

**Project: Continued Protective Emergency Education for Children in NW Syria**  
**October 2014- December 2016**

**4. The project's results achievement**

**4.1 The project's goal hierarchy with results**

Describe the results obtained based on the goal hierarchy in the application. It is required to report on the project's effect on the target group (outcome) and on the products/services delivered. The project's probable impact on society should also be indicated. The goal hierarchy with results may be provided in a separate attachment to the report. The results should be numbered in order to show the link between the levels (i.e. outcome 1, output 1.1, etc.)

<b>DEVELOPMENT GOAL (INTENDED IMPACT ON SOCIETY)</b>	<b>Results (indicators if relevant)</b>	<b>Comments</b>
<b>Children in Syria are learning and have a good sense of wellbeing.</b>	86% of the children enrolled in █████ Syria successfully passed to the upper level demonstrating that children are learning. In █████ a total of 630 reported and showed benefits from attending recreational and psychosocial support activities.	Different educational activities were conducted across access point. In █████ Syria, we mainly conducted basic education thus as a means of verification for learning we used mid-term and final exams.  In █████ we conducted alternative education, ECCD for younger children and NFE for youth thus focusing more on retention and wellbeing.
<b>More children in northern Syria are accessing protective, high quality learning opportunities.</b>	In total across █████ entry points █████ 30 696 children had access to protective high quality learning opportunities.	More specifically, in █████ Syria we exceeded the total target of 20 000 children of about 30% despite the operational challenges encountered during the project year 2014/2015.

**North West Syria**

<b>No.</b>	<b>PROJECT GOAL, EFFECT ON THE TARGET GROUP (INTENDED OUTCOME)</b>	<b>Indicators</b>	<b>Results</b>	<b>Comments</b>
1	Learning spaces are safe and protective.	100% of the learning and play spaces are physically safe for 100% of children;  Less than 38% of children are identified as falling into the abnormal category of the SDQ;  The average attendance rate for students is 70%	This indicator is achieved by reaching 100% of all schools/learning spaces being physically safe and maintained regularly.  This indicator was not achieved (its removal was approved by the donor in the December 2015 NCE request)  This indicator is over achieved by reaching more than 84% of regular attendance of total 12,907 current enrolled	Schools which require rehabilitation (exceeding 100 USD in cost) were assessed by partners' infrastructure team. If smaller repairs (lower than 100 USD in repair costs) partners fixed immediately using existing budget. Partners submitted narrative reports, financial reports, BoQs, GRN, and monitoring reports as means of verification. To ensure learning spaces are safe and secure, partner field officers visited schools at least twice per week to check that school operated safely.  Due to challenges in recruiting a Technical Advisor and Knowledge Management Officer, SC was not able to conduct the training to partners to carry out the SDQ implementation. The challenges faced in achieving this indicator were highlighted in the NCE submitted on 22.12.2015; this indicator was removed.  Regular attendance is defined as students attending at least 80% of days' schools were open. Student's attendance was stable despite of the security situation and challenges in the field implementation. This reflects

