with as part of a team of consultants commissioned by UNICEF (Depending on geographic location) to conduct and evaluation of the Education Cannot Wait (ECW) Program, which aims to help re-engage children in learning in Syria.

We would very much appreciate your participation in this Interview. Participation involves an interview with you about your experiences in the program.

The interview will take between 60 -90 minutes to complete depending on the level of information you wish to disclose.

The information you provide will be strictly confidential and never connected to you. Outside the UNICEF (depending on if GCA or NGCA) and evaluation teams, no one will not know if you take part in this evaluation or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this evaluation, we will never use your name, and no one will ever know what answers you gave. Only a few evaluators will have access to this information, and all information will be stored safely under the care of the Team Leader, Dr. Hana Asfour and the Education Expert, Darah Masoud.

Your participation in this evaluation will not benefit you directly, but it may benefit others in the future, as your responses may improve our understanding of the ECW program, and our understanding about how to improve the program, targeting and overall services and approach in Syria.

Your participation in this evaluation is voluntary. This will be the only time that we will ask you questions as part of this interview. If you do not want to be part of this evaluation, you can decline to take part now. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this evaluation or to answer any specific questions will in no way affect any services that you receive, nor will it affect your professional standing. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and adequately inform the evaluation.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the evaluation, you can ask me questions at any time during the interview. You may also contact KonTerra Group, at [bdiaz@konterragroup.net](mailto:bdiaz@konterragroup.net) , telephone: +34-679933517 if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained? Yes or No

Do you agree to participate in this interview? Yes or No

Do you agree to be audio-recorded during the interview? Yes or No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 2) Key Informants

The following information sheet will serve as a means to disaggregate data, and will be administered alongside the Informed Consent Form (below)

### Personal Information

First Name:

Last Name:

Contact Number:

Contact Email:

### Professional Information:

Organization:

Title within Organization:

Geographic Base of Office:

### Informed Consent Form:

*The following Informed Consent Form has been developed in-line with: (1) UNICEF's 'Guidance Document for Informed Consent' as part of UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection, and Analysis (Document Number: CF/PD/DRP/2015-001); (2) UNICEF's Guidance Document for the Protection of Human Subjects' Identities; (3) UNICEF's Guidance Document for the Protection of Human Subjects' Safety; and (4) UNICEF's Guidance Document for Protection of Research Data.*

Hello, my name is [Name of interviewer] and I am working with as part of a team of consultants commissioned by UNICEF (Depending on geographic location) to conduct and evaluation of the Education Cannot Wait (ECW) Program, which aims to help re-engage children in learning in Syria.

We would very much appreciate your participation in this Interview. Participation involves an interview with you about your experiences in the program in particularly and/or the education sector in Syria.

The interview will take around 60 minutes to complete depending on the level of information you wish to disclose.

The information you provide will be strictly confidential and never connected to you. Outside the UNICEF (depending on if GCA or NGCA) and evaluation teams, no one will not know if you take part in this evaluation or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this evaluation, we will never use your name, and no one will ever know what answers you gave. Only a few evaluators will have access to this information, and all information will be stored safely under the care of the Team Leader, Dr. Hana Asfour and the Education Expert, Darah Masoud.

Your participation in this evaluation will not benefit you directly, but it may benefit others in the future, as your responses may improve our understanding of the ECW program, and our understanding about how to improve the program, targeting and overall services and approach in Syria.



Your participation in this evaluation is voluntary. This will be the only time that we will ask you questions as part of this interview. If you do not want to be part of this evaluation, you can decline to take part now. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this evaluation or to answer any specific questions will in no way affect any services that you receive (if any), nor will it affect your professional standing. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and adequately inform the evaluation.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the evaluation, you can ask me questions at any time during the interview. You may also contact KonTerra Group, at [bdiaz@konterragroup.net](mailto:bdiaz@konterragroup.net) , telephone: +34-679933517 if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained? Yes or No

Do you agree to participate in this interview? Yes or No

Do you agree to be audio-recorded during the interview? Yes or No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

### 3) Teachers' Surveys

The following information sheet will serve as a means to disaggregate data, and will be administered alongside the Informed Consent Form (below)

#### Personal Information

First Name:

Last Name:

Contact Number (if available):

Contact Email (if available):

#### Professional Information:

Name of TLS:

Location of TLS:

#### Informed Consent Form:

Hello, my name is [Name of interviewer] and I am working with as part of a team to conduct an evaluation of the [name of project as known by rights holder], which aims to help re-engage children in learning in Syria.

We would very much appreciate your participation in this Survey. Participation involves an interview with you about your experiences in the activities you participated in at the TLS as part of [name of project as known by rights holders].

The interview will take between 25-30 minutes to complete depending on the level of information you wish to disclose.

The information you provide will be strictly confidential and never connected to you. Outside the project implementors and evaluation teams, no one will not know if you take part in this evaluation or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this evaluation, we will never use your name, and no one will ever know what answers you gave. Only a few evaluators will have access to this information, and all information will be stored safely under the care of the Team Leader, Dr. Hana Asfour and the Education Expert, Darah Masoud.

Your participation in this evaluation will not benefit you directly, but it may benefit others in the future, as your responses may improve our understanding of the ECW program, and our understanding about how to improve the program, targeting and overall services and approach in Syria.

Your participation in this evaluation is voluntary. This will be the only time that we will ask you questions as part of this survey. If you do not want to be part of this evaluation, you can decline to take part now. If you agree to participate, you can decide not to answer any question and can stop the interview at any time. Your decision about whether to participate in this evaluation or to answer any specific questions will in no way affect any services that you receive, nor will it affect your professional standing. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and adequately inform the evaluation.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the evaluation, you can ask me questions at any time during the interview. You may also contact KonTerra Group, at [bdiaz@konterragroup.net](mailto:bdiaz@konterragroup.net) , telephone: +34-679933517 if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained? Yes or No

Do you agree to participate in this interview? Yes or No

Do you agree to be audio-recorded during the interview? Yes or No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

#### 4) Focus Group Discussions (FGDs)

The following information sheet will serve as a means to disaggregate data, and will be administered alongside the Informed Consent Form (below)

##### Personal Information

First Name:

Last Name:

Contact Number (if available):

Contact Email (if available):

##### Professional Information:

Name of TLS:

Location of TLS:

##### Informed Consent Form:

Hello, my name is [Name of interviewer] and I am working with as part of a team to conduct an evaluation of the [name of project as known by rights holders], which aims to help re-engage children in learning in Syria.

We would very much appreciate your participation in this FGD. Participation involves taking part in a focus group discussion to discuss activities provided at the TLS as part of [name of project as known by rights holders].

The interview will take between 60 -90 minutes to complete depending on the level of information you wish to disclose. In respect for each other, we ask that responses made by all participants during the focus group discussion be kept confidential and for them not to be shared outside of the focus group discussion.

The information you provide will be strictly confidential and never be connected to you. Outside the project implementors and evaluation teams, no one will not know if you take part in this evaluation or what you have said. We will put information we learn from you together with information we learn from other people we interview. No one will be able to tell what information came from you. When we tell other people about this evaluation, we will never use your name, and no one will ever know what answers you gave. Only a few evaluators will have access to this information, and all information will be stored safely under the care of the Team Leader, Dr. Hana Asfour and the Education Expert, Darah Masoud.

Your participation in this evaluation will not benefit you directly, but it may benefit others in the future, as your responses may improve our understanding of the ECW program, and our understanding about how to improve the program, targeting and overall services and approach in Syria.

Your participation in this evaluation is voluntary. This will be the only time that we will ask you questions as part of this interview/focus group. If you do not want to be part of this evaluation, you can decline to take part now. If you agree to participate, you can decide not to answer any question and can leave at any time. Your decision about whether to participate in this evaluation or to answer any specific

questions will in no way affect any services that you receive, nor will it affect your professional standing. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and adequately inform the evaluation.

Before you say yes or no to being in this evaluation, we will answer any questions you have. If you join the evaluation, you can ask me questions at any time during the interview. You may also contact KonTerra Group, at [bdiaz@konterragroup.net](mailto:bdiaz@konterragroup.net) , telephone: +34-679933517 if you have any questions or concerns.

Do you have any questions now?

Do you understand everything I have explained? Yes or No

Do you agree to participate in this interview? Yes or No

Do you agree to be audio-recorded during the interview? Yes or No

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 5) Parental Consent Form (For FGDs and Surveys)

### Part 1: Completed by the Parent/Legal Guardian

Hello, my name is [insert name] and I am part of a team of evaluators who are currently conducting an evaluation of the [name of the project as known by **rights holders**]. Your child has been selected to take part in this evaluation by participating in an interview/FGD. The purpose of the evaluation is to learn more about children's experiences in participating in the activities of the TLS; and how the activities helped re-engage them in learning. This will help us understand how to improve similar activities in the future, so that they can better encourage children to keep learning.

The interview/FGD will take around 20-25 minutes (if survey) / 60 -90 minutes (if FGD) to complete.

Your child does not have to take part in the interview/FGD and can decline to take part. If your child accepts to take part, your children also does not have to respond to any questions they are uncomfortable with and can leave at any point and they will not be asked why if they do not feel comfortable sharing the reason.

Your child's participation in this evaluation will not benefit you or your child directly, but it may benefit others in the future, as your child's responses may improve our understanding of the [name of the project as known by **rights holders**] and how to improve it in the future. Your child's decision to or not to participate in this evaluation, or choice to answer any specific questions, will not affect the services you (or your child) receive, and your professional standing.

The information your child shares during the interview/FGD is kept strictly confidential and will never be connected to your child. We will put information we learn from your child together with information we learn from others we interview. No one will be able to tell what information came from your child. When we tell other people about this evaluation, we will never use your child's name, and no one will ever know what answers your child gave. Only the evaluation team and project implementors will have access to this information which will be stored securely in password protected equipment.

Before you say yes or no to your child being in this evaluation, we will answer any questions you have. You may also contact KonTerra Group, at [bdiaz@konterragroup.net](mailto:bdiaz@konterragroup.net) , telephone: +34-679933517 if you have any questions or concerns.

This consent form signed by legal guardians or parents is required alongside the consent and signals that the child is willing to take part in the study.

### Parental/Guardian Consent Form for [Name of the Child]

(This consent form is for children between the ages of 7 and 17 who were invited by research team appointed by [name of the project name as known by **rights holders**] to complete the study [insert study number/name])

You will be given a copy of this Consent Form once you sign it. The interview with your child will take place as follows:

- Introduction of interviewer and purpose of the project
- Overview of why your child was selected for this research
- Assurance your child can refuse to take part, or leave the interview/FGD at any point

- Assurance that there are no risks related to their taking part in this study (on both the child and their parent/guardian).
- Line of questioning.

Text for children:

“Hello, my name is [insert name]. I am working with a team on an evaluation of the activities carried out at the temporary learning space (TLS) as part of the [name of project as known by rights holders]. We want to ask you some questions about your experience and your opinion of activities provided by the TLS. This will help us understand how to improve similar activities in the future, that can better encourage children to keep learning.

The interview/focus group discussion will take around 20-25 minutes (if survey) / 60 -90 minutes (if FGD) to complete.

You do not have to take part in this interview/FGD if you don't want to and you do not have to give any reason for this. If you do choose to take part, you can answer as many questions as you'd like, and you can leave whenever you want and you do not have to give a reason. You can also ask me as many questions as you please. If you choose to take part or not to take part, this will not change your ability to take part in activities at the TLS, nor will the answers to your questions in the interview/FGD affect this.

Nothing you share during the interview/FGD will be shared with other people. Of course, if you tell me anything that made me worried about you, I will talk to you after the session to see if we needed to speak to someone else to make sure you get help.

I also ask that you do not talk later about what others said in the focus group discussion so that everyone can feel comfortable to share their views [For FGD only].

I have read this information (or had the information read to me). I have had my questions answered and know that I can ask questions later if I have them.

I agree to take part in the research.

**OR**

I do not wish to take part in the research and I have not signed the assent below.

Only if child consents:

Print name of child \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_

Date: \_\_\_\_\_

day/month/year

**Part 2: Statement by the researcher/person taking consent:**

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the child understands the process and outcomes of this research.

I confirm that the child was given an opportunity to ask questions about the study, and all the questions asked by him/her have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this consent form has been provided to the participant.

Print Name of Researcher/person taking the consent \_\_\_\_\_

Signature of Researcher /person taking the assent \_\_\_\_\_

Date \_\_\_\_\_

Day/month/year



6) Consent Form for Education Authority (The Arabic/ English templates below will be tailored according to geographic location)



إلى السادة المحترمين في مديرية التربية والتعليم في محافظة إدلب، تحية طيبة إما بعد

أولاً، نود أن نشكركم جزيل الشكر على تعاونكم وتفهمكم ومنتحنا موافقتكم في الزيارات الماضية.

نحن مجموعة البحث والإدارة نطلب موافقتكم الرسمية على عمل فرقنا الميدانية لزيارات متابعة وتقييم من قبل الجهات الداعمة للمنظمة المنفذة (XXXX) والتي تقوم بدورها بدعم هذه المدارس والعمليات التعليمية بشكل عام بالمحافظة ضمن برنامج الدعم (XXXXXXXXXXXXXXXXXXXX). دورنا هو إجراء مسح مراقبة بعد منح موافقتكم على عمل فرقنا الميدانية.

اسم المدرسة	المدارس المطلوب تغطيتها هي:
XXXX	1
XXXX	2
XXXX	3
XXXX	4
XXXX	5
XXXX	6
XXXX	7
XXXX	8
XXXX	9
XXXX	10
XXXX	11
XXXX	12
XXXX	13
XXXX	14
XXXX	15
XXXX	16
XXXX	17
XXXX	18
XXXX	19

المحافظة: **إدلب**  
المنطقة: **جسر الشغور**

يرجى السماح لفرقنا الميدانية المختصة بزيارة المدارس المذكورة أعلاه في منطقة جسر الشغور من تاريخ XX لتاريخ XX

نتطلع للحصول على موافقتكم الكريمة، مع جزيل الشكر والمحبة والاحترام.

مدير قسم العمليات الميدانية

طارق قلعية



To whom it may concern,

We would like to request your official approval for our team of field evaluators to collect data for the purpose of evaluating the [name of the project as known in the area]. Our role will involve collecting data through surveys with children and teachers, focus group discussions with children, parents/caregivers, and teachers and PSS workers who are part of the project. It will also include classroom observation and facility observation of lessons to assess the learning outcomes of the project. The anticipated period of the data collection will be XX – XX 2022.

The temporary learning spaces that have been selected for data collection are:

			Name of Temporary learning space
7)	Location -	Governorate-	
8)			
9)			
10)			
11)			
12)			
13)			
14)			
15)			

We look forward to receiving your approval.

Thank you in advance for your kind cooperation.

Best regards,

Field Manager

Tarek Qaliyeh

RMTeam

## 7) Consent Form for TLS Principal

Date:

To whom it may concern,

We would like to request your official approval for our team of field evaluators to collect data at the [name of the TLS] for the purpose of evaluating the [name of the project as known in the area].

Our role will involve collecting data through surveys with children and teachers, focus group discussions with children, parents/caregivers, and teachers and PSS workers who are part of the project. It will also include classroom observation and facility observation of lessons to assess the learning outcomes of the project.

The anticipated period of the data collection will be XX – XX 2022.

We look forward to receiving your approval.

Thank you in advance for your kind cooperation.

Best regards,

Field Manager

Tarek Qaliyeh

RMTeam

## Annex 9. Interview guides

### 9.1. Interview Questions for UNICEF staff and Implementing Partners

#### Informed Consent:

Participant has signed an information sheet and consent form and agrees to take part in the interview (See Annex 8).

