

Final Report for grants from the Norwegian Ministry of Foreign Affairs (MFA)

1. Project Information		
Name of the Grant Scheme		Responsible Unit for the Grant Scheme
Education In Emergency		Humanitarian Section
Agreement Title		
Addendum: Education in Syria 2014		
Agreement number	Total amount applied for (NOK)	Grant period (dd/mm/yyyy--dd/mm/yyyy)
QZA-14/0254	50 001 000	15 October 2014 – 31 December 2016
Sector/priority area e.g. Child Protection, Education, Nutrition		
Education in Emergency		

2. About the Grant recipient
Name and abbreviation
Save the Children Norway (SCN)
Contact information
Address: Box 6902 St. Olavs plass 0130 Oslo, Norway
Telephone: +47 22 99 09 00
Email: post@reddbarna.no
Website: www.savethechildren.org
Contact Person: Espen Gran

3. About the project			
3.1 Cooperating partner (if any changes)			
Name:			
Address	Post code	City	Country
Telephone		Email	Website
3.2 Grant recipient's and cooperating partner's/partners' respective roles in the project			
Grant recipient's experience with the cooperating partner(s)			
<p>NW: The project was initially 50% directly implemented by Save the Children (SC) and 50% implemented by two local partners [REDACTED]. However, due to the escalation of the conflict and staff security issues between April and December 2015, SC made the decision to move from partly direct implementation to full partner implementation. Upon resumption of SC programme activities in February 2016, which were coordinated by Save the Children mainly from [REDACTED] in Turkey, and for the final three months of this grant (January – 31st March 2016), Save the Children worked with three partners: [REDACTED] which was contracted to support 4 formerly SC directly supported schools. All selected partners had the relevant experience in supporting education in emergencies inside Syria and were selected on the basis of their technical experience in education. All partners underwent</p>			

Local partner [REDACTED] implemented educational activities in [REDACTED] [REDACTED] which are all east suburbs of Syrian capital, Damascus. [REDACTED] provided support in establishing [REDACTED] School in [REDACTED] at the end of 2013 starting with 150 students in an area which was under total siege.

Before this school was set up, there were no schools at all in [REDACTED] area. Some Government-run schools existed in [REDACTED] after the truce, however the urgent need to have a school that could welcome a large number of children needed to be addressed immediately.

As previously communicate to the donor, on 5th November 2014, [REDACTED] school was targeted and 13 students died while 23 were injured. Consequently, [REDACTED] had to stop the implementation until December 2014 when operations were restored enrolling 400 students. In January 2015, [REDACTED] identified a safer location for the school: a rehabilitated basement where 1000 students were enrolled. Due to the disruption of classes, [REDACTED] provided extra classes to the students.

With 5 schools in 3 different areas, [REDACTED] provided education to primary and secondary students during the project period. In December 2015, one teacher was killed [REDACTED] as a result of a barrel bomb. Children were provided with psychosocial support for the duration of the programe activities.

The children reached by this project were extremely hard to reach, living in besieged and contested areas.

The last partner is [REDACTED] provides education, recreational activities and psychosocial support to children attending a school in the city of [REDACTED] province.

NW:

[REDACTED] SC and partners have reached a total of 26,733 children with educational services under this project. Since the start of the project, 44 learning spaces¹ continue to recieve full support spanning the previous NMFAIL to present day. Additionally, in the first quarter of 2015, 7 additional schools in [REDACTED] were rehabilitated culminating in a total of 51 learning spaces receiving SC Support through this project. In addition to increasing access to education, the quality of education provided has also seen progress. 86% of partner supported school chlldren passed annual exams held in May and June 2015.

SC and partners have also fostered community participation to increase local ownership to ensure community acceptance and buy-in for education activities in the target locations. This has been integral to mitigate the negative consequences of access- and security-related incidents on project implementation. In particular, [REDACTED] have been involved in every stage of establishing and maintaining learning spaces, taking on increased ownership over the course of the project. [REDACTED]

[REDACTED] The project supported the establishment of Parent Teacher Committees in 36 schools to participate in developing the school plans and support coordination with other education providers. Community participation and empowerment has been key in ensuring children's access to education despite programatic challenges during this period.