No.	PRODUCTS AND SERVICES (PLANNED OUTPUTS)	Results (indicators if relevant)	Comments
1.1	Learning Spaces are routinely maintained	<p>51 learning and play spaces are routinely maintained to ensure they are physically safe for 100% of children.</p> <p>Total reach throughout the project:</p> <ul style="list-style-type: none"> <li>69 schools (44 currently operating, 17 cancelled, 8 completed)</li> <li>26,733 children (13,814 girls)</li> </ul> <p>Currently:</p> <ul style="list-style-type: none"> <li>44 schools</li> <li>12,907 students (6,577 Female)</li> </ul>	<p>SC and partners conducted a rehabilitation activities for 22 supported schools (7 schools received only rehabilitation activities, 11 schools rehabilitated by [REDACTED] 4 schools [REDACTED] rehabilitated after the suspension)</p>
1.2	Teachers are monitored to be providing quality learning environments and activities.	<p>Teachers received basic regular monitoring by the education field officers to check the attendance and lesson delivery but none of the teachers has been assessed.</p>	<p>Data has been collected for the teacher's attendance on a daily basis and accordingly teacher's timesheet and payroll were prepared at the end of each month. During the suspension period a classroom observation tool was developed and will be rolled out under the next grant period. Partners' education officers carried out monitoring visits to the schools, focussing mainly on the attendance, school issue, and checking documents.</p> <p>In April 2015 [REDACTED] partners [REDACTED] established book banks in all current operating schools (35 schools/premises, 44 learning spaces) in [REDACTED]. The book banks gave all enrolled students an opportunity to read more and have different kind of books (stories, science, geography, languages, and others). Additionally, the book banks engaged parents and community members in students learning.</p> <p>This activity was added in the work plan submitted in the Dec 2015 NCE: 'Procure teaching and learning materials to support the establishment of book banks'.</p>
1.3	Community mobilization and awareness raising events are held	<p>At least 3 quarterly community meetings organised and conducted by each PTC and/or 3 awareness raising events held by each PTC</p>	<p>Regular monthly meetings with the communities have been held both before and after suspension of activities. Discussion topics include but are not limited to monitoring dropout rates and reasons, children with learning difficulties, community advocacy, and security challenges. Back to School campaigns took place in all locations in February 2015 and planned for October 2015, however due to the suspension of activities did not occur.</p>
1.4	Micro grants to support school community improvement plans are distributed	<p>36 PTCs established 108 (3 in each school location) PTC members are regularly meeting</p>	<p>Up to September 2015, 9 Education Officers were inducted to establish PTCs and facilitate these meetings. After resumption of activities, additional PTCs were established in the supported schools, supported and monitored by implementing partners. Nevertheless, the suspension of activity, shift in implementation approach from January onwards along with the required focus on core education activities during the resumption</p>

3.1.	conduct regular monthly monitoring of PTC meetings		18-Jan-16	31-Mar-16	30-Jan-16	31-Mar-16	The PTC hold a monthly meeting.
3.1.	Support PTCs to conduct community mobilization and back to school campaigns		25-Jan-16	11-Mar-16	15-feb-16	30-Feb-16	The back to school campaigns was completed for all schools in February 2016
3.1.1	Mentor PTC meetings	SC, ██████	15-Jun-15	30-Oct-15	1-Aug-15	30-Oct-15	This activity continued in February 2016 after resumption of activities.
3.1.2	Support PTC members to plan events	SC, ██████	6-Jul-15	30-Oct-15	1-Aug-15	30-Oct-15	This activity continued in February 2016 after resumption of activities.
3.1.3	Help PTC members to develop and distribute materials	SC, ██████	3-Aug-15	30-Oct-15	N/A	N/A	As per NCE submitted on 22.12.2015, this activity was substituted by 'support to PTC in managing book banks'.
3.2.1	Support PTC members to lead these assessments	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	Initially, this activity was not carried out due to change in budget allocation since change in exchange rates and prioritisation of schools running costs. Gap funding was obtained almost at the same time as the suspension of activities, but activities had to remain suspended for a period of time longer than expected. As indicated in the Dec 2015 NCE, the shift in implementation approach from January onwards along with the required focus on core education activities during the resumption period in early 2016 did not allow for this activity to be implemented in the NCE period. This was indicated in the December 2015 NCE.
3.2.2	Solicit and review proposal submissions	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	As above
3.2.3	Identify and make grants	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	As above
3.2.4	Monitor grant implementation	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	As above
3.2.5	Undertake output assessments	SC, ██████	5-Oct-15	30-Oct-15	N/A	N/A	As above
3.3.1	Undertake training sessions/activities for children, parents, and teachers on participatory monitoring	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	As above
3.3.2	Source materials to support such monitoring	SC, ██████	1-Dec-14	21-May-15	N/A	N/A	As above
3.3.3	Undertake monitoring activities	SC, ██████	7-Sep-15	30-Oct-15	N/A	N/A	As above
3.3.4	Consolidate feedback and lead validation workshop	SC, ██████	12-Oct-15	30-Oct-15	N/A	N/A	As above

**4.2 The project's implementation plan with status**

Based on the approved implementation plan, indicate actual (start- and) end dates. Deviations from the approved plan should be explained in the comments field. (For previous reporting periods covered in progress reports, reporting on output-level is sufficient.) The implementation plan with status may be provided in a separate attachment to the report.