#### Preliminary Form

Name of interviewer:	
Location of interview:	
Date of interview:	
Individual interviewed:	
Title:	
Organization:	
If partner specify if whether the partner is a UNICEF or the second grantee partner:	<ul style="list-style-type: none"> <li>- UNICEF</li> <li>- The second grantee</li> </ul>
Offices Based in:	<ul style="list-style-type: none"> <li>- SCO: _____</li> <li>- Regional: _____</li> <li>- Cross-Border: _____</li> </ul>
Email:	
Woman/man	
Consent to being audio- recorded:	
Start time of interview:	
End time of interview:	

#### Interview Questions (Open-ended)

Criteria/ Questions
<b>Intro</b>
<ul style="list-style-type: none"> <li>- Can you tell me a bit about your role in the ECW program?</li> </ul>
<b>Relevance</b>
<ol style="list-style-type: none"> <li>1. How were rights holders engaged in the different stages of the program? Please give</li> </ol>

<p>examples of how this was done, at what stages (design, implementation, evaluation), and which groups were involved (i.e. girls, children with disabilities and/or internally displaced, youth networks, women networks, etc.) What more was needed?</p>
<p>2. What measures were taken to ensure that a broad range of rights holders , particularly those with urgent education needs (such as persons with disabilities and/or internally displaced) and in 'hard to reach' geographic locations benefited from the program activities? How were intersectional vulnerabilities taken into account? What more could have been done?</p>
<p>3. What measures were in place for rights holders to share their feedback and complaints on the activities/services of the program? How inclusive were these mechanisms? How flexible was the program in adapting to the needed changes? (have there been any changes made based on F&amp;Cs)</p>
<p><b>Coherence</b></p>
<p>4. Is the ECW program aligned with international frameworks and policies on transitional education in emergency contexts (such as for example, education in emergencies and disability inclusion frameworks)? If so, in what specific aspects is the program aligned)? How can the program be better aligned with such frameworks (if at all)?</p>
<p><b>Effectiveness</b></p>
<p>5. How did the program support children (girls, boys, adolescents and CwDs) to re-engage in learning in safer and more protective environments?</p>
<p>6. How did the capacity building of NFE teachers and education personnel provided through the program influence the learning environment for children? Was the program able to reach planned targets? What challenges were faced? How were they dealt with? What more is needed?</p>
<p>7. How did the capacity building provided to education actors influence their abilities to assess learning needs of children and support them in an equitably and participatory manner? Was the program able to reach planned targets in this area? What challenges were faced? How were they dealt with? What more is needed?</p>
<p>8. What resource mobilization activities were carried out to program sustainability? Was the program able to reach planned targets? What challenges were faced? How were they dealt with? What more is needed?</p>
<p>9. What factors – internal and external – have most influenced the achievement or non-achievement of the program activities? How were they dealt with? How could they have been mitigated?</p>
<p>10. How were gender, disability, and other vulnerability factors (such as internal displacement) taken into account in the design and implementation and monitoring and evaluation of activities?</p>
<p>11. Have the program activities contributed to any unintended (positive/negative) results and if so, how have they affected the different rights holder groups?</p>
<p>12. What are success stories in the program and how were they achieved?</p>
<p><b>Efficiency</b></p>

13. Were the program outputs implemented according to the agreed timelines and budgets? What factors helped/hindered this?
14. Was the budget sufficient enough to achieve the required targets in relation to 1) accessing more equitable learning opportunities; 1) children acquiring foundational, socio-emotional and life skills for continued learning opportunities; 3) strengthening education response; and the 4) resource mobilization to support program sustainability
15. Did the program budget allow for girls, boys, CwDs and other vulnerable groups equal opportunities to accessing activities and services? If so, please give examples how and of good practices. How could activities have been better budgeted to take into considerations these issues?
16. What measures were taken to ensure that rights holders, particularly those who are most vulnerable (including persons with different disabilities and IDPs), were able to share their feedback and complaints
17. How flexible was UNICEF in re-allocating resources to meet the changing needs of rights holders (including girls and boys with different types of disabilities)?
<b>Coordination</b>
18. How would you describe the coordination efforts in the ECW program? To what extent did coordination avoid duplication of efforts and create synergies with other stakeholders? Can you give examples in relation to the activities you were involved in? What factors enabled/disabled this? What improvements would you suggest in this area?
<b>Cross-cutting issues</b>
19. How did the program ensure that there was a degree of uniformity in the way implementing partners identified and responded to CwDs? Can you give examples of good practices from implementing partners? If so, why? What went well/ did not go well? What more is needed from UNICEF and partners to better meet the needs of CwDs?
20. Did some children face more challenges to accessing program services/activities than others? If so, what did the program do to facilitate their access to the services/activities? What are examples of good practices? What more could have been done?
21. Have there been any documented changes in opinion of parents/teachers after participating in the program, on girls' and boys' (including CwDs) rights to learning? If so, please give examples. If not, what more is needed for these kinds of changes to happen. 22. Have there been documented changes in coping practices of parents, guardians and/or caregivers following their participation in the project? If not, what more is needed for these kinds of changes to happen.
23. Did the program benefit some more than others? If yes, who and why? How could this have been mitigated? What could have been done better to reach those excluded?
<b>Coverage</b>
24. On what basis was the distribution of education services (i.e. outreach activities, pre-primary, primary, secondary lower and upper girls and boys and CwD rights holders) made? What factors played a role in the distribution of education services between the different target groups (girls, boys, adolescents, children with disabilities, and other groups

that are difficult to reach) and locations?

25. What measures have been put in place to ensure fair and transparent selection of implementing partners? (at all levels) How well were they followed? How could they be strengthened?

### Lessons Learned

26. What worked well in the joint program management modal between UNICEF and the second grantee used to implement the ECW program ? Why?
27. What did not work well, and why?
28. What suggestions do you have to strengthen functionality of the implementation modal of the ECW program and why?

### Closing

29. Is there anything you would like to say that we haven't talked about today?

## 9.2. Interview Guide for Interviews with Donors

### Informed Consent:

Participant has signed an information sheet and consent form and agrees to take part in the interview (See Annex 8).

### Preliminary Form

Name of interviewer:	
Location of interview:	
Date of interview:	
Individual interviewed:	
Title:	
Donor Agency:	
Email:	
Woman/man:	
Consent to being recorded:	
Start time of interview:	
End time of interview:	

### Interview Questions (Open-ended)

1. Tell me about your agency, its scope of work and its areas of interest in Syria.
2. What kind of synergies / priorities exist within the donor partnership group, and can you provide me with information on future funding prospects/priorities?
3. Is NFE in Syria a priority area of funding to your agency? Does it align with the mission and vision of your donor agency?
4. What kind of programs does your agency fund in the area of NFE in Syria (if at all)?
5. Who are the main funding agencies involved in supporting children who are out of school and those at risk of dropping out, in (re)engaging in learning in Syria?
6. How would you describe the coordination between these funding agencies to ensure efficient pooling of resources in the NFE sector in Syria?
7. Have you served as a donor to UNICEF and/or the second grantee? If so, can you describe the extent of your working relationship with them?
8. What are the advantages of funding UNICEF in NFE in Syria compared to others? What are UNICEF's and the second grantee's added values in the areas of NFE in Syria?
9. How do you find that your agency's investments demonstrate impact in "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all" in Syria?
10. In your opinion, who are the most urgent education crisis population groups and the most urgent education crisis geographical locations in Syria?
11. What would be your recommendations to improve resource mobilization for NFE in Syria to support these most urgent education crisis groups and geographic locations?
12. Is there anything you would like to say that we haven't talked about today?



### 9.3. Interview Guide for Interviews Key Informants External to the Program

#### Informed Consent:

Participant has signed an information sheet and consent form and agrees to take part in the interview (See Annex 8).

#### Preliminary Form

Name of interviewer:	
Location of interview:	
Date of interview:	
Individual interviewed:	
Title:	
Organization:	
Offices Based in:	
Email:	
Woman/man:	
Consent to being recorded:	
Start time of interview:	
End time of interview:	

#### Interview Questions (Open-ended)

##### Intro

1. Please tell me about the work your organization does in the area of education and the education programs you are implementing in Syria.

##### Relevance

2. What are the main factors that challenge children from (re)engaging in learning in Syria? (girls, boys, adolescents, and CwDs)
3. What is needed to facilitate this (re)engagement process of out of school and at-risk children in Syria (particularly in the case of those most vulnerable such as CwDs)?

##### Coherence

4. If you are aware of the ECW program, to what extent does UNICEF compliment already-present NFE interventions in Syria (if at all) ? Please give examples relating to your organization if available/applicable.

## Effectiveness

5. Who are the key stakeholders involved in non-formal education in Syria? What kind of NFE activities/interventions do they provide? Who do they target and where?
6. How does UNICEF and the second grantee's ECW program compare to these stakeholders in this regard? What are examples of good practices and areas for improvement?
7. How well do stakeholders coordinate efforts to avoid duplication of efforts in the education sector in Syria? What are strengths? Gaps? How can this be improved? What is your assessment of UNICEF and the second grantee in their coordination efforts? What are their strengths? Areas for improvement?
8. What are good examples in the way in which stakeholders delivered services in these thematic sectors to ensure that they reach out to hard-to-reach populations? Can you give examples of good practices specific to UNICEF?

## Efficiency

9. Who are the main agencies funding NFE for out of school and at-risk children in Syria? To what extent do they encourage pooling of funds to better support this target population?

## Coverage

10. In Syria, who are the most urgent education crisis population groups and geographical locations in Syria? Who are the main stakeholders addressing these needs? To your knowledge, how well does UNICEF address these needs?

## Cross-cutting issues

11. How can stakeholders working in NFE better meet the needs of out of school and at-risk children in a more inclusive and equitable manner?
12. What interventions in Syria are good examples to highlight inclusive support to out of school and at-risk children to support their (re)engagement in learning in a safer environment?

## Closing

13. Is there anything you would like to say that we haven't talked about today?

## [9.4. Interview Guide for Interviews with Key Informants Involved in the Program](#)

*(Such as technical experts, trainers, coaches, volunteers, etc.)*

### Informed Consent:

Participant has signed an information sheet and consent form and agrees to take part in the interview (See Annex 8).

## Preliminary Form

Name of interviewer:	
Location of interview:	
Date of interview:	
Individual interviewed:	
Title:	
Organization:	
Offices Based in:	
Email:	
Woman/man:	
Consent to being recorded:	
Start time of interview:	
End time of interview:	

#### **Intro**

1. Please tell me about the activities/ services you were involved in as part of the ECW program.
2. Who were the groups you targeted?

#### **Relevance**

3. How did the activities you were involved in address the diverse needs of 'in and out of school' and at-risk children (including those most vulnerable, such as those with disabilities and/or internally displaced)? Please give examples to support your response.

#### **Coherence**

4. How would you describe the coordination carried out with other organizations to support out of school and at-risk children? Please give examples to support your response. What factors challenged/enabled this? What more could be done?

#### **Effectiveness**

5. What challenges did you face in implementing activities/services you were involved in as part of the ECW program? How were they addressed? How could they have been mitigated?
6. What are external/internal factors that facilitated provision of quality services/activities?
7. What kind of changes were made in the activities you implemented during the timeframe of the ECW program? How flexible was the program in supporting these changes?
8. How did these changes affect quality, accessibility and availability of activities to girls and boys and other vulnerable groups such as CwDs and IDPs?
9. How did your involvement in the ECW program affect you (if at all)? What about in the case of the broader rights holder group you targeted through the services/activities implemented - did you notice any expected/ unexpected changes as a result of their participation?

#### **Efficiency**

10. Did you have sufficient resources to implement activities on time? Please elaborate on your response.

11. Were you able to the required timelines? If yes, please elaborate what helped you meet the timeline. If no, please elaborate on challenges faced to meeting the timelines. How were they dealt with? How could they have been mitigated? What more do you need to better implement services/ activities you were involved in?

#### Coordination

12. How would you describe the coordination efforts in the ECW program? To what extent did coordination avoid duplication of efforts and create synergies with other stakeholders? Can you give examples in relation to the activities you were involved in? What factors enabled/disabled this? What improvements would you suggest in this area?

#### Cross-cutting issues

13. How did the activities you participated in ensure to include a broad range of rights holders in an equitable manner? Were some groups able to benefit more than others? If so, whom and why?
14. How were gender-based barriers explored to improve access to services/ activities you were involved in?

#### Feedback and Complaints

1. What kind of feedback and complaint mechanisms are available for students and teachers/ education personnel? How accessible are they (girls/boys/ persons with different disabilities)?
2. Have you ever shared your feedback or made a complaint about the activities you took part in as part of the project? If yes, how was your feedback/complaint dealt with? If not, why not?
3. Have you ever received feedback or a complaint from a student? If so, how was this addressed?

#### Closing

4. Is there anything you would like to say that we haven't talked about today?

#### [9.5. Interview Guide for FGDs with rights holders Aged 7-17](#)

#### Informed Consent:

Each participant (and guardian) has signed an information sheet and consent form and agrees to take part in the FGD (See Annex 8).

#### Preliminary Form

Location:	
Date of interview:	
Age range of children's group:	
Number of girls attending:	
Number of boys attending:	
Name of interviewer:	
Start time of interview:	
End time of interview:	

#### Before the Discussion (Yes or No questions)

1. Questions issued to and approved by UNICEF staff.	
2. Child rights holders are identified according to age-groups, gender and target numbers as listed in the Inception Report.	
3. Schedule for date, time, venue and staffing for the group discussions arranged through coordination with and approval of UNICEF team.	
4. Schedule of group discussions sent by UNICEF to Team Leader and Education Expert.	
5. Parents/legal guardians of child participants are contacted and receive information about the purpose of the evaluation and the informed consent process.	
6. Informed consent obtained from parents/legal guardians and recorded on appropriate form.	
7. Parents/legal guardians informed of date, time and location of group discussions.	

#### During the Discussion (Yes or No questions)

1. If interviews are completed remotely, data collectors organise the online room in which the discussion will take place, open their camera, and ensure participants can hear and see the data collector.	
2. In the event where FGDs are face to face, checks are made to ensure that COVID-19 preventative measures are followed (See Annex 9)	
3. Reminders are given that any child can leave the FGD if they do not want to continue and that their parents/legal guardians can help them at any point if needed.	
4. Child rights holders informed of the group discussions and why they have been chosen.	
5. Informed consent obtained from child rights holders and recorded on appropriate form.	
6. Begin discussion using the question schedule already provided.	

#### Interview Questions (Open-ended)

##### Relevance

1. Tell me about the activities the teachers used to teach you at the learning centre? Were you asked about your preference?
2. What did you like the most about the activities the teachers used to teach you and why? What did you like least and why?
3. Tell me about activities that you did during the PSS lessons?
4. What did you like the most about the activities the teachers used to teach you and why? What did you like the least and why?

##### Effectiveness

5. Did you notice any changes in learning materials available and the centre itself? If yes, did this help you learn better? (Physical structure, accessibility, learning supplies, WASH facilities, etc.)
6. Did you notice any changes in the way your teacher gave the classes? If yes, did this help you learn better?
7. Did the activities the teacher used in lessons allow you to participate and help you be more engaged? If yes, why and how?
8. Do you feel you learned better when the teachers used these activities? If so, what helped you learn better?
9. Do you feel that the activities in the learning centre helped you read and write better? If so, what helped you learn them better?
10. Do you feel that the activities in the learning centre helped you to recognize numbers and complete addition and subtraction problems? If so, what helped you learn them better?
11. Did your feelings about learning change after taking part in the learning centre? How and why? What about your family?
12. How did the learning centre help you continue learning during lockdown? What helped you most to continue learning and why?
13. Did you change the way you do things to better protect yourself from COVID-19 after taking part in these activities and/or receiving services? Give examples.
14. Do you feel safer and happier after participating in the PSS activities? Why or why not?
15. What does your teacher do when you misbehave? How does it differ from the way your parents treat you when you misbehave?

#### **Cross-cutting issues**

16. During the lessons at the learning centre, did you feel that you were able to take part in activities? If yes, what did the teachers do to ensure this? If not, why not?
17. Did you feel like some students were left out? If yes, who were they and what did the teacher do to help them participate?

#### **Feedback and Complaints**

18. If you have a magic lantern, and you have one wish, what would you wish to change in the learning centre to make your learning journey better and happier?

#### **Closing**

19. Is there anything you would like to say that we haven't talked about today?

## 9.6. Interview Guide for FGDs with Parents, Caregivers and/or Guardians

### Informed Consent:

Each participant has signed an information sheet and consent form and agrees to take part in the FGD (See Annex 8).

### Preliminary Form

Location:	
Date of interview:	
Age range of Participants:	
Number of women attending:	
Number of men attending:	
Name of interviewer:	
Start time of interview:	
End time of interview:	

### Before the Discussion (Yes or No questions)

1. Questions issued to and approved by UNICEF staff.	
2. Rights holders are identified according to age-groups, gender and target numbers as listed in the Inception Report.	
3. Schedule for date, time, venue and staffing for the group discussions arranged through coordination with and approval of UNICEF team.	
4. Schedule of group discussions sent by UNICEF to Team Leader and Education Expert.	
5. Participants are contacted and receive information about the purpose of the evaluation and the informed consent process.	
6. Informed consent obtained from participants and recorded on appropriate form.	
7. Participants informed of date, time and location of group discussions.	