During the course of this grant period, SC has faced numerous challenges due to fluid security context and incidents affecting its areas of operation which have caused significant delays in the implementation of activities against the originally planned timeline. In mid-March 2015, [REDACTED]

[REDACTED] SC's field offices to suspend operations for a week. Activities resumed soon after to respond to the subsequent emergency needs. In April 2015, [REDACTED]

¹ A school refer to physical place where a learning space is set up. Thus, more learning spaces can be placed in one school. Learning spaces also refer to shifts.

schools [REDACTED] Aleppo and were reallocated to other schools supported by the project. The panels were ultimately installed in 40 schools: 9 schools (5 facilities) in [REDACTED] Aleppo operate [REDACTED] 4 schools run [REDACTED] in Idlib; 13 schools (10 facilities) run by [REDACTED] in [REDACTED] Aleppo, Idlib, and Hama, and 14 schools (10 facilities) run by [REDACTED] in [REDACTED] Aleppo and Idlib. Unfortunately, in May 2017, the solar panels were stolen from 1 school in [REDACTED] Aleppo. The incident was reported both to the local police and to the donor.

Students attendance was also affected by the security changes in Aleppo with a slightly lower average attendance rate recorded [REDACTED] (83%) in comparison with 85% reported [REDACTED]. This is mainly due to the context the partners work in [REDACTED] based [REDACTED] an area that has been subject to severe attacks.

Despite the continuous challenges in SC's areas of operation, student performance remained above average in all supported schools relating to the quality of education services these schools provide. Examination results indicate that more than 86 % of all examined students scored more than 50% on the exams.

SPP: During the academic year 2014 - 2015 [REDACTED] enrolled 1460 students who benefited from educational and psychosocial support activities. In parallel, they all received stationaries and books at the beginning of the school year. It should be mentioned that the attendance of girls was higher (930 girls or 64%) than the boy's attendance. One of the explanation may be rooted in the economic situation faced by families who had to send boys to work to increase the family income.

From January to May 2015, the attendance number dropped to 1000 students, as explained above due to the security incident.

During summer school, 1200 students were enrolled and received educational and psychosocial support (670 girls and 530 boys). Eventually for the academic year 2015 - 2016, 1400 students benefitted from educational and psychosocial support, among them 785 girls.

[REDACTED] supported the salaries of 80 teachers for the academic year 2014 - 2015 and 100 teachers for the academic year 2015 - 2016, due to the increase of the number of students.

One of the major challenges [REDACTED] faced was the significant difference in educational levels between students within same class, as some of them had dropped out school for long time before being brought back. [REDACTED] held homework support and recreational didactic activities to encourage children showing lower performance to achieve better results.

[REDACTED] provided education to 1891 students, among them 1021 girls (54%). [REDACTED] was able to support the salaries of 80 teachers (91,25 % female). Teachers were selected following the below criteria: (a) Female teachers, especially women who were main bread-earned. (b) Teachers who had PSS training with [REDACTED] (c) Teachers from local targeted community. (d) Teachers who had been trained on special education, (e) [REDACTED]. In addition, the salaries of five janitors and five social workers were also supported. As part of this project, 182 children who attend [REDACTED] School are provided with means of transportation in order to reach the school every day. The area is a battle zone hence many families live in scattered settlements and it was key to ensure their safety on their way to school to provide transportation to and from school.

[REDACTED] provided alternative education services to 263 children (152 girls). Following their integrated approach, the partner also provided recreational activities to the children as well as integrated psychosocial support. To that extent, they received an extensive training in September 2015 in Jordan, encompassing psychological first aid training, counselling and developing coping mechanism., including a component on resilience.

NE: Save the Children implemented a community-based approach to Education in Emergency. Community-based groups included mother-toddler groups, ECCD centers, Homework Support, Adolescent Groups for Life Skills and Teacher Learning Circles. [REDACTED]

[REDACTED] The school rehabilitation component of the project has been carried out as planned and 20 schools have benefited from rehabilitation. A total of 44 received materials (27 schools received teachers' kits; 17 schools received recreational kits).