No.	RESULTS (OUTPUTS) ACTIVITIES	Responsible party	Planned start date	Planned end date	Actual start date	Actual end date	Comments
	students having access to alternative education	██████	Oct. 2014		Oct. 2014	31 Dec 2015	
	primary students benefit from alternative education classes at ██████ School in ██████	██████	Oct. 2014		Oct. 2014	30 Nov 2015	
	secondary students benefit from alternative education classes	██████	Oct. 2014		Oct. 2014	30 Nov 2015	
	Teaching staff at ██████ School improve their capacity to deliver quality education and to support children's resilience	██████	Oct. 2014		Oct. 2014	30 Nov 2015	
	students in ██████ school in ██████ governorate benefit from alternative education classes.	██████ ██████	Dec 2014		Dec 2014	31 Dec 2015	
	students in ██████ school in ██████ governorate benefit from recreational activities.	██████ ██████	Dec 2014		Dec 2014	31 Dec 2015	
	students in ██████ school in ██████ governorate benefit from integrated psycho-social support.	██████ ██████	Dec 2014		Dec 2014	31 Dec 2015	

			female).
1.3	School rehabilitation, including wash facilities	20 schools rehabilitated (target: 10)	20 schools were rehabilitated. <b>2016 Update:</b> 6 schools were rehabilitated.
2.1	Non-formal teachers and facilitators are trained in non-formal Education methodologies and equipped with effective active teaching strategies (followed by quarterly refresher trainings)	14 non-formal teachers and facilitators trained in non-formal Education methodologies (target: 13)	10 NFE facilitators were trained in the [REDACTED] CYCC 6 of the 10 NFE facilitators were provided with a refresher training in the [REDACTED] CYCC 4 [REDACTED] Education Facilitators were trained as Master Trainers on NFE No new teachers and facilitators were trained due to the delay in approvals. Teachers and facilitators of the new partner [REDACTED] in [REDACTED] will be trained as part of the NMFA 2016 project.
2.2	ECCD facilitators are trained in ECCD methodologies	8 non-formal teachers and facilitators trained in ECCD methodologies (target: 8)	4 ECCD facilitators were trained in ECCD methodologies in the [REDACTED] CYCC The 4 ECCD facilitators were provided a 1-day refresher training in the [REDACTED] CYCC 4 [REDACTED] Education Facilitators were trained on ECCD. No new teachers and facilitators were trained due to the delay in approvals. Teachers and facilitators of the new partner [REDACTED] in [REDACTED] will be trained as part of the NMFA 2016 project.
2.3	Children age 6-14 have access to remedial and catch-up classes	205 children attending remedial and catch-up/homework help classes (target: 250)	205 children attended remedial and catch-up classes within the [REDACTED] CYCC. Approval for NFE activities was not obtained in time to restart this activity after the closure of the CYCC. [REDACTED] [REDACTED] it has been included in the follow-up NMFA 2016 project
2.4	Adolescents and youth age 15-18 have access to NFE activities, including language courses, computer classes and life skills	40 adolescents participating in life skills sessions (target: 200)	40 adolescents participated in NFE activities in the [REDACTED] CYCC [REDACTED] [REDACTED] and it has been included in the follow-up NMFA 2016 project
2.5	Reading/study rooms [REDACTED] [REDACTED] books established in each center	0 children using the study/reading room (target: 300)	0 children The Reading Rooms with Book Banks have yet to be set-up. [REDACTED] [REDACTED] [REDACTED] it has been included in the follow-up NMFA 2016 project.
2.6	125 children age 3-5 have access to quality	144 children age 3-4 (female: 77; male: 67) participated in ECCD activities (target: 125)	96 young children enrolled in ECCD activities in the [REDACTED] CYCC Under the redesign, it was planned for young children aged 3-4