### During the Discussion (Yes or No questions)

8. If interviews are completed remotely, data collectors organise the online room in which the discussion will take place, open their camera, and ensure participants can hear and see the data collector.	
7. In the event where FGDs are face to face, checks are made to ensure that COVID-19 preventative measures are followed (See Annex 9)	
8. Participants are welcomed into the room and informed of the purpose of the group discussion.	
9. Reminders are given that any participant can leave the FGD if they do not want to continue.	
10. Informed consent obtained from participants and recorded on appropriate form.	
11. Begin discussion using the question schedule already provided.	

### Interview Questions (Open-ended)

#### Relevance

1. Tell me about the activities that your children participated in the learning centres? What did they like most about them and why? What did they like least and why?
2. What about the activities that you took part in as part of the [name of project / or learning centre]? What did you like the most about them and why? What did you like least and why?
3. Tell me about the activities that your children took part in during the PSS lessons? What did they like the most about them and why? What did you like the least and why?
4. What about the PSS activities that you took part in as part of the [name of project / or learning centre]? What did you like the most about them and why? What did you like least and why?
5. Do you feel satisfied with sending your child(ren) to the learning centres? Explain why or why not.

#### Effectiveness

6. Do you notice any changes in your child literacy skills? Give us an example please.
7. Do you notice any changes in your child numeracy skills? Give us an example please
8. How useful was your participation in the back to learning campaign? Did it encourage you to send your child(ren) back to get an education? If so, please tell us your story. If no, why not?
9. How useful was the transportation and/or stationary including bags, pens, pencils and paper provided to children through the program? How did it help in returning your child back to get an education (if at all)? If so, please tell us your story. If this did not happen to you but happened to someone you know, please tell us their story. Do you feel like your children need other more important items to encourage them to stay learning?
10. Do you feel that your child's psychological and emotional needs are met through the PSS program(s) offered in the learning centre? Explain how or how not. Please share an incident or a story where your child talked about an idea he learned during those sessions
11. Did you take part in any PSS activities for you as a parent? If so, please tell us about your experience, and if it was positive and/or negative, explaining why.
12. Did you attend any awareness sessions provided by the learning centre? Please state what they were and how they benefited you or not.
13. Do you feel your children are happy with the teachers, staff and their peers at the learning centre? How was misbehaviour handled by teachers and staff and how was violence between peers handled? Are there cases of verbal and corporal punishment?



14. Please share your experience with the distance learning program. Please tell us two benefits and two obstacles you faced throughout the program. (Prompt parents to take about whether they were given guidance or training on how to present the work given to them via WhatsApp groups to their children)
15. If you have the chance to change one thing about the program offered at the learning centre, what would you change? Explain why.
16. If you are a member of the PTA, please tell us your role. Do you feel your voice is being heard with regards to issues such as low performing students and students with special needs? Give one example of a suggestion that you as a PTA gave and a change was made accordingly.

#### **Cross-cutting issues**

17. Do any of you have a child with a disability?
  - If yes, can you tell us about the services offered to your child.
  - Are you satisfied with these services?
  - Is there any special support your child still needs? Explain please.

#### **Feedback and Complaints**

18. Have you ever shared your feedback or made a complaint about the activities you took part in as part of the project? If yes, how was your feedback/complaint dealt with? If not, why not?

#### **Closing**

19. Is there anything you would like to say that we haven't talked about today?

## 9.7. Interview Guide for FGDs with Teachers and Education Personnel

### Informed Consent:

Each participant has signed an information sheet and consent form and agrees to take part in the FGD (See Annex 8).

### Preliminary Form

Location:	
Date of interview:	
Age range of Participants:	
Number of women attending:	
Number of men attending:	
Name of interviewer:	
Start time of interview:	
End time of interview:	

### Before the Discussion (Yes or No questions)

9. Questions issued to and approved by UNICEF staff.	
10. Rights holders are identified according to age-groups, gender and target numbers as listed in the Inception Report.	
11. Schedule for date, time, venue and staffing for the group discussions arranged through coordination with and approval of UNICEF team.	
12. Schedule of group discussions sent by UNICEF to Team Leader and Education Expert.	
13. Participants are contacted and receive information about the purpose of the evaluation and the informed consent process.	
14. Informed consent obtained from participants and recorded on appropriate form.	
15. Participants informed of date, time and location of group discussions.	

### During the Discussion (Yes or No questions)

16. If interviews are completed remotely, data collectors organise the online room in which the discussion will take place, open their camera, and ensure participants can hear and see the data collector.	
---	--

12. In the event where FGDs are face to face, checks are made to ensure that COVID-19 preventative measures are followed (See Annex 9)	
13. Participants are welcomed into the room and informed of the purpose of the group discussion.	
14. Reminders are given that any participant can leave the FGD if they do not want to continue.	
15. Informed consent obtained from participants and recorded on appropriate form.	
16. Begin discussion using the question schedule already provided.	

### Interview Questions (Open-ended)

#### Intro

5. Tell me about the training and activities that you participated in as part of the [name of the project] at the TLSs.

#### Relevance

6. In your opinion, how useful was the support provided through the [name of project/ learning centre] in:
  - *Helping children (girls/boys/ CwDs) re-engage in learning in a safer and more protective environment?*
  - *Ensuring equitable learning opportunities for children ?*
  - *Strengthening learning and writing skills of children?*
  - *Improving the overall wellbeing of children?*

*Please give reasons and examples for your responses.*

7. How satisfied are you with the support you received and activities that you participated in as part of the [name of project/ learning centre]? Please elaborate.
8. Did the activities of the [name of project/ learning centre] address the learning needs of children, including those who are most vulnerable (such as girls and children with disabilities)? If so, why not? If yes, how? What helped you most/least in meeting their needs?
9. What are the main positive and/or negative outcomes of your engagement in the [name of project/ learning centre]? Were there unforeseen results that came about from your involvement?

#### Effectiveness

10. How useful was the transportation and/or stationary including bags, pens, pencils and paper provided to children through the program? How did it help in returning children back to get an education (if at all)? If so, please tell us stories you have of this. If this did not happen to you but happened to someone you know, please tell us their story. Were there any other priorities that should have been covered?
11. Do you feel that some of your students' psychological and emotional needs were met through the PSS program(s) offered in the learning centre? Explain how or how not. Please share an incident or a story where a student talked about an idea, she/he learned during those sessions
12. If you have the chance to change things about the program offered at the learning centre, what would you change? Explain why.

#### *Safeguarding and child protection*

13. Do you feel like the training you received as part of the project strengthened your ability to identify children with signs/ symptoms of PSS? If not, why? If yes, please explain how?
14. What do you do when children misbehave in your class?

#### ***Remedial/Catch-up Classes***

15. How useful were the remedial and catch-up classes in encouraging students to continue learning? How could they be improved?
16. How did the TLS ensure that children with disabilities, and other vulnerable groups (girls/ IDPs, etc.) were able to equally benefit from these activities? What more could have been done?

#### ***COVID-19***

17. Please share your experience with the distance learning program(if involved)? Please tell us the benefits and obstacles faced throughout the program. How were they addressed? Did some students benefit more than others? If so, who and why? What more could have been done to improve the learning process for all children?
18. How useful are the Back to Learning campaigns in encouraging children to continue learning? Why? How can they be improved?

#### ***Capacity building***

19. What kind of training did you receive through the [name of project/ learning centre]?
20. Were you satisfied with the way the training was delivered? What more would you have liked to receive?
21. What aspects did you find most useful to apply in your teaching practice, and why? What about aspects you found difficult to apply, and why?
22. How useful did you find the PSS support provided to you? How did they affect your wellbeing (if at all)? What did you find most/least useful about them? How could they be improved?
23. How useful did you find the PSS training provided to you, and why? How did you use the training to support children? What did you find most/least useful about the training? What more did you need to better support children?
24. How useful did you find the teacher circles, and why? What did you find most/least useful about them? How could they have better supported you?

#### ***Stipends***

25. How useful were the stipends in supporting you to implement your teaching practice at the TLSs? Would you change anything in stipends you received, and if so, what and why? (*Amount, currency, modality of delivery, etc.*)

#### ***Cross-cutting issues***

26. What kind of changes were made to the TLSs and/or resources provided to facilitate children's access to them (including those with different types of disabilities) What more could have been done for the TLs to be more inclusive?
27. What kind of strategies did you use to meet the learning needs of girls and boys with and without disabilities? How did you encourage participation of all students?

#### ***Feedback and Complaints***

28. What kind of feedback and complaint mechanisms are available for students and teachers/ education personnel? How accessible are they (girls/boys/ persons with different disabilities)?
29. Have you ever shared your feedback or made a complaint about the activities you took part in as part of the project? If yes, how was your feedback/complaint dealt with? If not, why not?
30. Have you ever received feedback or a complaint from a student? If so, how was this addressed?

#### ***Closing***

31. Is there anything you would like to say that we haven't talked about today?

## 9.8. Interview Guide for FGDs with PSS Workers

### Informed Consent:

Each participant has signed an information sheet and consent form and agrees to take part in the FGD (See Annex 8).

### Preliminary Form

Location:	
Date of interview:	
Age range of Participants:	
Number of women attending:	
Number of men attending:	
Name of interviewer:	
Start time of interview:	
End time of interview:	

### Before the Discussion (Yes or No questions)

17. Questions issued to and approved by UNICEF staff.	
18. Rights holders are identified according to age-groups, gender and target numbers as listed in the Inception Report.	
19. Schedule for date, time, venue and staffing for the group discussions arranged through coordination with and approval of UNICEF team.	
20. Schedule of group discussions sent by UNICEF to Team Leader and Education Expert.	
21. Participants are contacted and receive information about the purpose of the evaluation and the informed consent process.	
22. Informed consent obtained from participants and recorded on appropriate form.	
23. Participants informed of date, time and location of group discussions.	

### During the Discussion (Yes or No questions)

24. If interviews are completed remotely, data collectors organise the online room in which the discussion will take place, open their camera, and ensure participants can hear and see the data collector.	
---	--

17. In the event where FGDs are face to face, checks are made to ensure that COVID-19 preventative measures are followed (See Annex 9)	
18. Participants are welcomed into the room and informed of the purpose of the group discussion.	
19. Reminders are given that any participant can leave the FGD if they do not want to continue.	
20. Informed consent obtained from participants and recorded on appropriate form.	
21. Begin discussion using the question schedule already provided.	

### Interview Questions (Open-ended)

#### Introduction

Can you tell me about the activities you participated in as part of the ECW program?

#### Relevance

1. In what ways did the PSS activities provided to children as part of the program support them (if at all)? What about the value of the PSS activities provided to parents?
2. What was the value of the PSS activities and training provided to teachers?
3. How satisfied were you with the training you received? Please elaborate.
4. Were given the opportunity to be involved in the design of PSS activities?

#### Effectiveness

5. What students do you provide with PSS support? Please give us some examples of success stories. Were there any challenges faced in the provision of this support to students? How were they addressed? Please elaborate. What more would you need to provide better quality support?
6. Do you provide assistance to teachers with their PSS activities? If so, please state how.
7. Were you provided with any training or guidance on how to provide PSS support? If so, please state what this training or guidance was, who provided it for you and how it benefited you. Were you satisfied with the way it was delivered? What more would you have liked to receive?
8. Do you also provide PSS support to teachers and other education personnel? If so, please state what this support is. If there is a success story with a teacher you provided PSS support for, please tell it to us. Were there any challenges faced in the provision of this support to teachers? How were they addressed? Please elaborate. What more would you need to provide better quality support?
9. Do you provide PSS support for parents? If so, please state what this support is. If there is a success story with a parent you provided PSS support for, please tell it to us. Were there any challenges faced in the provision of this support to parents? How were they addressed? Please elaborate. What more would you need to provide better quality support?
10. If a child was identified with emotional and psychological needs beyond the teacher's abilities, what would you do to meet the needs of this child?
11. How much impact do you feel the PSS support has made on:
  - Students
  - Parents
  - Teachers

Please give a reason for each of your answers.

12. What are the main positive and/or negative outcomes of your engagement in the [name of project/learning centre]? Were there unforeseen outcomes to your involvement?

#### Cross-cutting issues

13. What measures were taken to ensure that PSS support provided to students included a broad range of children, including those who vulnerable, such as, children with disabilities, IDPs, and girls? Please give examples. Did you face any challenges including these vulnerable groups? If so, how were the challenges addressed? What more is needed for the PSS support to be able to benefit those who are most vulnerable, such as CwDs, IDPs, etc.)?
14. What gender considerations were taken in the PSS support and training?
15. How did the training help improve capacities to identify and interpret signs and symptoms of psychosocial distress and unusual behaviour of children affected by the crisis? How did the training help improve capacities to identify needs that are beyond the training of teachers, and conduct proper referrals of cases with needs that require specialised care?

#### **Feedback and Complaints**

16. What kind of feedback and complaint mechanisms are available for students and teachers/ education personnel? How accessible are they (girls/boys/ persons with different disabilities)?
17. Have you ever shared your feedback or made a complaint about the activities you took part in as part of the project? If yes, how was your feedback/complaint dealt with? If not, why not?
18. Have you ever received feedback or a complaint from a student/teacher? If so, how was this addressed?

#### **Closing**

19. Is there anything you would like to say that we haven't talked about today?

## [9.9. Children's Survey](#)

### **Informed Consent:**

Participant (and guardian) have signed an information sheet and consent form and agree to take part in the survey (See Annex 8).



Section 1: Background information of respondent			
#	Questions	Answers	Prompt to monitors
1.1	Gender	Man -Woman	
1.2	How old are you?	7 8 9 10 11 12 13 14 15 16 17	
1.3	How many times have you left your home? 1,2,3,4, more than 5	1 time 2 times 3 times 4 times 5 times or more	

1.4	What type of learning centre do you go to?	Tent Caravan Building School Other: _____	If you know what type of building it is – please make note of this i.e., NGO owned or government owned
1.5	When was the last time you went to school?	Never 1 year ago 2 years ago 3 years ago 4 years or more	
1.6	How many years were you in school for?	1 year 2 years 3 years 4 years 5 years or more	
1.7	How long have you attended this learning centre?	Less than a year 1 year 2 years 3 years or more	
1.8	Do you attend the morning or afternoon shift in the learning centre?	Morning shift Afternoon shift Alternate between morning and afternoon shift Both morning and afternoon shift	

1.9	Are there boys only in your class, girls only or both?	All boys All girls Mixed boys and girls	
-----	--	---	--

Section 2: Accessibility to Temporary Learning Space and Resources			
#	Questions	Answers	Prompt to monitors
2.1	How do you go to the learning centres?	I walk to school Bus Car Motorcycle Other: _____	
2.2	If someone takes you to school, please state who.		The program provides transport for some students to and from school. Ask the child if this is a service provided by the program.
2.3	Is there clean water for you to drink in the learning centre?	Always Most of the time Sometimes Yes, but there isn't enough water for everyone No, I bring water from home	

2.4	Is there a clean toilet for you to use in the learning centre?	<p>Yes It is difficult for me to use the toilet in the learning centre</p> <p>No</p> <p>Other: _____ -</p>	Check if the toilet can be used by all students including those with special needs
2.5	Is there a washing basin for you to wash your hands after the toilet with water?	<p>Yes, there is a washing basin and water to wash my hands</p> <p>Yes, there is a washing basin but no water to wash your hands</p> <p>No, there is no washing basin or water</p> <p>There is a washing basin and/or water but I can't use it because I can't reach it</p>	Please check that this washing basin is accessible to students with disabilities.
2.5	What do you do when the classroom gets dark?	<p>I ask the teacher to turn on the lights in the classroom</p> <p>We open the windows to get natural light</p> <p>We all sit next to the window to get natural light</p> <p>We have a hard time seeing because it stays dark</p> <p>Other: _____</p>	Learning spaces have been equipped with lighting connections – check whether that is the case or if the lighting is just natural sunlight.
2.6	Is the sentence below true? 'I don't have a problem in finding a place to sit in the classroom?'	<p>Yes, there is sufficient chairs for all students</p> <p>No, chairs are insufficient. We share chairs most of the time</p> <p>Chairs are sufficient but they are uncomfortable or broken.</p> <p>Other: _____</p>	

2.7	Are there enough tables for you in the classroom	<p>Yes, there are sufficient tables for everyone to work on</p> <p>No, tables are insufficient and we have to share them</p> <p>Tables are sufficient but are not suitable to do work on.</p>	
2.8	Is the sentence below true? 'When I first joined the centres, I was given a bag that has books, papers, and pencils.'	<p>Yes, I have a bag, books, papers and pencils</p> <p>Yes, I have a bag and books, papers and pencil but my parents brought them for me.</p> <p>I only have a bag but we share books, pens and pencils</p> <p>We only share books</p> <p>I don't have any of them</p>	
2.9	Do your teachers use any colourful images like these in either Arabic or math lessons?	<p>Yes, they use similar images in both</p> <p>Only in Arabic lesson</p> <p>Only in math lessons</p> <p>They don't use any images in Math or in Arabic</p> <p>Other: _____</p>	
2.10	Is the sentence below true? 'I find it difficult to concentrate in the lesson in winter because the classroom is extremely cold.'	<p>Yes, the class is very cold in winter</p> <p>No, the class is heated in the winter.</p> <p>The classroom is very cold, but I wear a thick jacket.</p> <p>Other: _____</p>	

Section 3: Learning environment and its impact on students learning			
#	Questions	Answers	Prompt to monitors
3.1	Which picture (s) better describes most math lessons? Explain why		Make sure students know what is in each picture before they choose. Students might choose more than one picture. Please ask students to explain which picture represents their lessons most of the time.
3.2	Which picture (s) best describes most Arabic lessons? Explain why		Students might choose more than one picture. Please ask students to explain which picture represents their lessons most of the time.