6. The project's sustainability and risk factors

6.1 Give an assessment of the project's sustainability

Brief description of the expected sustainability of the achieved results (cf. goal hierarchy with results in attachments)

This grant contributed to foster community ownership towards the re-established education systems in the targeted locations. The community engagement and mobilisation has resulted on communities providing monitoring, motivation and ideas themselves in all location and in [REDACTED] Syria in particular the communities committed to move forward the project activities during the period when Save the Children had to suspend the operation.

Additionally, through investing in local partners' capacity and institutional development, SC is contributing to sustainable support to the Syrian population. For example, in [REDACTED] was able to apply for funds independently to continue the work set up through Save the Children's support.

The coping mechanisms children have learned to apply through Psychosocial support will help them to cope with trauma and distress well beyond the end of this project life.

6.2 Risk Management

Brief description of the risk factors identified before and during project implementation, including financial irregularities, and how these were handled.

NW: Throughout the implementation period the project encountered many challenges, the main being the power change on the ground, military escalation and air strikes. Due to these issues and to maintain our neutrality and impartiality, we had to adapt to the changing context in various ways and in some cases, move our operations out of areas that were assessed too unsafe or doomed inaccessible.

[REDACTED]

School incidents have also been reported to the donor during the like of the project: 1 school in [REDACTED] was destroyed because the area it was located became a military zone. 5 schools were affected by the escalation of the conflict in Aleppo due to being close to the front line. 2 schools in [REDACTED] were taken from the local council and turned into shelter because the area was exposed to extreme shelling. 13 Schools run by [REDACTED] were replaced as been reputed in a too high risk area.

In [REDACTED] Syria, it is very common that when conflict escalates civilians move elsewhere to stay safe. This displacement evidently affects the enrolment of students and explains periodical decreases of enrolment rates. To mitigate these risks partners and school staff have been briefed on contingency plans of action in case of emergency such as air strikes, bombardments and fire.

SPP: In Spring 2015, SPP went through a process of internal review of financial procedures that caused some delays in payment for the partner. Nevertheless, after analysis, SPP provided new guidance, including change in transfer of money to partners to ensure they received funds on time. A [REDACTED]-supported school was targeted on 5 November 2014 with 2 missiles [REDACTED] 13 students died while 23 were injured. We decided to halt the operations from November 5 to 29 and from then to 19 January 2015 educational activities were provided for older students only (400 students in secondary school age). Younger children were enrolled again started from end of January 2016 when a safer location for the school was identified in a rehabilitated basement. [REDACTED] faced critical challenges to continue the education work for primary school students after a 2-month break. To ensure children caught up quickly on the missed school days, extra lessons were provided. [REDACTED] worked to maximize the security of the

7. Budget and financing

A detailed breakdown of the expenditures must be provided in a separate attachment. See guide to grant application for more information

Tick if amounts are given in 1000s <input type="checkbox"/>	Currency:		
	Approved budget total	Total expenditure	Variance %
Budgeted Project expenses- grant recipient (SCN)	46 522 280	46 792 357	
Budgeted Project programme expenses (cooperating partner)			
Budgeted Project support expenses (cooperating partner)			
Overheads (ICR)	3 155 823	3 146 360	
Total	50 001 000	49 938 718	
(minus) Applicant's own contribution (co-financing)			
Status of the applications/grants from other sources			

8. Additional information

At the end of the project period we experienced savings equal to NOK 62 282

9. Bank details

Grant recipient should open a separate, joint account for all grants received from the Ministry of Foreign Affairs (not applicable to governmental organizations).

Name of the address of the bank: DNB

Post Box 1600 Sentrum, N-0021, Oslo, Norway

Name of the account holder:

Redd Barna

Account number:

[REDACTED]

Swift code: DNBANOKKXXX

Account currency: NOK

Other information:

10. Attachments

Tick the boxes if attached, and give each attachment a number.

<input type="checkbox"/>	1	Financial Report
<input type="checkbox"/>	2	Goal Hierarchy with results
<input type="checkbox"/>	3	Detailed Workplan with deviations
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

11. Date and confirmation

I am authorized to sign legally binding agreements on behalf of the applicant, and confirm that the information contained in this application is correct to the best of my knowledge

Place and date

Oslo 30 June 2017

Name/signature