3.4	Establish and support Parent Associations to participate in implementation of the centers to ensure quality feedback and act as link between the community and the project	21 parents participating in Parent Associations (target: 40)	[REDACTED] a fathers groups (related to the mother-toddler activities) was only established in [REDACTED] in April 2016 (21 fathers). As part of the NMFA 2016, [REDACTED] will support the [REDACTED] in [REDACTED] to establish a parent association.				
3.5	Establish a case management system, including the identification, registration, referral, follow up and provision of basic support for vulnerable children	# vulnerable children identified and received appropriate services (target: 200)	See (3.6) below on the training of SCl staff on Case Management. The case management system has been fully operationalized with tools in place. [REDACTED] The case workers were therefore only recruited after the end of the project, but beneficiaries under the NMFA 2016 project in [REDACTED] will be eligible for assistance if so required.				
3.6	Train case workers, community mobilizers, and SCl staff on Case Management.	4 staff and social workers trained on Case Management (target: 8)	Child Protection Managers in [REDACTED] (Iraq) co-facilitated a case management training for SC and partner staff in [REDACTED] from 8-12 November. This was a collaboration between the two field offices as there are cases of refugees crossing the border. The [REDACTED] team will develop the case management tool based on the tools used in [REDACTED] in order to be able to work on any cross-border cases in the future.  The Case Management officer also received more case management training in [REDACTED] including managing offline case database from 20-23 Dec. 2016. Collaboration [REDACTED] [REDACTED]s being established				
3.7	Pilot 3 cycles of Child Resilience workshops	# children and parents attending to the Child Resilience workshop (target: 120 – 60 children and 60 parents/caregivers)	From 6-9 October 2015, Child Protection Advisers from [REDACTED] and [REDACTED] delivered a 4-day ToT on Child Resilience workshop for 6 CP staff, CYCC Coordinator, and NFE officer. Later on, the CP Coordinator and a CP officer delivered the training on Child Resilience workshop to 5 CYCC facilitators and 4 local partner CP facilitators on 27-29 November.  [REDACTED] the child resilience workshops could not be implemented. However, in [REDACTED] the workshops will be integrated into the continued programming supported by NMFA and a different donor (the latter is funding this activity).				

#### 4.2 The project's implementation plan with status

Based on the approved implementation plan, indicate actual (start- and) end dates. Deviations from the approved plan should be explained in the comments field. (For previous reporting periods covered in progress reports, reporting on output-level is sufficient.) The implementation plan with status may be provided in a separate attachment to the report.

No.	RESULTS (OUTPUTS) ACTIVITIES	Responsible party	Planned start date	Planned end date	Actual start date	Actual end date	Comments
-----	------------------------------	-------------------	--------------------	------------------	-------------------	-----------------	----------