3.3	<p>Close your eyes and try to remember a lesson that you enjoyed and participated in the most. What happened in this lesson, what made you participate so much?</p>		<p>You can use any of these sentences to stimulate their thinking.</p> <ul style="list-style-type: none"> <li>- I was able to answer all questions correctly.</li> <li>- Teacher encouraged me</li> <li>- Teacher asks us to do activities in the lesson</li> <li>- Teacher allows us to work with peers.</li> <li>- We play games while learning.</li> <li>- We sang songs</li> <li>- We did a role play</li> </ul>
3.4	<p>When do you learn better in literacy lessons?</p>	<p>           When the students are quiet            When the teacher uses the laptop in the lesson            When we do activities and play games            When we practice letters and words using paper and pencil            When we listen to stories and sing songs            Other: _____         </p>	<p>More than one option can be chosen</p>

3.5	When do you learn better in numeracy lessons?	When the students are quiet When the teacher uses the laptop in the lesson When we do activities and play games When we practice numbers using paper and pencil When we use tools, such as blocks and shapes to learn about numbers. Other: _____	More than one option can be chosen
3.6	I feel that I've learnt in Arabic lessons to ____	Identify more than three letters Identify 4 letters or more Identify 4 words or more Read a simple paragraph with few mistakes Read a short story fluently and with ease	More than one option can be chosen
3.7	I feel that I've learnt in Math lessons to ____	Identify 1 to 3 single digit numbers Identify 4 single digit numbers Identify 4 double-digit numbers Perform double-digit addition problems Perform 3-digit subtraction with borrowing problem.	More than one option can be chosen
3.8	You have a magic wand and one wish. If you could change one thing in Arabic lessons to make them more enjoyable and to learn better, what would you change? Why?		



3.9	We give you another wish with the magic wand. If you could change one thing in Math lessons to make them more enjoyable and to learn better, what would you change? Why?		
3.10	Choose the emoji that better describes your feeling when you answer a question correctly.		
3.11	Choose the emoji that better describes your feeling when you do not understand the lesson.		
3.12	If one of your peers has a hearing or vision problem, how do you think the teacher will accommodate for his/her needs	<p>The teacher would ask the student to sit in the front.</p> <p>The teacher would ask one of the students to support him/her in the lesson.</p> <p>The teacher would talk in a loud voice in the lesson.</p> <p>The teacher would write in large letters on the board</p> <p>The teacher would assign one of the excellent students to help him/her</p> <p>The teacher will treat him like any other student.</p> <p>Other: _____</p>	

Section 4: PSS activities			
#	Questions	Answers	Prompt to monitors
4.1	Choose the emoji that better describes your feelings when you attend PSS activities?		
4.2	Which picture (s) better describes what your teacher does during a PSS activity. Explain why		Please make sure that students understand what is in each picture before they answer the question

4.3	Name two ideas you learned in the PSS session		<p>Please use these pictures to remind students of some of the concepts they learned in the PSS sessions. Examples are listening and communication, building healthy relationships with peers, making responsible decisions, conflict resolutions and others</p>
4.4	Choose the emoji that describes how PSS activities have impro. Explain why.		

Section 5: Safeguarding and child protection			
#	Questions	Answers	mpts for monitor

5.1	You are in a lesson and suddenly two of your peers start fighting. What would you do?	<p>I would tell the teacher  I would try to stop them.  I would not interfere.  Usually students do not fight in lessons.  Other: _____</p>	
5.2	How does the teacher react to students fighting?	<p>The teacher would talk to both students quietly and ask them to apologize to each other.  The teacher would shout at them and ask them to behave properly.  The teacher would ask them to stand in the corner.  The teacher would ask them to leave the classroom.  The teacher would send a warning letter to their parents.  The teacher would deduct from their marks  The teacher would slap them on their hands or neck  Other: _____</p>	
5.3	Choose the answer that better describes the teacher's reaction if you don't complete your work or homework	<p>The teacher would yell at me  The teacher would hit me on my neck/hands  The teacher would tell my parents.  The teacher would deduct from my marks.  The teacher would give me another chance to do the homework.  Other: _____</p>	

5.4	<p>During one of the lessons, you were an excellent student. You were attentive and did exactly what the teacher asked you to. You completed your work and even helped your peers. You raised your hand to answer the teacher's questions and answered the questions correctly. How did the teacher reward you?</p>	<p>The teacher and my peers clapped for me.          The teacher told me encouraging things that made me feel happy like, 'excellent job!'; 'well done'; 'continue the good work'; 'bravo!'          The teacher gave me an award          The teacher added points/ or marks for me          The teacher rewarded me with candy; colouring pencils, pencils, etc...          The teacher did not do anything          Other: _____</p>	<p>the student to relate this to what really does happen in s when the teacher rewards him/her.</p>
5.4	<p>What would your parents do if they receive a warning letter about your misbehaviour in a lesson?</p>	<p>My parents would slap me on the face and hands          My parents would prevent me from going to the learning centre          My parents would ask me to apologize to my teacher          My parents would talk to me to understand the reason behind my behaviour.          My parents would just ignore the warning letter.          Other: _____</p>	

5.5	Maha/ Ahmed is a new student who recently joined the learning centre. He/she uses a wheelchair for mobility. What in the learning centre would make it easy for Ahmed/ Maha to move around?	<p>A ramp Wide corridor A special area in the class with sufficient space for them Special bathroom toilet Special wash basin Special table in the classroom Other: _____</p>	
-----	---	---	--

**Section 6: Summer school and Distance learning program**

#	Questions	Answers	Prompt to monitors
6.1	Did you attend the distance learning program as a response to COVID-19?	<p>Yes Yes, but there is only one smart phone or laptop for me and all my siblings so I could not always do the work No, the internet connection was poor/limited No, we did not have a smart phone</p>	

6.2	Did you receive your assignment from the teacher via WhatsApp group?	Yes, my parents helped me to communicate with the teacher to get my assignments through WhatsApp I know how to use WhatsApp and communicated with my teacher directly to get my assignments No Somewhat.	
6.4	How many times did you miss completing and sending work to the teacher during the distance learning program?	None 1 time 2 times 3 times 4 times or more	
6.5	If you missed sending your work one time or more, please tell me why.		
6.6	Use the emoji to determine how much you enjoyed the videos and lessons you received from your teacher via WhatsApp during the distance learning program (on scale of 1 to 10)		
6.7	Use the emojis to tell me how well you felt you learnt literacy and numeracy skills during the distance learning program(on scale of 1 to 10)		

6.8	Did you attend the summer program in June and July?	Yes No I attended only part of it but not all	
6.9	Use the emoji to rate how much you enjoyed the summer program		
6.9	Use the emoji to rate the summer program in helping you to improve your skills in Arabic and in Math		



9.10 Teachers' Survey

**Informed Consent:**

Participant has signed an information sheet and consent form and agrees to take part in the survey (See Annex 8).

Section 1: Background information of respondent			
#	Questions	Answers	Prompt to monitors
1.1	Gender	Man Woman	
1.2	What is your educational background?	High School Bachelor's degree Higher degree Did not complete school Other: _____	
1.3	How long have you worked in this learning centre / school?	Less than a year 1 year 2 years 3 years or more	
1.4	Do you work the morning or afternoon shift in the learning centre?	Morning shift Afternoon shift Alternate between morning and afternoon shift Both morning and afternoon shift	

1.5	What is the age group of students you teach?		Please have teachers identify the age range for example from 7- to 15-year-old students
1.6	What is the gender distribution of students you teach?	All boys All girls Mixed boys and girls	If teachers teach more than one classroom and each is made of a different gender content, then make multiple choices

1.7	How many identified students of disabilities are in your lesson?		Please ask teacher to differentiate how many of these students are identified as severe cases
-----	--	--	---

1.8	How many students (approximately) are in each classroom of the learning space?		
-----	--	--	--

Section 2: Accessibility to Temporary Learning Space and Resources			
#	Questions	Answers	Prompt to monitors

2.1	Where do you provide your non-formal educational services to children?	NGO run centre Government run centre Temporary learning centre (TLC) TLC in a camp Home based space Other: _____	
2.2	Is the lightening adequate?	Yes, I can adjust the lighting Yes, but I depend on natural sunlight No, the lighting is inadequate and there are no lighting connections	Learning spaces have been equipped with lighting connections – check whether that is the case or if the lighting is just natural sunlight.
2.3	Are there sufficient chairs and desks in the classrooms for all students?	Yes Insufficient chairs – sharing between students required Insufficient tables – sharing between students required Other: _____	
2.4	Is there sufficient stationary to support learning? (books, bags, pens, pencils, , etc...)	Insufficient books, bags, papers and pencils for all students Sufficient books, pencils, bags and paper for all students Sufficient stationary available for students but need to be shared Some stationary is sufficient while others are not	

2.5	Please state any resources or stationery in the learning space that caters to the needs of students with disabilities.		If the teacher states there aren't any, please make note of this.
2.6	What kind of teaching aids are you provided with in the learning space?	Scientific maps Images to illustrate concept No teaching aids Other: _____	More than one answer is possible here Please make note of any other teaching aids not mentioned
2.7	Do you have access to technology to support the learning process such as smart phones, laptops?	Access to smart phones or laptops No access to smart phone or laptops Access to smart phone or laptop available but there is lack of time and knowledge on how to use them Other _____	
2.8	Do you have access to internet in the learning space?	Yes Yes, but the connection is poor or limited No internet connection	
2.8	How is the temperature of the learning space in summer and winter?	Hot in summer Temperature is tolerable in summer Cold in winter Learning space is heated in the winter so it is tolerable Other: _____	

2.9	Are you aware of the back to learning campaigns?	Yes No Somewhat	
2.10	How effective do you think these back to learning campaigns are in persuading parents to register their children in the NFE program?	Very effective Effective Somewhat effective Ineffective I have never heard of these back to learning campaigns	
2.11	Please explain why you gave this rating		Response may include the aid provided to families which includes transportation to learning centre

Section 3: Capacity building of teachers on pedagogies			
#	Questions	Answers	Prompt to monitors
3.1	Have you received any training on new interactive teaching strategies?	Yes No I'm not sure	

3.2	If yes, what kind of training have you received?	Literacy and numeracy skills training Student-centred teaching strategies Education in Emergencies Lesson planning How to prepare home based learning material How to prepare digital study material Continuous assessment Time-on task (time management) Other: _____	Please make sure teachers check ALL trainings on teaching methodologies they have attended. Any training that is not mentioned in the choices should be added in the others choice.
3.3	If you received training on student centred teaching strategies, please state what they are (with examples if possible)		Teachers received training on interactive pedagogies. Have them explain what these pedagogies were.
3.4	How effective were these trainings in changing your teaching practice?	Very effective Effective Somewhat effective Ineffective I was not trained	

3.5	<p>If there was any change in your teaching practice as a result of the training, what were they?</p>	<p>           Better planning for lessons            More focused learning objectives            Use of more activities that students enjoy            My confidence to model good practice has improved            Providing more opportunities for students to interact with me and with each other            Providing more opportunities for students to complete work on their own            Focus on developing students' understanding and skills rather than encouraging them to memorize            Assessing students' progress and planning to fill the gaps or weaknesses            More confidence to use technology to encourage interaction with students            How to manage the time of lesson on each task or activity            Other: _____         </p>	<p>Teachers may choose more than one answer. Please add any other response not mentioned in the choices to the others section.</p>
3.6	<p>Did you find it difficult to implement the training(s) during lessons?</p>	<p>           Yes            No            Sometimes            Some of the trainings were difficult to implement while others were more applicable in the classroom            I did not implement any of the trainings during lessons            Comment: _____         </p>	<p>If teachers respond that some of the trainings were difficult to implement and others were not, then please ask them to comment which trainings were difficult and which were more applicable</p>

3.7	If it was difficult or sometimes difficult to implement the training in lessons, please state why. Give examples when possible. If it wasn't difficult, please explain your answer. Give examples when possible.		
3.8	Do you attend teacher circles?	Yes No Sometimes I don't know what teacher circles are	If the teacher does not know what teacher circles are or does not attend them, please go to the next section
3.9	If you attend teacher circles, how often do you attend them?		Teacher circles happen once a month – this question is to confirm this.
3.10	What is the benefit of the teacher circles?	Support from teacher peers (or other staff) Exchange of information Share experiences and learn from each other Brainstorm solutions to challenges in the classroom Other: _____	
3.11	How effective do you feel the teacher circles are in helping you to improve your teaching strategies?	Very effective Effective Somewhat effective Ineffective I'm not sure	



3.12	Please explain your above rating. Give real life examples from your experiences with learning circles.		

#### Section 4: Impact of new pedagogy on students' skills

#	Questions	Answers	Prompt to monitors
4.1	How much impact do you feel interactive teaching strategies (student centred) have on the progress of your students' skills and understanding?	Strong impact Some impact Little impact No impact I'm not sure	Here we are referring mostly to the development of students' literacy and numeracy skills.
4.2	How much impact do you feel interactive teaching strategies (student-centred) have on student engagement and participation?	Strong impact Some impact Little impact No impact I'm not sure	This question is asking about impact on engagement of student during the lesson – their motivation and participation.
4.3	Do you feel that these student-centred teaching strategies have the same impact on students with disabilities?	More impact Same impact as any other student Less impact	

4.4	Please explain your answer.		
4.5	How do you know your students' numeracy and literacy skills have improved?	<p>Student participation in lesson only</p> <p>ASER test results (pre- and post-assessment results)</p> <p>Continuous assessment during lessons</p> <p>Students' written work</p> <p>All of the above</p> <p>Other: _____</p>	
4.6	How effectively do these assessment methods inform you of students' progress?	<p>Very effective</p> <p>Effective</p> <p>Somewhat effective</p> <p>Ineffective</p> <p>I'm not sure</p>	
4.7	Please explain why you gave this rating. Give examples if possible.		

**Section 5: Safeguarding and child protection**

#	Questions	Answers	Prompts for monitor
---	-----------	---------	---------------------

5.1	Were you trained on how to identify signs and symptoms of psychosocial distress in students?	Yes No I'm not sure	
5.2	How effective was this training in giving you the confidence to identify signs of psychosocial distress in students?	Very effective Effective Somewhat effective Ineffective I'm not sure	
5.3	Please explain why you gave this rating.		
5.4	What are the signs / symptoms of psychosocial distress that you see or may see in a child?	Anxiety Depression Isolation / withdrawal Aggression Involuntary urination Other: _____ _____	Please do not read the choices to the teacher and allow them to answer is an open question

5.5	What action do you take when the child displays these psychosocial symptoms?	Refer the student to the PSS officer or social worker Refer the student to a specialist in a specialised organization Talk to the child myself Talk to the child's parents I don't get involved  Other: _____ _____	More than one response can be chosen in this case. If there are other actions not mentioned in the choices, please make note of them.
5.6	What do you do when students misbehave?	Talk to student calmly Give student a warning Ignore some misbehaviour Slap student on neck/ hands Yell at student to stop Send student to Principal / social worker/ PSS officer Give student extra homework Inform the student's parents Have student sign a 'behaviour contract' Deduct from their points/marks  Other: _____ _____	Teachers may choose more than one option. Please do not read the options to the teacher and allow them to answer as an open question.

5.7	Do you treat misbehaviour from students with disabilities differently than other students?	Yes No Somewhat	
5.8	If yes or somewhat, please state how you treat students of disabilities' behaviour differently?		
5.9	Are you aware of the child protection code of conduct?	Yes No	
5.10	What is your understanding of this code of conduct?		

