Accelerated Funding Grant Progress Report Template

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Syrian Arab Republic	Syria - Accelerated Funding	GPE0000908	SC230813

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	STG	11/27/2023	12/01/2023

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
12/31/2025	15,000,000 (USD)	11/30/2023	08/30/2025	10/12/2025

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1
Satisfactory (S)

Previous Rating
NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating
Context updates:

The reporting period coincided with a highly fluid political and operational context in Syria. On 23 September 2024, the escalation of hostilities in Lebanon displaced over half a million people into Syria, generating substantial new humanitarian needs. This was followed by the events in late November 2024, which during the transition within Syria further constrained UNICEF and its partners, limiting access to affected areas and disrupting the implementation of non-formal education (NFE) programmes, school rehabilitation activities, as well as the delivery of essential supplies. Although schools were reopened shortly after December 2024, the ongoing liquidity crisis has posed restrictions on cash withdrawals by implementing partners, teachers, and contractors, thereby resulting in delays in programme activities. This was further exacerbated by the events in the coastal areas, which caused the disruption of education services and delays in school rehabilitation. Due to the unfolding situation, the context witnessed increased population displacements which shifted national and partner priorities toward immediate humanitarian response, inadvertently delaying planned education activities. In this context, UNICEF prioritized sustained coordination, stakeholder engagement, and evidence gathering to better understand evolving needs and adapt programming accordingly.

The anticipated high number of returnees in 2025 is foreseen to place additional pressure on an already strained education system. The education sector will need to accommodate a growing number of students through the establishment of more schools and develop targeted support to reintegrate all returnee children through a flexible package of educational support. This includes language bridging programs, remedial classes, accelerated learning programmes and psychosocial support to ensure a smooth transition and continued learning for all children, including the most vulnerable and marginalized children.

Recent developments and opportunities:

Following the political transition in Syria in December 2024, important developments have emerged that are reshaping the education landscape. In northwest Syria (NWS), children are no longer required to cross conflict lines into former government-controlled areas to sit for exams. In northeast Syria (NES), education authorities have agreed to facilitate the administration of national exams in the region during summer 2025. This breakthrough represents a positive shift, offering valuable opportunities to strengthen coordination with educational actors and paving the way for broader agreements that could support impactful discussions for children's education in NES.

At the national level, diplomatic engagement and coordination with the Ministry of Education (MoE), donors and other key stakeholders have also evolved during this period. These developments are expected to influence the program implementation parameters, including operational constraints, redlines and operational limitations. Importantly, they also provide a solid foundation for developing a well-structured exit strategy for the GPE programme, enabling a smooth and responsible handover of programmes through institutional capacity-building and shared ownership.

Key achievements:

Despite the onset of multiple emergencies, UNICEF has made significant progress in expanding NFE opportunities to vulnerable children in the earthquake-affected governorates (Aleppo, Homs, Hama, Lattakia, Tartous, and Idleb). A total of 75,881 children (39,781 girls, including 4,909 CWD) benefited from recreational materials. Of these children, 49,756 children (26,514 girls, including 5,180 CWD) also benefited from education services, such as Self-Learning Programme, remedial classes, Early Childhood Education (ECE) and back-to-learning campaigns. For children enrolled in NFE programmes, 84% showed improvement in learning.

GPE contribution also improved children's psychosocial wellbeing. The programme provided 63,944 children (33,938 female, including 8,568 CWD) with psychosocial support (PSS) activities, and built the capacity of 2,785 teachers (1,748 females) in PSS. Post-assessments results showed that 92% of children showed at least 10% improvement in their social and emotional learning competencies, and 95% of teachers showed improved knowledge following the training.

Furthermore, 1,081 caregivers and community members (200 females) were reached with awareness key messages on back to learning campaigns and parenting skills. In addition, teacher stipends were provided to 223 teachers (126 females) in Northwest Syria (NWS). A total of 176 schools were supported in developing and implementing school safety plans and creating early warning systems to prevent and mitigate threats and attacks.

While UNICEF has made substantial efforts to deliver NFE activities within the agreed timeframe, school rehabilitation works have experienced delays due to the operational context changes in Syria. A total of 50 schools were identified and assessed for rehabilitation, with prioritization based on school availability in the area, overcrowding in the targeted location, and the level of damage. So far, a total of 27 learning centres were rehabilitated during the reporting period, reaching 16,655 children (8,635 girls, including 240 CWD). Another 16 schools are under rehabilitation and will be handed over to MoE by the end of 2025. The remaining 7 schools are delayed in approval due to political instability, which has complicated coordination with local authorities. To address this, UNICEF is actively engaging with the Directorate of Education (DoE) to secure the necessary clearances and facilitate the continuation of rehabilitation activities.