							██████████ ██████████ ██████████ on 10 May 2016 (after the project period) and this partner will continue to implement activities under the NMFA 2016 project. ██████████ ██████████
A3	Recruitment of CYCC Manager (MFA/SDC)	Direct implementation	1-May-15	15-May-15	5-Aug-15	01-Feb-2016	A ██████ CYCC officer was recruited. The Ed Officer will continue to support the work of activities under NMFA. Under the redesign, the role of the CYCC was realigned to cover liaison and communication ██████████ and liaison/support to community-based local organization and the community-based space set-up in ██████████. The former CYCC officer transitioned to his new role on 1 February 2016.
CP1	Recruitment of Child Protection Officers	Direct implementation	1-May-15	15-May-15	1-May-15	31-Jul-15	Apart from one Child Protection Officer who has been working in ██████████ from October 2014. A full Child Protection team has been recruited and formed. These include a Child Protection Coordinator who was recruited in May 2015 together with the Outreach Child Protection Officer. A Case Management Officer and two Psychosocial Support Facilitators were recruited in July and August 2015 respectively.
CP2	Set up of Playgrounds	Direct implementation	25-May-15	5-Jun-15	Oct-15	22-Dec-2015	A playground has been set-up next door to the ██████ CYCC. Under the redesign, the playground was supposed to be handed over to the new ██████ for a period of 6 months, however ██████ the playground was handed back over to the owner 22 December 2015
CP3	Training of Trainers, PFA	Direct implementation	22-Jun-15	30-Jun-15	13-Oct-15	19-Oct-15	6 members of the Child Protection team were trained as PFA trainers from 13-15 and 19 October 2015. The delay in these activities was due to the time gap between the previous CP Manager and the subsequently deployed CP Manager for two and a half month from July-September 2015.
CP4	Training for CP Staff and facilitators	Direct implementation	18-May-15	30-Oct-15	13-Jun-15	3-Dec-15	Child Safeguarding for CYCC facilitators Minimum Standards CP orientation for CP Staff TOT PFA for CP Staff PFA for CYCC facilitators (and other SC staff)
CP5	Establish a case management system, including the identification, registration, referral, follow up and provision of basic support for vulnerable children	Direct implementation	15-Jun-15	31-Jul-15	8-Nov-15	On-going till end of project	The case management system has been fully operationalized with tools in place. Approvals for case management have been granted, at the end of the project.  Case workers could not be recruited during the project due to delays in approvals, however 4 case workers (2 males, 2 females - 2 for each location: ██████████ have been recruited as per 1 July 2016 (under a different project); close linkages are in place with the education team to ensure children and adolescents with specific needs in ██████████ will be referred to the case management system.

	active teaching strategies (followed by quarterly refresher trainings)						local partner on 29 November - 3 December 2015. These 4 facilitators will cascade the training to community volunteer facilitators. One two-day training was held for 6 education facilitators in [REDACTED] on teaching methodologies on 11-12 May 2016.
E4	Implementation of remedial and catch-up classes	Direct implementation	15-Jun-15	31-Dec-15	25-July-15	22-Nov-2015	After the opening of the [REDACTED] CYCC on 25 July 2015, remedial and catch-up classes were delivered, and continued after the re-opening of the [REDACTED] CYCC on 24 August 2015. Activities were paused due to the closure of the CYCC. The planned homework help sessions were not able to start under the redesign. Since May 2016, our partner [REDACTED] in [REDACTED] these will be expected to commence with the start of the new school year under the NMFA 2016 project.
E5	Implementation of NFE activities, including language courses, computer classes and life skills	Direct implementation	15-Jun-15	24-Jul-15	24-Aug-15	22-Nov-15	NFE activity preparations began after the re-opening of the [REDACTED] CYCC on 24 August 2015. Activities were then put on hold due to the closure of the CYCC. Life skills sessions for adolescents could only be started in [REDACTED] after the project period (6 May 2016) due to [REDACTED]. In [REDACTED] life skills sessions will be provided to adolescents as part of in the NMFA 2016 project.
E6	Establishment of reading/study rooms with [REDACTED] books in each CYCC	Direct implementation	15-Jun-15	31-Dec-15	07-Apr-2016	ongoing	Under the redesign, materials for three Reading Rooms and Book Banks have been procured and stored in the warehouse. Reading rooms/Book banks will be set-up in both the CCC in [REDACTED] and [REDACTED] as part of the NMFA 2016 project.
E7	Implementation of ECCD activities	Direct implementation	15-Jun-15	31-Dec-15	25-July-15	30-Apr-2016	ECCD activity preparations began after the re-opening of the [REDACTED] CYCC on 24 August 2015. ECCD activities were then put on hold due to the closure of the [REDACTED] CYCC. The new center in [REDACTED] managed by the [REDACTED] opened on 17 March 2016 and registration of children commenced on 18 March 2016. ECCD activities started on 10 April 2016. In April 2016, 48 children (female: 23; male: 25) participated in ECCD activities in [REDACTED].