Section 6: PSS activities

#	Questions	Answers	Prompts for monitor
6.1	Do you conduct PSS activities with students?	Yes No Sometimes PSS staff conduct these sessions	If teacher does not give PSS sessions, please go to next section.
6.2.	What topics do you cover in these sessions?	Listening and communication skills Students' self-awareness such as understanding their own emotions How to build healthier relationships with peers How to make responsible decisions How to solve problems How to resolve conflicts Gender issues: _____ Others: _____	Multiple choices may be made. If teacher chooses gender issues, please have them explain what topics were covered on gender. Any other topics should be noted.
6.3	Were you trained on how to give these PSS activities to students?	Yes No	
6.4	How effective was this training?	Very effective Effective Somewhat effective Ineffective I'm not sure	

6.5	Please give the reason for this rating.		
6.6	How much impact do you feel these PSS activities had on students' wellbeing?	Strong impact Some impact Little impact No impact I'm not sure	
6.7	Please use real life examples to explain your rating.		

Section 7: Inclusive education			
#	Questions	Answers	Prompts for monitor

7.2	What kind of disabilities are present in your classes?	Auditory Impairment Visual Impairment Dyslexia/ dyscalculia Physical disability Moderate Cognitive disability ADHD/ ADD Autism Severe Cognitive Disability Other: _____	
7.3	Have you received training on how to meet the needs of these students?	Yes No	
7.4	How effective was this training in helping you to meet the needs of students with disabilities?	Very effective Effective Somewhat effective Ineffective I'm not sure	
7.5	What strategies do you use to meet the needs of these students?	Giving them more time to complete work Seating them close to teacher Giving them work at their specific level Assigning their peers to help them with tasks such as movement and helping them to understand task Student does not require any assistance in the classroom Other: _____ _____	



7.6	How much progress in literacy and numeracy skills do you feel students of disabilities are making?	Most make good progress Some make good progress Few make good progress They are mostly not making the progress they should be making	
-----	--	---	--

**Section 8: Summer school and Distance learning program**

#	Questions	Answers	Prompt to monitors
8.1	Did you convey the distance learning program as a response to COVID-19?	Yes No	
8.2	Were you trained on how to create home based learning material/ digital study material?	Yes No Somewhat	
8.3	Rate the effectiveness of the training to prepare you to conduct the distance learning program.	Very effective Effective Somewhat effective Ineffective I'm not sure	

8.4	Please explain your rating		
8.5	Give an approximate proportion of boys to girls who took part in the distance learning program?	Half boys and half girls Mostly boys Mostly girls Comment: _____	teacher teaches all boys or girls, please make note of this
8.6	Did students of disabilities take part in the distance learning program?	Yes, many Yes, some Yes, few No The distance learning program was not inclusive to students with disabilities	
8.7	Was the WhatsApp group created for the long-distance program effective in allowing you to send videos and assignments to students?	Very effective Effective Somewhat effective Ineffective	
8.8	Were students as responsive on this WhatsApp group to send you their completed assignments?	Highly responsive Responsive to some extent Not regularly responsive Irresponsive	
8.9	Rate the effectiveness of the distance learning program in helping students to develop their numeracy and literacy skills?	Very effective Effective Somewhat effective Ineffective	

8.8	Please give a reason for your rating with real life examples if possible.		
8.9	Did you teach in the summer remedial or catch-up program in June and July for students?	Yes No	
8.10	What was the gender distribution of students in the summer camp?	Half the students are boys and half are girls Most are boys Most are girls Comment: _____	teacher teaches only one er, make note of this
8.11	Did students of disabilities take part in this summer remedial/catch up program?	Yes, many Yes, some Yes, few No The summer remedial/catch up program was not inclusive to students with disabilities	
8.12	Rate the effectiveness of the summer remedial/catch up program in helping students to develop their numeracy and literacy skills?	Very effective Effective Somewhat effective Ineffective	
8.13	Please give a reason for your rating with real life examples if possible.		

Section 9: Stipends			
#	Questions	Answers	Prompts for monitor
9.1	Do you receive a stipend every month?	Yes, I receive a stipend regularly (every month) Yes, I receive an income but not regularly (not every month) Yes, but I have not received my stipend for several months No, I do not receive a stipend	
9.2	Please state how much your stipend is.		Please ask the teacher to give a number and ask what currency they are paid in. US dollars or Syrian currency?
6.3	Who pays you this stipend?		

6.4	Do you receive your stipend on time?	Always on time Mostly on time Sometimes on time and sometimes late Often paid late	
-----	--------------------------------------	---	--

### 9.11. Classroom Observation Checklist

#### Instructions for monitors-

Purpose of Lesson Observation: To gather data from lessons and PSS activities delivered to children on the teaching strategies used in lesson, and its impact on student engagement and motivation.

This lesson observation sheet is made of the following sections:

1. Setup of classroom
2. Teaching strategy
3. Student-Teacher interaction
4. Lesson Conclusion

Please bear the following in mind when completing this sheet:

1. Study the questionnaire thoroughly before the monitoring visit. You will likely have to fill it out several sections in parallel. To avoid losing time finding the right row, make notes in the observation comment column which you can refer to.
2. When filling out this observation sheet, you **do not** need to complete it in a specific order. Please complete sections according to what you observe during the lesson. Many of the sections can only be filled out towards the end of the lesson. ***PLEASE make notes on the observation comments column to help verify the option you choose.***
3. The first section on setup of the classroom can be completed when the students and teacher are preparing to start the lesson. Please ask the teacher for the lesson plan and what the lesson objective is at beginning of lesson – ***before*** the lesson starts.
4. **Please do not disrupt the lesson for any reason. Do not stop the lesson at any point to ask the teacher or students any question.**
5. The 'Possible observation' column directs you to the type of observation we are looking for. However, if the answer is not available, please briefly write what you observe in the observation comments column.
6. Please choose one option from the possible observation column where applicable. For some observation criteria, you can choose multiple options. A note is made in the 'note to monitors' column when multiple options are possible.
7. When writing comments in the observation comments column, please try to make your comments descriptive. For example, instead of writing the students are happy, write the students laughed at the jokes of their teacher.
8. Please observe the whole lesson. Most of the criteria refer to what you observe in the whole time you are in the lesson.
9. Take pictures of students' work in the form of activity or worksheet. Choose 5 students of different abilities (high, middle, low achiever) and take a picture of their work after they complete it. **DO NOT TAKE PICTURES OF STUDENTS OR THE TEACHER WITHOUT PERMISSION.**

Setup of classroom				
No.	Criteria	Possible observation	Observation comments	Note to monitors

1	Nature of Learning space	Tent Caravan NGO supported building Government supported building School building Other		
2	Name of learning space			
3	Subject	Literacy Numeracy PSS activities		
4	Gender of person leading lesson	Man Woman		
5	No. of boys in lesson	Number:		Record the number present in class. If possible, also record the number registered also. For example, if there are 12 boys in the class and the teacher says there are 15 boys registered, write 12/15
6	No. of girls in lesson	Number:		Same as comment above for boys.

7	No. of boys with identified disabilities in lesson	Disability: Number: Cognitive/intellectual disability: ____ Hearing impairment. ____ Visual Impairment. ____ Speaking impairment. ____ Physical disability (difficulty moving and/or using upper limbs). ____ Anxiety/depression. ____ Other. ____		If the teacher clocked all students with functioning difficulties at the beginning of the lesson, please make note of that.  These disabilities should be identified by the teacher.
	No. of girls with identified disabilities in lesson	Disability: Number: Cognitive/intellectual disability: ____ Hearing impairment: ____ Visual Impairment: ____ Speaking impairment: ____ Physical disability (difficulty moving and/or using upper limbs). ____ Anxiety/depression: ____  Other		
8	Equipment for children with disabilities (CWDs)	Wheelchair Hearing Aids Magnifying glass for students with visual impairment Other		Please note any equipment or resources for CWDs. 'Other' may include any form of tactile tools such as material in braille but also produced for education purposes e.g. beads, lentils etc.



	Tables in the classroom	<p>Sufficient tables in the class for all students</p> <p>Insufficient tables and students share or some students do not have a table to work on</p> <p>Table for students with disabilities is adequate</p> <p>Table for students with disabilities is inadequate (makes learning difficult)</p>		
	Chairs in the classroom	<p>Sufficient chairs available for all students</p> <p>Insufficient chairs so some or few students may not possess chairs</p> <p>Chair available for student with disability is adequate</p> <p>Chair is inappropriate for student with disability and makes learning more difficult</p>		
9	Gender seat distribution	<p>Girls are seated together in front of the class</p> <p>Girls are seated together in the back of class</p> <p>Girls are seated together in groups and distributed in different areas of class</p> <p>Girls are seated on one side of class and boys on other side</p> <p>Girls and boys are seated together and mixed</p> <p>Only girls are in the classroom</p> <p>Only boys are in the classroom</p>		

	Seating arrangements for children with disabilities	<p>Children with hearing impairment seated in front of the class</p> <p>Children with visual impairment seated in front of class with back to windows</p> <p>Children with different disabilities seated together at the back of the class</p> <p>Children with different disabilities seated anywhere the class, irrespective of disability</p> <p>There are no children with disabilities in this class</p>		
10	Displays on wall	<p>Colourful displays found around learning space</p> <p>Few displays of any kind in class</p> <p>No displays or any illustrations to illustrate the learning environment</p> <p>No examples of student work on walls or around class</p> <p>Some examples of student work on walls or around class</p> <p>Many examples of student work on walls or around class</p>		Student work can be in the form of pictures, a completed worksheet, students' written work or posters. It can be in any subject and on any topic and may be illustrated on the classroom walls, in the corridors or in a corner.
11	Ventilation and temperature of class/ learning space	<p>Learning space is not well ventilated</p> <p>Learning space ventilation is acceptable</p> <p>Learning space temperature is suitable – not too hot or too cold</p> <p>Learning space is hot</p> <p>Learning space is cold</p>		...

	Lighting	Class has poor lighting Class lighting is acceptable Class depends on natural sunlight Lighting available in classes		Please check 2 choices here – the adequacy of the lighting and whether there is lighting available in classroom or learning space
	Safety hazard of classroom	Class has safety hazards Class has few safety hazards but procedures are in place to mitigate danger on students There are no safety hazards in the classroom		Safety hazards are any dangerous circumstances such as glass on the floor, holes in the floor, leakages, open spaces with no boundaries etc If there is a safety hazard and procedures in place to handle the hazard, please state what it is
	Classroom space and arrangement	Classroom is spacious enough for children with disabilities to move around safely Table/seating arrangements allow children with disabilities to move around easily Blackboard/ material is well arranged so that all children can see		The space refers to children with wheelchairs or crutches; The blackboard/material arrangement refers more to children with mild to moderate visual and hearing disabilities so that they are close up and can follow what is being talked about

Teaching strategies				
No.	Criteria	Possible observation	Observation comments	Note to monitors
13	Lessons plan	<p>Yes, teacher prepared a lesson plan</p> <p>No, teacher did not prepare a lesson plan</p>		
14	Lesson objective	Lesson objective(s):		<p>The lesson objective is what students are expected to learn during the lesson and is different from the lesson topic. For example, the lesson topic may be the letter B but the lesson objective identifies that students will learn how to read the letter B with harakat. Notice that the lesson objective does not indicate that students are to learn to write the letter. <i>If the lesson objective is not clarified during the lesson, ask the teacher before or after the lesson or check the lesson plan if available. Do not interrupt the teacher during the lesson.</i></p>

15	Introducing lesson	<p>The teacher uses first 5 minutes to revise the previous lesson through questions or activities</p> <p>The teacher informs students of the lesson objective</p> <p>The teacher asks questions to introduce the new lesson</p> <p>The teacher starts the lesson with an activity to introduce the new lesson</p> <p>The teacher starts explaining the new lesson while students listen</p>		How does the teacher introduce the new lesson?
----	--------------------	---	--	--

18	Type of questions asked by teacher	<p>1. Questioning that require a yes/no answer:          Many          Several          Few          None</p> <p>2. What and How questions that require students to recall an answer          Many          Several          Few          None</p> <p>3. Why questions that require students to explain and elaborate          Many          Several          Few          None</p> <p>4. Question that requires students to give examples from their everyday life          Many          Several          Few          None</p> <p>5. Questions that ask students to imagine          Many          Several          Few</p>		<p>The teacher will most likely ask different types of questions throughout the lesson. If the teacher asks a question not mentioned in the options, please record what the question is in the comments box. PLEASE RECORD AS MANY QUESTIONS AS POSSIBLE THAT THE TEACHER IS ASKING STUDENTS</p> <p>Multiple options possible.</p>
----	------------------------------------	--	--	--

		<p>None</p> <p>6. "What if" or problem-solving questions Many Several Few None</p> <p>7. 'How do you feel' types of questions Many Several Few None</p>		
--	--	---	--	--

19	Discussions with the teacher	No discussion Brief discussions Several brief discussions Long discussions		Discussions refers to back and forth dialogues between students and the teacher. It may be questions and answers from both teachers and students. Brief discussions refer to a short discussion that includes short contributions from students and finished quickly. Long discussions refer to back and forth dialogues that last for a longer time and is more in depth.
16	Is the teacher talking continuously for more than 20 minutes?	Yes No		Please take note of how long the teacher speaks continuously whether she/he is explaining the concept or telling a story. Make note of what she/he is talking about if it is for more than 20 minutes
	Completing exercises in the textbook	Students are given an opportunity to solve the exercises in textbook on their own before the teacher corrects them Students listen to their peers/ teacher solve exercises and copy answers on their textbook		



21	Activity based learning	Singing Use of hand gestures Puzzles and other games Role-play Drawing Use of prompts Educational games Reading a book with a moral Other		Is the teacher using activities or games to achieve the learning objective? PLEASE WRITE DOWN AN ACCOUNT OF THE ACTIVITY(IES) USED! May choose more than one option. If there is a role play, please write what the scenario is.
23	Activity objective	Students are focusing on playing and are not completing the task correctly Students are playing and completing the task correctly		
24	Repeating after teacher	Teacher models a word or statement and students repeat it Teacher answers her own question and students repeat the answer Students repeating a song after the teacher Students memorize answers to questions No repetition		May choose more than one option.

Student-Teacher Interaction				
	Criteria	Possible observation	Observation comment	Notes to monitor
Student-teacher relationship				
25	Students' attitude towards the teacher	Respectful Warm Attentive Tense Uninterested Aggressive		Please note the attitude of most students. If few of the students have a different attitude from most, please note how and why if possible More than one option can be chosen
26	Student behaviour	Well-behaved students who respond promptly to teacher Mostly well-behaved students with few minor distractions controlled well by teacher Behaviour is variable. Students better behaved when given task and more misbehaved when bored Misbehaviour of a large group of students is evident		If the student's behaviour changes during the course of the lesson, please choose more than one option and briefly state why the behaviour changed for example, behaviour improved because students were engaged in the task given. Please take into consideration the behaviour of most of the students. Make note if only few of the students are behaving differently.

27	Classroom Management Methods used by Teacher	<p>Teacher reminds students of classroom expectations / code of conduct</p> <p>Teacher uses a reward system to praise or sanction students</p> <p>Teacher scolds the whole classroom when there is a misbehaviour from students</p> <p>Teacher uses inappropriate language with students who misbehave</p> <p>Teacher sends students who misbehave out of the classroom</p> <p>Teacher sends students who misbehave to the PSS officer/ social worker</p> <p>Teacher gives students who misbehave extra work</p> <p>Teacher writes comments on students' notebooks for their parents/caregivers to see that they misbehaved</p> <p>Teacher uses physical punishment with students who misbehave</p>		<p>If possible, make note of any strategy or method the teacher uses to manage the class such as turning off lights to quiet students down, clapping her/his hands, or a signal that her/his students may recognize.</p> <p><b>Importantly</b>, make note if the teacher uses different methods for different children, e.g. for girls one way and for boys another, or for boys and girls with disabilities differently, or any other relevant identify factor</p>
Student engagement				

28	Students' active listening skills	<p>Actively listening to the teacher and on-task during:</p> <ul style="list-style-type: none"> <li>Beginning of lesson</li> <li>Middle of lesson</li> <li>End of lesson</li> <li>Not at any time during lesson</li> </ul> <p>Students' passive and not on-task during:</p> <ul style="list-style-type: none"> <li>Beginning of lesson</li> <li>Middle of lesson</li> <li>End of lesson</li> <li>Not at any time during lesson</li> </ul>		<p>Passive means: students may be quiet but are not actively listening, uninterested in lesson, not on-task (do not complete or respond to the task they are given)</p>
29	Students' engagement in the task/activity given	<p>No activity/task given</p> <p>Most students are engaged and enjoy the activity/task given</p> <p>Half of the students are engaged and enjoy the activity/task given</p> <p>Most students are compliant and complete the activity/ task as directed</p> <p>Most students are noncompliant and do not complete the activity/task given</p>		<p>Task /activity refers to anything hands-on given to student to complete such as a worksheet or a learning by play task such as singing, drawing, playing with playdough, etc...</p> <p>If most students are noncompliant and do not complete the task given, please state why if possible (for example, poor teacher classroom management; students do not understand how to complete the task; they are passive and are not interested in the task, etc...)</p>

30	Students' engagement in answering questions/discussion	<p>No discussion/no questions answered by students</p> <p>Only a few students participate in answering questions/ discussion – mostly the high achieving students</p> <p>Several students participate in answering questions / discussion - not just high achieving students</p> <p>Many students participate in answering questions/ open discussion</p> <p>Students who participate in the discussion/answering questions are mostly boys</p> <p>Students who participate in the discussion/ answering questions are mostly girls</p> <p>Students who least participate in the discussion/ answering questions are mostly girls with disabilities</p> <p>Students who least participate in the discussion/ answering questions are mostly boys with disabilities</p> <p>There is a good gender mix of students who participate in the discussion/answering questions</p> <p>There is a good mix of students with and without disabilities who participate in the discussion/answering questions</p>		Please circle whether students are taking part in a discussion or answering teachers' questions.
----	--	---	--	--

		<p>Student are shouting out answers together / students do not wait for their turn to speak out or answer question</p>		
--	--	--	--	--

32	Students working in pairs	Students work together in pairs during: Beginning of lesson Middle of lesson End of lesson Not at all		Please make note of what students are doing in pairs. Is there a higher achiever helping a lower achiever?
33	Students working in groups	Students work together in groups to complete a task during: Beginning of lesson Middle of lesson End of lesson Not at all  Role of students while working in groups: Students in groups are given a role such as leader, timekeeper, presenter, etc... Tasks are divided within the group so that each student is responsible for completing a part of the group task Students complete the same group task together and all students are engaged Not all students in the group are involved in completing the task		Students given a task to complete in a group of 4 to 5 is referred to as group work. Please note what role each student is given during group work  Please note how students are grouped, e.g. boys and girls separate or together; and if children with disabilities are in class, are they grouped together, or are they included in groups of children without disabilities

Reward system used to motivate students				
35	Type of reward system	No form of encouragement or reward Use of encouraging words (good job, well done, excellent, bravo, etc...) Use of encouraging gestures (clapping hands, give a shout out, thumbs up, etc...) Use of stickers Distribute treats (candy or chocolate) Distribute awards Make a note in students' notebooks Reward mark system		If the teacher has a unique reward point system, please briefly make note of what it is.  Students may be praised or rewarded on academic and/or behavioural issues.  May choose more than one option.
36	Use of reward system	Students rewarded for positive behaviour Students rewarded for participation Students rewarded for giving correct answers or good academic achievement		Multiple options



Lesson Conclusion				
	Criteria	Possible observation	Observation comment	Note to monitors
41	Achievement of lesson objective	<p>Teacher wraps up the lesson in a plenary and confirms that students have achieved lesson objective</p> <p>Teacher wraps up the lesson with questions in a plenary to check that students understood the lesson</p> <p>Teacher does not repeat the lesson objective at the end of the lesson to check students' understanding</p>		

9.12. Observation Checklist

	Yes	No	Comments
<b>Entrance</b>			
Ramp for children with disabilities to access learning centre			
<b>WASH Facilities</b>			
Separate toilet for boys and girls			
Toilet for children with disability			
Grip bars on handles available for children with disabilities			
Doors to the latrine functional and lock available			
Easy to use on-off faucets			
Faucets and toilets operational			
Safe drainage in latrine			
Lighting in latrine operational			
Latrine well-ventilated and well lit			
A trash disposal available in latrine			
Soap available			
<b>Classroom</b>			
Regular power supply available in classroom			
Heating available and operational			
Classroom is well lit and ventilated			
Classroom is accessible to children on wheelchairs			
Desks and chairs in good condition			
Fixed electrical switches and plug sockets in good repair			
<b>Feedback and complaints mechanisms</b>			
Feedback and complaints mechanisms			<i>(Please describe the types of F&amp;C</i>

available for students		<i>mechanisms available to students. Check if they are accessible to all students including CwDs, if there are different forms of F&amp;C mechanisms available, if they are in private places, etc.)</i>
<b>Enumerators' general comments (observations on issues, hazards, etc.)</b>		

## Annex 10. Evaluation sample and data collection methods

- Key Informant Interviews (KIIs)
- Focus Group Discussions (FGDs)

### a) NGCA

FGDs - Y		FGDs -X		Total	
Total FGDs	7	Total FGDs	6	Total FGDs	13
Total no participants	36	Total no participants	39	Total no participants	75
Total women	15	Total women	17	Total women	32
Total men	21	Total men	22	Total men	43
Total children <13	6	Total children <13	13	Total children <13	19
Total children >13	12	Total children >13	12	Total children >13	24

FGD	Region	Governorate	District	Sub-District	Description	Age	Gender	No. Women	No. Men	Total Participants	Date
FGD 1	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with children between 7 -12 (Boys and Girls)	7 to 12	Women & men	2	4	6	21/03/2023
FGD 2	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with women and men parents / caregivers	25 - 40	Women & men	2	4	6	21/03/2023
FGD 3	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with women and men parents / caregivers	25 - 40	Women & men	2	4	6	21/03/2023
FGD 4	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with children between 13 - 17 (Boys)	13-17	Men	0	6	6	21/03/2023
FGD 5	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with children between 13 - 17 (Girls)	13-17	Women	6	0	6	21/03/2023
FGD 6	NGCA	Idleb	Maaret Tamsrin	Haranbush	FGD with women and men teachers	28 - 49	Women and men	3	3	6	21/03/2023

6	NA	NA	NA	NA	NA	NA	NA	15	21	36	NA
---	----	----	----	----	----	----	----	----	----	----	----

FGD	Region	Governorate	District	Sub-District	Description	Age	Gender	No. Women	No. Men	Total Participants	Date
FGD 1	NGCA	Aleppo	Aleppo	Al Bab	FGD with children aged 12 and below (Boys)	7 to 12	Boys	0	6	6	19/03/2023
FGD 2	NGCA	Aleppo	Aleppo	Al Bab	FGD with women and men parents	35 - 60	Men	0	6	6	20/03/2023
FGD 3	NGCA	Aleppo	Aleppo	Al Bab	FGD with children aged 12 and below (Girls)	7 to 12	Women	6	0	6	19/03/2023
FGD 4	NGCA	Aleppo	Aleppo	Al Bab	FGD with children aged 13 and above (Boys)	>12	Men	0	6	6	20/03/2023
FGD 5	NGCA	Aleppo	Aleppo	Al Bab	FGD with children aged 13 and above (Girls)	>12	Women	7	0	7	20/03/2023
FGD 6	NGCA	Aleppo	Aleppo	Al Bab	FGD with women and men teachers	18 & above	Women & men	4	4	8	20/03/2023
6	NA	NA	NA	NA	NA	NA	NA	17	22	39	NA

b) GCA

Total FGDs - GCA	
Total FGDs	15
Total no participants	107
Total womens	61
Total men	46

Total children <13	21
Total children >13	37

FGD	Region	Governorate	District	Sub-District	Description	Age	Gender	No. Women	No. Men	Total Participants	Date
FGD 1	GCA	Hama	Hama	Hama	FGD with women & men parents/ caregivers	Above 35	Women & men	7	1	8	3/14/2023
FGD 2	GCA	Hama	Hama	Hama	FGD with women and men PSS workers	25-54	Women & men	9	3	12	15/03/2023
FGD 3	GCA	Al Hasakeh	Al Hasakeh	Al Hasakeh	FGD with children between 7-12 (girls and boys)	<13	Women & men	5	3	8	2/25/2023
FGD 4	GCA	Al Hasakeh	Al Hasakeh	Al Hasakeh	FGD with children above 12 (Girls)	>12	Women	5	0	5	2/25/2023
FGD 5	GCA	Al Hasakeh	Al Hasakeh	Al Hasakeh	FGD with children above 12 (Boys)	>12	Men	0	6	6	2/25/2023
FGD 6	GCA	Homs	Homs	Al Hamidiyeh	FGD with children between 7-12 (girls and boys)	<13	Women & men	3	3	6	3/13/2023
FGD 7	GCA	Homs	Homs	Al Hamidiyeh	FGD with children above 12 (Girls)	>12	Women	4	0	4	3/20/2023
FGD 8	GCA	Homs	Homs	Al Hamidiyeh	FGD with children above 12 (Boys)	>12	Men	0	7	7	03/12/2023

FGD 9	GCA	Homs	Homs	Al Hamidiyeh	FGD with women & men parents/ caregivers	>35	Women & men	5	1	6	13/03/2023
FGD 10	GCA	Homs	Homs	Al Hamidiyeh	FGD with women and men teachers	25-53	Women & men	6	1	7	20/03/2023
FGD 11	GCA	Ar Raqqa	Ma'adan	Ma'adan	FGD with children between 7-12 (girls and boys)	<13	Women & men	4	3	7	04/03/2023
FGD 12	GCA	Ar Raqqa	Ma'adan	Ma'adan	FGD with children above 12 (Boys)	>12	Men	0	7	7	04/03/2023
FGD 13	GCA	Ar Raqqa	Ma'adan	Ma'adan	FGD with children above 12 (Boys & girls)	>12	Women & men	5	3	8	04/03/2023
FGD 14	GCA	Ar Raqqa	Ma'adan	Ma'adan	FGD with women & men parents/ caregivers	25 - 60	Women & men	4	4	8	24/02/2023
FGD 15	GCA	Ar Raqqa	Ma'adan	Ma'adan	FGD with women and men teachers	25-50	Women & men	4	4	8	03/03/2023
<b>15</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>61</b>	<b>46</b>	<b>107</b>	<b>NA</b>

- Facility and Classroom Observation
- a) NGCA

COs & FOs - Y		COs & FOs - X		Total Y & X	
Total Facility Observations	3	Total Facility Observations	4	Total Facility Observations	7
Total Classroom Observations	3	Total Classroom Observations	4	Total Classroom Observations	7

Region	Governorate	District	Sub-District	Facility observation	Classroom observation
NGCA	Idleb	Harim	Qourqeena	1	1

NGCA	Idleb	Harim	Kafr Takharim	1	1
NGCA	Idleb	Armanaz	Armanaz	1	1
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>3</b>	<b>3</b>
NGCA	Idleb	Harim	Dana	1	1
NGCA	Aleppo	Jebel Saman	Atareb	1	1
NGCA	Aleppo	Jebel Saman	Atareb	1	1
NGCA	Idelb	Idleb	Idleb	1	1
<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>4</b>	<b>4</b>

b) GCA

Total GCA	
<b>Total Facility Observations</b>	11
<b>Total Classroom Observations</b>	10

Region	Governorate	District	Sub-District	Facility observation	Classroom observation
GCA	Hama	Hama	Hama	1	1
GCA	Hama	Hama	Hama	1	1
GCA	Hama	Hama	Hama	1	
GCA	Al Hasakeh	Al Hasakeh	Al Hasakeh	1	1
GCA	Al Hasakeh	Al Hasakeh	Al Hasakeh	1	1
GCA	Homs	Homs	Al Hamidiyeh	1	1
GCA	Homs	Homs	Ar Rastan	1	1
GCA	Homs	Homs	Al Furqlus	1	1
GCA	Ar Raqqa	Ar Raqqa	Mansoura	1	1
GCA	Ar Raqqa	Ar Raqqa	Sahbkha	1	1



GCA	Ar Raqqa	Ar Raqqa	Maddan	1	1
NA	NA	NA	NA	11	10

- Teachers' and Children's Survey

a) NGCA

Governorate	District	Sub-district	community	Student survey			Teachers Survey		
				Total	Women	Men	Total	Women	Men
Idleb	Idleb	Maaret Tamsrin	Haranbush	47	23	24	8	4	4
Idleb	Harim	Kafr Takharim	Kafr Takharim	6	3	3	0	0	0
Idleb	Harim	Kafr Takharim	Kafr Takharim	4	2	2	2	1	1
Idleb	Harim	Dana	Deir Hassan - Darhashan	25	12	13	4	0	4
Idleb	Harim	Qourqeena	Kafr Aruq	9	4	5	1	0	1
Idleb	Armanaz	Armanaz	Armanaz	4	2	2	0	0	0

Governorate	District	Sub-district	community	Student survey			Teachers Survey		
				Total	Women	Men	Total	Women	Men
Aleppo	Al Bab	Al Bab	Al Bab	14	5	9	3	1	2
Aleppo	Jebel Saman	Atareb	Batbu	2	1	1	1	0	1
Idleb	Harim	Dana	Dana	51	0	51	9	0	9

Idleb	Harim	Dana	Dana	38	38	0	4	4	0
Idleb	Idleb	Idleb	Idleb	10	0	10	1	0	1
Idleb	Idleb	Idleb	Idleb	6	6	0	1	1	0
Idleb	Idleb	Maaret Tamsrin	Kelly	12	5	7	2	0	2

b) GCA

		Governorate	District	Sub-district	Student survey			Teacher Survey		
					Women	Men	Total	Women	Men	Total
		Raqqa	Raqqa	Mansoura	4	3	7	1		1
		Raqqa	Raqqa	Sabkha	20	19	39	2	1	3
		Raqqa	Raqqa	Madaan	22	20	42	2	2	4
		Al-Hasakeh	Al-Hasakeh	Al-Hasakeh	10	7	17			0
		Al-Hasakeh	Al-Hasakeh	Al-Hasakeh	7	6	13	2	1	3
		Qamishli	Qamishli	Qamishli	12	6	18	1		1
		Hama	Hama	Hama	3	3	6	1		1
		Hama	Hama	Souran	1	1	2			0
		Hama	Hama	Hurbanafsoh	1	1	2			0
		Hama	Assalamieh	Saan	1	1	2			0
		Homs	Homs	Homs	1	2	3	1		1
		Homs	Homs	Froqulus		1	1			0
		Homs	Arrastan	Arrastan	1	1	2			0
<b>Total</b>					<b>83</b>	<b>71</b>	<b>154</b>	<b>10</b>	<b>4</b>	<b>14</b>

## Annex 11. Evaluation matrix

The purpose of the evaluation matrix is to provide a clear analytical framework that helps to reduce subjectivity in the judgements made throughout the evaluation.

Evaluation Questions	Sub Questions	Indicators/Evidence to be Collected	Sources of Verification	Means of Verification
Relevance				
<p>To what extent did the ECW program objectives, design and interventions respond to the education needs of in and out of school Syrian children and adolescent girls and boys including those that are vulnerable, such as those with disabilities and/or internally displaced?</p>	<ul style="list-style-type: none"> <li>How satisfied are rights holders (including those who are most vulnerable such as those with disabilities and/or internally displaced) with the activities/services received?</li> <li>What evidence is there to show that rights holders (particularly those who are most vulnerable such as persons with disabilities and internally displaced) were actively involved in the planning and implementation of activities/services throughout the timeframe of the program?</li> <li>How did the program ensure to include a broad range of rights holders, including those who are 'hard to reach' (such as persons with disabilities and/or internally displaced)? What more could have been done?</li> </ul>	<p>Rights holders satisfaction on the activities/ services received through the program and breadth of inclusion of rights holders</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Observation checklist, Surveys</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Classroom observations</li> <li>Facility observations</li> </ul>

<p>To what extent has the ECW program been able to respond to rights and priorities or to shifts caused by crises?</p>	<ul style="list-style-type: none"> <li>How flexible was the program in adapting to the changing needs and priorities of rights holders?</li> </ul>	<p>Views of rights holders on whether the program activities met their changing needs and priorities throughout their involvement in it</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Classroom observations</li> </ul>
<p>To what extent has the ECW program ensured the inclusion of children with disabilities (CwD) and how their needs were met within its activity design?</p>	<ul style="list-style-type: none"> <li>What measures have been placed to ensure inclusivity of the program (ex: vulnerability criteria, needs assessments, etc.)? What more could have been done?</li> </ul>	<p>Tools, systems and assessments carried out to identify and address the needs of CwDs</p>	<p>Document review, literature review, FGDs, IDIs, Interviews with UNICEF staff and implementing partners, interviews with key informants</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Classroom observations</li> <li>Facility observations</li> </ul>
<p>Coherence</p>				
<p>How coherent is the ECW Program with existing humanitarian-development response and (transitional) education sector policies, plans and frameworks?</p>	<ul style="list-style-type: none"> <li>To what extent is the program aligned with frameworks and policies on transitional education in Syria?</li> <li>In what specific aspects is the program aligned with frameworks and policies on transitional education in Syria?</li> </ul>	<p>UNICEF staff, implementing partners and KI views on alignment of program with frameworks and policies on transitional education in Syria</p>	<p>Document review, Interviews with UNICEF staff and implementing partners</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff, and implementing partners</li> <li>Interviews with KIs</li> </ul>
<p>To what extent does the ECW Seed Fund align</p>	<ul style="list-style-type: none"> <li>What evidence is there to show that the ECW program coordinated with other</li> </ul>	<p>UNICEF staff, implementing</p>	<p>Document review, Interviews with</p>	<ul style="list-style-type: none"> <li>Document review</li> </ul>

<p>and collaborate with other sources of funding that support the MYRP target group(s)?</p>	<p>education programs in Syria to avoid duplication of efforts and ensure more comprehensive support? What were missed opportunities? What more could have been done?</p>	<p>partners, and KIs' views on efforts made by the program management to collaborate with and align services with other education stakeholders targeting similar target groups in Syria</p>	<p>UNICEF staff and implementing partners, interviews with key informants</p>	<ul style="list-style-type: none"> <li>● Interviews with UNRWA staff, implementing partners</li> <li>● Interviews with KIs</li> </ul>
---	---	---	---	---

Effectiveness

<p>To what extent were the ECW program outputs and outcomes achieved or are expected to achieve their stated objectives?</p>	<ul style="list-style-type: none"> <li>· What evidence is there to show that equitable learning opportunities provided through the program contributed to re-engaging conflict-affected boys and girls in learning in safer and more protective environments?</li> <li>· What evidence is there to show that foundational, socio-emotional, and life skills provided to conflict-affected boys and girls through the program contributed to their re-engagement in learning?</li> <li>· What evidence is there to show that interventions to strengthen education response through the program contributed to re-engaging conflict affected boys and girls in learning?</li> <li>· How effective were the program's resource mobilization activities in facilitating children's (re)engagement in learning?</li> <li>· What factors – internal and external – have most influenced the</li> </ul>	<p>UNICEF staff, implementing partners, local authorities, and rights holder views on the programs contribution to achieving program outcomes</p> <p>Monitoring data</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys, observation checklist</p>	<ul style="list-style-type: none"> <li>● Document review</li> <li>● Interviews with UNICEF staff and implementing partners</li> <li>● Interviews with KIs</li> <li>● FGDs with 'out of school' and 'at risk' children</li> <li>● FGDS With parents, caregivers and/or guardians</li> <li>● FGDs with teachers, education personnel and PSS workers</li> <li>● Children's Surveys</li> <li>● Teachers' surveys</li> <li>● Classroom observations</li> <li>● Facility observations</li> </ul>
--	---	--	--	---

	<p>achievement or non-achievement of the program activities?</p> <ul style="list-style-type: none"> <li>To what extent did the UNICEF-the second grantee management arrangement facilitate in aspects such as implementation, coordination, exchange of experience, and M&amp;E in the program? What more can be done?</li> </ul>			
<p>To what extent has ECW program activities facilitated children access to safer learning opportunities and more protective environments?</p>	<ul style="list-style-type: none"> <li>What evidence is there to show that ensuring access to safer and more protective learning spaces through the program contributed to more equitable learning opportunities for girls and boys?</li> <li>What evidence is there to show that essential support provided through the program contributed to more equitable learning opportunities for girls and boys?</li> <li>What evidence is there to show that adequate learning and teaching supplies provided in learning spaces contributed to more equitable learning opportunities for girls and boys?</li> </ul>	<p>UNICEF, implementing partners, and rights holder views on the programs contribution to achieving Outcome 1</p> <p>Monitoring data</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys, observation checklist</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Children's Surveys</li> <li>Teachers' surveys</li> <li>Classroom observations</li> <li>Facility observations</li> </ul>

<p>To what extent has ECW program activities enhanced children's learning skills?</p>	<ul style="list-style-type: none"> <li>What evidence is there to show that the program enhanced children's learning skills? What more could have been done?</li> </ul>	<p>UNICEF staff, implementing partners, and rights holder views on the programs contribution to achieving program outcomes</p> <p>Monitoring data</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys, observation checklist</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Children's Surveys</li> <li>Teachers' surveys</li> <li>Classroom observations</li> <li>Facility observations</li> </ul>
<p>Were there positive/negative unintended outcomes? Could they have been foreseen and managed?</p>	<ul style="list-style-type: none"> <li>How could the program have better mitigated unintended outcomes (if any)?</li> <li>Have the program activities contributed to any unintended results and if so, how have they affected the different rights holder groups?</li> </ul>	<p>UNICEF staff, implementing partners and rights holder views on the programs contribution to achieving program outcomes</p> <p>Monitoring data</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys, observation checklist</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Children's Surveys</li> <li>Teachers' surveys</li> <li>Classroom observations</li> </ul>

<p>Have ECW program strategies been effective in supporting the delivery of education outputs and outcomes? What can be learned about the most effective ECW interventions for the achievement of results?</p>	<ul style="list-style-type: none"> <li>• What are success stories in the program and how were they achieved?</li> <li>• To what extent have successes been replicated across IP or locations?</li> </ul>	<p>UNICEF staff, implementing partners and rights holder views on successes of the program</p> <p>Impact stories</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Surveys, observation checklist</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Children's Surveys</li> <li>• Teachers' surveys</li> </ul>
<p>Efficiency</p>				
<p>Did the ECW program use the resource, including the implementation arrangement (UNICEF-the second grantee), in the most economical and timely manner to achieve its objectives?</p>	<ul style="list-style-type: none"> <li>• Were the program outputs implemented according to the agreed timelines and budgets? What factors helped/hindered this?</li> <li>• To what extent did the program's implementation arrangement contribute to achieving the program's objectives in a most economical and timely manner? What are the gaps/strengths of this implementation arrangement model?</li> <li>• To what extent did the resource distributed at output and outcome level achieve their intended results? (What outcomes were achieved to date, and what is their value?)</li> <li>• To what extent were resources distributed in an equitable manner (i.e., factoring in issues such as gender, disability and age)?</li> </ul>	<p>UNICEF staff, and implementing partners' views on efficiency of program</p> <p>Financial reports</p> <p>Views of rights holders on whether activities were adequate</p>	<p>Document review, Interviews with UNICEF staff and implementing partners and the donor, FGDs</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff, and implementing partners, the donor</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> </ul>



<p>Did the ECW program and its strategies lead to improvement in the effective allocation and use of resources in the concerned areas of education?</p>	<ul style="list-style-type: none"> <li>• What measures were taken to ensure that rights holders, particularly those who are most vulnerable (including persons with different disabilities and IDPs), were able to share their feedback and complaints?</li> <li>• How flexible was UNICEF in re-allocating resources to meet the changing needs of rights holders (including girls and boys with different types of disabilities)?</li> </ul>	<p>Internal procedures to monitor resource allocation, usage and value for money</p> <p>Internal procedures to collect feedback and complaints from rights holders and systematically make changes</p>	<p>Document review, Interviews with UNICEF staff and implementing partners and the donor</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff, implementing partners, the donor</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> </ul>
---	--	--	--	--

Coordination

<p>To what extent did partnerships or coordination mechanisms established with other key actors (e.g., UNICEF-the second grantee management arrangements, education actors, civil society, INGOs, NGOs, other UN agencies etc.) contribute to the delivery of results for children</p>	<ul style="list-style-type: none"> <li>• What coordination mechanisms were used to facilitate communication and improve delivery of results in the program?</li> <li>• How well were they used to improve results/ avoid duplication of efforts?</li> <li>• What more could have been done?</li> </ul>	<p>UNICEF /the second grantee, implementing partners', KIs' views on capacities of program staff to coordinate with external stakeholders to improve service delivery</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> </ul>
--	--	---	--	---

Cross-cutting issues (equity, disability, and human rights)

<p>To what extent did ECW program interventions address gender, disability and child rights issues including for the most vulnerable children and adolescents?</p>	<ul style="list-style-type: none"> <li>• What evidence is there to show that gender, disability issues were appropriately addressed through program interventions? What more could have been done for the program to be more inclusive?</li> <li>• What evidence is there to show that child rights issues were appropriately addressed through program interventions? What more could have been done for the program to be more inclusive?</li> </ul>	<p>Monitoring data on rights holders reached and views of UNICEF staff, implementing partners, KIs and rights holders on how well the program responded to the needs of girls and boys with and without disabilities</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Observation checklist, Surveys</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Children's Surveys</li> <li>• Teachers' surveys</li> <li>• Classroom observations</li> <li>• Facility observations</li> </ul>
<p>To what extent were CwD in communities included/excluded in current ECW programming? Are there differences in inclusion and exclusion for girls and boys?</p>	<ul style="list-style-type: none"> <li>• Did the program benefit some more than others? How could this have been mitigated?</li> <li>• What could have been done better to reach those excluded?</li> </ul>	<p>Monitoring data on rights holders reached and views of UNICEF staff, implementing partners and rights holders on how well the program was able to ensure equitable inclusion of CwDs</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Observation checklist, Surveys</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Children's Surveys</li> <li>• Teachers' surveys</li> <li>• Classroom observations</li> <li>• Facility observations</li> </ul>
<p>How have implementing partners included CwD to: a) uniformly identify CwD across partners, b) respond accordingly to the needs of CwD?</p>	<ul style="list-style-type: none"> <li>• How did the program ensure that there was a degree of uniformity in the way implementing partners identified and responded to CwDs?</li> <li>• Did some partners do better than others?</li> <li>• What more is needed for IPs to better meet the needs of CwDs?</li> </ul>	<p>Systems and mechanisms in place to ensure uniform identification and response to the needs of CwDs</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, FGDs</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> </ul>

<p>What could ECW and program partners improve upon to increase their reach to children with disabilities, girls, and other groups of marginalized students?</p>	<ul style="list-style-type: none"> <li>• What improvements can be made in the program to ensure better inclusion of vulnerable groups (including children with disabilities, girls, IDPs and marginalized students)?</li> </ul>		<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Observation checklist, Surveys</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Classroom observations</li> <li>• Facility observations</li> </ul>
<p>To what extent has the ECW Program contributed to address gendered physical barriers?</p>	<ul style="list-style-type: none"> <li>• How did the program contribute to eliminating barriers to facilitate equitable access to its interventions?</li> <li>• What were good practices?</li> <li>• What were the challenges faced and how were they addressed? What more could have been done?</li> </ul>		<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs, Observation checklist, Surveys</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• Interviews with KIs</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Classroom observations</li> <li>• Facility observations</li> </ul>
<p>How and to what extent has the MYRP contributed to the empowerment of girls, including adolescent girls? To what extent has the MYRP contributed to change the knowledge, attitudes, and behaviour of boys, girls, women and communities regarding gender equality</p>	<ul style="list-style-type: none"> <li>• To what extent did the program contribute to changes in attitudes and practices towards learning for girls and boys (children and adolescents) and CwDs? Please give examples.</li> <li>• What factors enabled/hindered this?</li> <li>• What more could have been done?</li> </ul>	<p>Parents/ caregivers, , guardians, teachers, boys, girls, and broader community's views and practices in regard to gender equality issues</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, FGDs, Surveys</p>	<ul style="list-style-type: none"> <li>• Document review</li> <li>• Interviews with UNICEF staff and implementing partners</li> <li>• FGDs with 'out of school' and 'at risk' children</li> <li>• FGDS With parents, caregivers and/or guardians</li> <li>• FGDs with teachers, education personnel and PSS workers</li> <li>• Children's Surveys</li> <li>• Teachers' surveys</li> </ul>

Coverage

<p>Determine the coverage of education services (pre-primary, primary, secondary lower and upper) under the ECW program.</p>	<ul style="list-style-type: none"> <li>To what extent was the coverage of the program educational services equitable (i.e., in regard to outreach to pre-primary, primary, secondary lower and upper girls and boys and CwD rights holders?)</li> <li>Did the coverage greater for some than others? If so, how could this have been mitigated?</li> </ul>	<p>Monitoring data available coverage of education services</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants, FGDs</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> <li>Interviews with KIs</li> <li>FGDs with 'out of school' and 'at risk' children</li> <li>FGDS With parents, caregivers and/or guardians</li> <li>FGDs with teachers, education personnel and PSS workers</li> <li>Teachers' surveys</li> </ul>
<p>Does the ECW Program focus on the most urgent education crisis population groups and geographical locations?</p>	<ul style="list-style-type: none"> <li>What measures have been put in place to ensure fair and transparent selection of implementing partners? (at all levels) How well were they followed? How could they be strengthened?</li> </ul>	<p>UNICEF /the second grantee, implementing partners', KIs' views as well as those of rights holders on the capacities of the program to reach out the most vulnerable</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, FGDs, Surveys</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> </ul>
<p>Was the process of selecting implementing partners transparent and fair, given the country context and needs?</p>	<ul style="list-style-type: none"> <li>What measures have been put in place to ensure fair and transparent selection of implementing partners? (at all levels) How well were they followed? How could they be strengthened?</li> </ul>	<p>UNICE /the second grantee and implementing partners' views on the due diligence measures taken for partner selection</p>	<p>Document review, Interviews with UNICEF staff and implementing partners</p>	<ul style="list-style-type: none"> <li>Document review</li> <li>Interviews with UNICEF staff and implementing partners</li> </ul>

Lessons Learned

<p>Document lessons learned (successes and failures) in the implementation of ECW program and joint program management between UNICEF and the second grantee.</p>	<p>· To what extent did the joint program management between UNICEF and the second grantee contribute to the successful implementation of program activities? What are strengths and areas for improvement in this partnership? What are lessons learned?</p>	<p>UNICEF and implementing partners' views on the strengths and areas for improvement of the joint program management.</p>	<p>Document review, Interviews with UNICEF staff and implementing partners, interviews with key informants</p>	<ul style="list-style-type: none"> <li>● Document review</li> <li>● Interviews with UNICEF staff and implementing partners</li> <li>● Interviews with KIs</li> <li>● FGDs with 'out of school' and 'at risk' children</li> <li>● FGDS With parents, caregivers and/or guardians</li> <li>● FGDs with teachers, education personnel and PSS workers</li> <li>● Children's Surveys</li> <li>● Teachers' surveys</li> <li>● Classroom observations</li> <li>● Facility observations</li> </ul>
---	---	--	--	---

## Annex 12. Results framework Up to June 2022

OCs/OPs	Indicators	Contributing Agency	Baseline (2020)	Cumulative Target	Cumulative Achievements	Status
<b>IMPACT LEVEL</b>						
	No of children reached with assistance			80,465	80,558	100% Achieved Given the high continuation of NFE students from Yr 1 to Yr2, the number of new NFE students reduces the total overall reach of unique beneficiaries in Year two. This explains why 49,455 students were reached in Yr 1 and only a cumulative total of 80,558 students were reached in Y2 as we are controlling for double counting of returning children. A total of 59,252 children (28,149 returning and 31,103 new) were reached in Year two.
<b>OUTCOME/ OUPPUT LEVEL</b>						
OC1: Girls and boys access more equitable learning opportunities.	1.a No. children enrolled in non-formal education, including former ECW supported NFE settings	UNICEF & the second grantee	0	69,870	69,963	100% achieved Given the high continuation of NFE students form Yr 1 to Yr 2, the number of new NFE students reduces the total overall reach of unique beneficiaries in Yr 2. This explains why 38,860 NFE students were reached in Yr 1 and only a cumulative total of 69,963 NFE students are reached in Y2 as we are controlling for double counting of returning children. A total of 59,252 children (28,149 returning and 31,103 new) were reached in Yr 2.
	1.b No of children enrolled in UNRWA schools and former ECW supported formal non-accredited schools	UNICEF	0	10,595	10,595	N/A 10,595 children in formal, non-accredited education were supported in first part of Yr 1. Per program design, support after August 2020 is only for NFE. No targets for this indicator in Yr2 or 3. Per approval of ECW Secretariat, the indicator has been modified to remove inclusion of UNRWA schools in the 1b indicator and target. The indicator and target were not properly revised during the finalisation of the MYRP

						document. Final scope of the ECW Seed Funds program was narrowed to only providing non-formal education, with the brief exception of former ECW supported non-accredited formal schools in Idleb and Aleppo. These schools were eligible only for the second half of the 2019/20 school year. As UNRWA schools are accredited formal schools, they were not eligible for ECW seed funds. mention of UNRWA in the indicator was inadvertently left in and the target for the indicator was not properly revised down to only include the formerly supported ECW schools.
	1.c Average attendance rate for ECW-supported children in learning spaces	UNICEF & the second grantee	0	80%	85%	106% Achieved Reported annually at the end of the program year for NFE students. In Yr 1, 87% was achieved against the target 75%. In year two , 85% was achieved against the target 80%.
OP1.1: Safer and more protective learning spaces are accessible	No of classrooms /repaired rehabilitated established	UNICEF & the second grantee	0	839	823	98% Partially achieved Yr 2 target was overachieved but cumulative target wasn't fully achieved due to the following reasons: 1) in latter half of yr 2 unspent funds were re-directed to invest in light rehabilitation/ upgrading to prefabricated classrooms established through the program years, number of existing classrooms from yr1 which received light rehabilitation or were replaced with prefabricated classrooms in Yr2 is not counted in cumulative achievement – only number of newly established classrooms in Yr 2 is added to the number of established classrooms in Yr 1 to have cumulative results up to the end of Yr 2.
	No of learning centres provided with maintenance and running costs	UNICEF & the second grantee	0	172	178	103% Achieved
OP 1.2: Essential supports are in place to facilitate more equitable access to	No of children provided with school transportation support	UNICEF & the second grantee	0	2907	2,942	101% Achieved

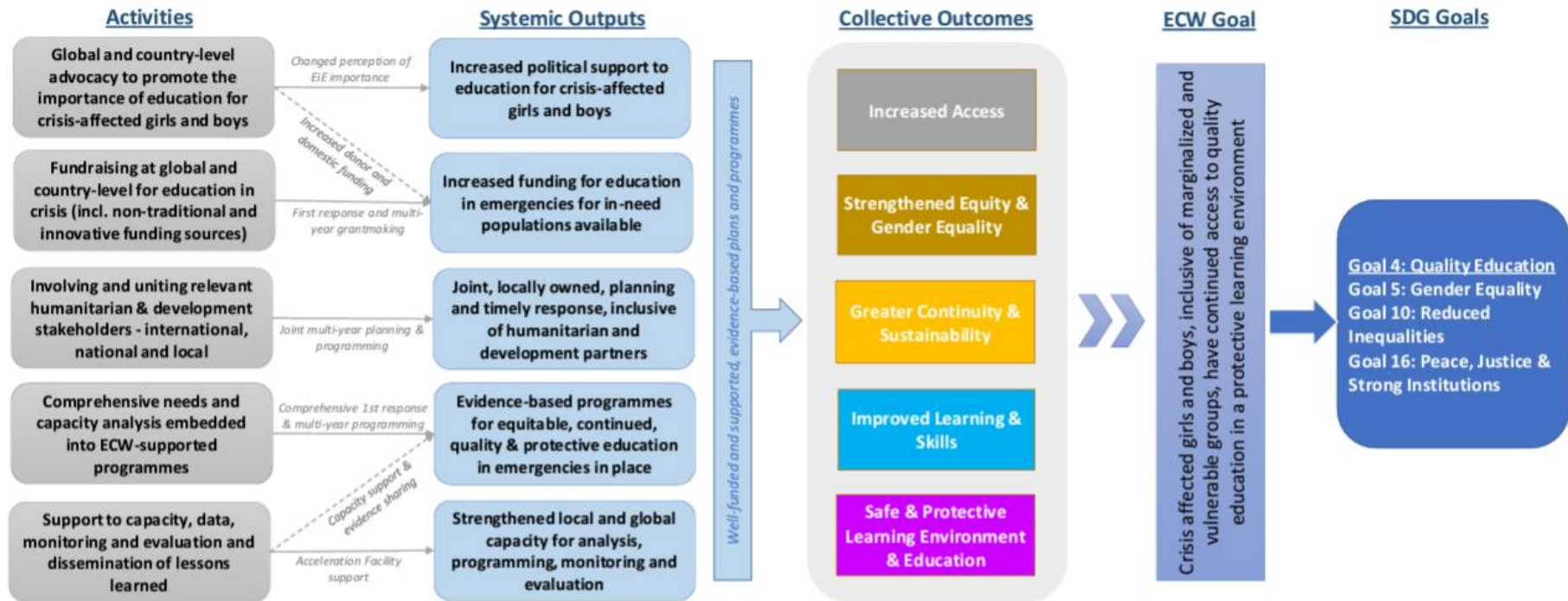
learning activities						
OP 1.3: Learning spaces are equipped with adequate learning and teaching supplies	No of children provided learning materials	UNICEF & the second grantee		80,638	76,402	95% Partially Achieved
	No of children benefiting from recreational materials	UNICEF & the second grantee	0	55,549	46,952	85% Partially Achieved
	No of teachers provided with teaching materials	UNICEF & the second grantee	0	1,621	1,477	91% Partially Achieved
OC 2: Girls and boys acquire foundational, socio-emotional, and life skills	Percentage of ECW-supported children who improved foundational learning skills	UNICEF & the second grantee	0	70%	76%	109% Achieved Reported annually NFE students. In Yr 1 , the result, measured through ASER, was achieved against the target 65% - 83.5% (F 80%) of 15,252 children demonstrated improvement in Arabic, and 85.1% (83% F) of 15,252 children did so in math. In year two, the result, measured through HALDO, was achieved against the target 70% - 76% (F76%) of 1,562 sampled children had improved skills across HALDO overall scores.
OP 2.1: NFE teachers possess basic skills to deliver foundation, socio-emotional and life skills	No of teachers and education personnel trained	UNICEF & the second grantee	0	1,730	1,898	110% Achieved
OP 2.2: Learning spaces are equipped with resources to provide basic PSS	No of learning spaces that have established referral pathways to specialised protection services for students, teachers and personnel	UNICEF & the second grantee	0	99	92	93% Partially Achieved



	No of teachers and education personnel trained on PSS	UNICEF & the second grantee	0	1,729	1,678	97% Partially Achieved
	No of children benefiting from PSS	UNICEF & the second grantee	0	75,461	67,693	90% Partially Achieved
	% of teachers/ education personnel benefiting from PSS	UNICEF & the second grantee	0.0%	46.0%	50%	108% Achieved
OP 2.3: NFE Teachers and education personnel are financially supported services	No of teachers / facilitator and education personnel financially supported through ECW supported programs by gender	UNICEF & the second grantee	0	2,680	2,697	101% Achieved
OC 3: Education response is strengthened	% of sector members who feel that they are better equipped to deliver results	The second grantee	0.0%	65.0%	98.7%	152% Achieved Reported annually. The target/achievement is annual, therefore, of Yr2. In yr 1, the result was achieved against the target 65% -83% of sector members felt they were better equipped. In Yr 2, the result was achieved against the target 65% - 98.7% of sector members felt they were better equipped.
OP 3.1: Ability to assess learning is strengthened	No of teachers trained on applying the early learning assessment tool	The second grantee	0	0	N/A	0% Training postponed to Year three
OP 3.2: Education sector members have increased	No of education sector members who participated in trainings	The second grantee	0	200	203	102% Partially Achieved
	% of education sector members	The second grantee	0.0%	75%	98.2%	131% Achieved

competency to deliver results	who report improved knowledge and skills after training					<i>Reported annually. The target/ achievement is annual, therefore, of Yr 1. In Yr 1, the result was achieved against the target 65% - 83% of sector members reported improved knowledge after training. In Year two, the result was achieved against the target 75% - 98.2% of sector members reported improved knowledge after training.</i>
OC 4: Resource mobilized to implement MYRP	% of resources mobilized under the MYRP	UNICEF	0.0%	0%	N/A	N/A . <i>This activity was to contribute to the RM Strategy. In February 2021, the Steering Committee determined that the RM Strategy was premature, so the mapping that was partially done was put on hold immediately.</i>
OP 4.1: Resources mobilized to implement MYRP	Donor mapping conducted	UNICEF	No	Cancelled	Cancelled	Cancelled as per SC approval
	RM strategy developed	UNICEF	No	Cancelled	Cancelled	Cancelled as per SC approval
	Amount of additional financing acquired for education of Syrian children in Syria	UNICEF	%30 Million	\$25 Million (GPE)	\$25 Million (GPE)	100% Cancelled as per SC approval

#### Overarching ECW Theory of Change



### Annex 13. Classroom learning environment

Table 13 Classroom learning environment structure – GCA

<b>Sufficiency of seats</b>	All classrooms possess sufficient seats and desks for the children available in the classroom
<b>Sufficient learning space</b>	All classrooms were arranged to enable all children to see the blackboard Where children of disabilities were present, classrooms enable them to move around without difficulty
<b>Sex distribution in class</b>	All classrooms (but one which consisted of all boys) seated the girls in one section of the class and the boys in another section. This was either in girls seated together on one side or in the back of the classroom and the boys in the middle of the classroom or on the other side of the classroom
<b>CwD seat distribution</b>	In 4 of the 5 classes where children of disabilities were observed, children with visual impairments were seated in the front of the class with their backs facing the wall. In one of the classes, children with disabilities were observed to be seated in different places in the class irrespective of their disability.
<b>Wall displays</b>	In most of the classroom (7 of the 10), few displays were found on the wall which were mostly created by the teacher such as numbers and alphabets. In 3 of these classes, very few examples of student work (drawings) were observed on the walls. Remained of classes (3 of the 10) did not possess any illustrations on the walls.
<b>Classroom temperature and ventilation</b>	Most of the classrooms' temperature was suitable (not too hot or cold for students) whereas one was reported to be cold and the heaters did not work due to lack of electricity. Half of the classroom did not possess suitable ventilation – classes were stuffy and fans could not be turned on due to lack of electricity
<b>Lighting</b>	Lighting is available in 6 of the 10 classes; however, 3 of these 6 are inadequate to provide adequate lighting (neon light is too dim or electric generator unavailable or cannot be used daily) 4 of 10 classes do not possess lighting and rely completely on natural sunlight
<b>Safety hazards</b>	Safety hazards were observed in 4 of the classrooms which included: <ul style="list-style-type: none"> <li>• Heater too close to children</li> <li>• Exposed electric outlet and damp wall</li> <li>• Broken wooden chairs with sharp edges</li> </ul>

Table 14 Classroom learning environment structure - NGCA

<b>Sufficiency of seats</b>	All classrooms possess sufficient seats and desks for the children available in the classroom, including 1 LS that consist of special chairs and desks for CwD
<b>Sufficient learning space</b>	All classrooms were arranged to enable all children to see the blackboard Where children of disabilities were present, classrooms enable them to move around without difficulty. However, one of the classes the classrooms were a bit narrow
<b>Sex distribution in class</b>	Mixed gender classrooms seated the girls in one section of the class, usually in the front or one side of the class, and the boys in another section.
<b>CwD seat distribution</b>	Children with disabilities were observed to be seated in different places in the class irrespective of their disability. In only one class, the student with speech impairment was in the front of the class.
<b>Wall displays</b>	In most of the classroom (5 of the 6), few displays were found on the wall which were mostly created by the teacher. In 3 of the classes, few examples of student work (drawings) were observed on the walls. One of the classes had an example of a display created by the teacher with the help of some of the students.
<b>Classroom temperature and ventilation</b>	Most of the classrooms' temperature was suitable (not too hot or cold for students). A few of the classrooms (1 of the 6) did not possess suitable ventilation – class was crowded with small windows that were insufficient for adequate ventilation.

<b>Lighting</b>	Most of classes (4 of the 6) sufficed from natural sunlight. All classes had adequate light rehabilitation – ready to be used when required. This was in the form of: <ol style="list-style-type: none"><li>1. Electric energy and light bulbs– 4 classes</li><li>2. Solar powered light bulbs – 2 classes</li></ol>
<b>Safety hazards</b>	No safety hazards were observed in any of the classes

## Annex 14. List of documents reviewed

The following documents were reviewed:

1.	ANNEX I MENARO Internal SitRep#5 13.02.23
2.	Briefing Note for EMOPS EMT (9 March 2023)
3.	RecentEarthquakesNJ20230208 (Syria)1
4.	UNICEF Earthquake Response in Syria SitRep_#1_18.02.23
5.	UNICEF Syria CO - Supply plan earthquakes - 07 March
6.	UNICEF Syria earthquakes Immediate Response Plan_15022023
7.	UNICEF Syria Humanitarian Situation Report No. 2 (Earthquake) 25 February 2023
8.	UNICEF Syria Humanitarian Situation Report No. 3 (Earthquake) 03 March 2023
9.	UNICEF_Locations_RecentEarthquakesNJ20230208 (NGCA) 2
10.	World Bank Global Rapid Post-Disaster Damage Estimation (GRADE) – February 2023
11.	World Bank Rapid Damage and Needs Assessment – March 2023

The checklist below was used to assess the earthquakes-related damage in 15 UNICEF ECW schools and learning facilities during an observation assessment which was undertaken between 19 – 22 March.

### Earthquake Damage in Schools – Observation Checklist

The main purpose of this rapid observation checklist is to assess the implications of the earthquake on the rights holders ' access to the Education Cannot Wait program. The rights holders include children, teachers, and schools' staff.	
<b>A. Location Information</b>	
School name: ..... IP: ..... Community: ..... Sub-district: ..... District: ..... Governorate: .....	
<b>B. School Information</b>	
B.1 Type of school/learning centre: <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> High-School <input type="checkbox"/> Other .....	
B.2 Type of building: <input type="checkbox"/> Tent/Caravan <input type="checkbox"/> Pre-war school building <input type="checkbox"/> Repurposed building (e.g. municipality, mosque) <input type="checkbox"/> Other.....	
<b>C. Structure Condition: After the Earthquake:</b>	
C1. Look at the road leading to the building, is it safely accessible: (If No, explain). .....	
C2. Look at the building from the outside and walk inside, do you observe any damage to the building structure:  If yes, go to C2.1, If no, skip to C3  If yes:	
C2.1. The yard: A. What are the damages ..... B. How does it affect access to learning .....	
C2.2. The roofs/slabs: A. What are the damages ..... B. How does it affect access to learning .....	
C2.3. The columns: A. What are the damages ..... B. How does it affect access to learning .....	
C2.4. The beams: A. What are the damages ..... B. How does it affect access to learning .....	
C2.5. The walls: A. What are the damages ..... B. How does it affect access to learning .....	

- C2.6. The doors:  
 A. What are the damages  
 .....  
 B. How does it affect access to learning  
 .....
- C2.7. The windows:  
 A. What are the damages  
 .....  
 B. How does it affect access to learning  
 .....
- C2.8. Electrical points:  
 A. What are the damages  
 .....  
 B. How does it affect access to learning  
 .....
- C2.9. Other damages, please describe:  
 A. What are the damages  
 .....  
 B. How does it affect access to learning  
 .....

Note: take photos of each type of damage you observe.

C3. Please describe any immediate need for repairs to ensure rights holder access to the school/learning centre:  
 .....  
 .....  
 .....

**D. Furniture/Facilities: After the Earthquake:**

Walk inside the school and observe any damage affect access to the furniture and facilities:

- D1. Desks/chairs for students:  
 .....
- D2. Desks/ chairs/ tables for teachers/schools' staff:  
 .....
- D3. Whiteboards/ blackboards?  
 .....
- D4. Heaters? .....
- D5. Printers? .....
- D6. Generators? .....
- D7. Heater/Printer/Generator?  
 .....
- D8. Safety equipment (e.g. fire extinguisher, sand bucket, fire blanket...)?  
 .....
- D9. First Aid Kit? .....
- D10. Please describe any immediate need for repairs to ensure rights holder access to the furniture/facility:  
 .....  
 .....

**E. WASH Facilities: After the Earthquake:**



E1. Look at the school WASH facilities (latrines, handwashing stations, water taps...etc), are they safely accessible: (If No, explain).

.....  
.....

E2. Look at WASH facility from the outside and walk inside, do you observe any damage to its structure:

If yes, go to E2.1, If no, skip to E3

If yes:

E2.1. The roofs/slabs:

A. What are the damages

.....

E2.2. The columns/beams/walls:

A. What are the damages

.....

E2.3. The doors (the block door, latrine door...):

A. What are the damages

.....

E2.4. The handwashing basins:

A. What are the damages

.....

E2.5. The water tanks:

A. What are the damages

.....

E2.6. The water network connection (e.g. water pipes):

A. What are the damages

.....

E2.7. The sewage network connection (e.g. sewage pipes, septic tank):

A. What are the damages

.....

E2.8. Other damages, please describe:

A. What are the damages

.....

Note: take photos of each type of damage you observe.

E3. Please describe any immediate need for repairs to ensure rights holder access to the WASH facilities:

.....  
.....

**F. Other Observations:**

Please describe any further earthquake damages that affect rights holder access to this school/learning centre: .....