Challenges:

One of the key challenges contributing to delays in school rehabilitation has been the escalation of security risks, which have at times limited access for UNICEF, its partners, and contractors. This disruption affected the timely completion of technical assessments of GPE schools and subsequently delayed the bidding, contracting, and implementation processes. It is important to note that, at the time of bidding, contractors were unable to confirm whether they could safely access sites and proceed with implementation due to prevailing security concerns. To mitigate these challenges and expedite progress, UNICEF has maintained close coordination with the selected contractor to monitor the pace of work and address emerging issues in a timely manner.

Another challenge has been political instability, which has complicated coordination with local authorities and delayed approvals for school rehabilitation, particularly in coastal areas, leading to stalled progress on school rehabilitation in the remaining schools. To address this, UNICEF is actively engaging with the Directorate of Education (DoE) to secure the necessary clearances and facilitate the continuation of rehabilitation activities. In July 2025, a wildfire erupted in the coastal areas, Lattakia and Tartous governorates. This added a new layer of challenges to having safe access to many locations, not only for children but also for UNICEF contractors and partners.

No-cost Extension:

Considering the delays in school rehabilitation activities, as well as emerging and unforeseen needs following the post-December population movements, UNICEF and Save the Children are jointly requesting a four-month no-cost extension of the GPE AF until the end of December 2025. This extension will allow continued progress on school rehabilitation efforts while enabling a more effective response to the evolving needs of children. Specifically, it will support the integration of returnee children into schools through NFE programmes including language bridging programs, remedial classes, accelerated learning programmes and psychosocial support. Furthermore, the extension will provide a critical opportunity to prepare appropriate handover mechanisms that are responsive to the evolving context and any revised operational parameters in the unfolding situation.

Implementation of the Components/Objectives of the Project this Reporting Period

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Safe, inclusive and quality educational continuity	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:
UNICEF has made significant progress in expanding education opportunities to vulnerable children in the earthquake-affected governorates (Aleppo, Homs, Hama, Lattakia, Tartous, and Idleb). UNICEF reached 49,756 children (26,514 girls, including 5,180 CWD) through non-formal education services, exceeding the target of 16,000. Based on the assessment results, 84 per cent of the children enrolled in NFE programme showed improvement in learning, outperforming the target of 70% improvement. In addition, teacher stipends were provided to 223 teachers (126 females) in Northwest Syria (NWS), exceeding the target of 170.

Of the children enrolled in NFE programme, 13,926 out-of-school children (6,941girls) were enrolled in self-learning programs (SLP) to acquire cognitive and life-skills that could help them transition to formal schools, 24,928 children at risk of dropping out (13,468 girls) in remedial programs to help them catch up with learning, and 5,851 young children (2,900 girls) in community-based early childhood education (ECE) programs. A total of 4,961 children with disabilities benefited from these programmes.

13,926 out-of-school children (6,941girls) benefitted from Self-Learning Programme (SLP):
The SLP is a pathway for children who are out of school, irrespective of the multi-faceted reasons on why they have been out of school. Implemented year-round and designed for flexibility, the programme enables children to join at any point during the year. The SLP runs in 3–6 month cycles, starting with pre-tests to assess children's educational levels and learning needs, followed by tailored support in literacy, numeracy, and core subjects (Math, Arabic, English, Science). Post-tests at the end of each cycle measure learning progress and guide referrals to formal or other education pathways. The programme is delivered through UNICEF's implementing partners in community-based and home-based learning centres, prefabricated classrooms, camps, and public school facilities used after school hours. Its design integrates a holistic package to enhance children's participation, retention, and learning, including: i) back-to-learning campaigns; ii) safe and inclusive learning spaces; iii) capable and motivated teachers; iv) community and parental engagement; v) provision of learning supplies; vi) outcome assessments; and vii) recreational activities.
With the flexibility provided by GPE, UNICEF responded rapidly to the influx of Lebanese and Syrian returnees from Lebanon, ensuring that affected children had immediate access to education opportunities. A key component of this response was enabling out-of-school children to continue their learning and prepare for reintegration into Syria's formal education system. Learning centers were established to support

continuity of learning for children who were taking the Lebanese curriculum and were equipped with e-labs to allow children to follow online sessions. In parallel, mobile education teams established temporary learning points in shelters to maintain continuity of learning for displaced children. In several areas, community-provided rooms were also utilized as learning spaces for small groups, which UNICEF equipped with the necessary materials and supplies. To strengthen children's psychosocial well-being and social cohesion, UNICEF and its partners conducted recreational and psychosocial support activities tailored to the context. These activities promoted integration and acceptance among children from different backgrounds.

24,928 children at risk of dropping out (13,468 girls) benefitted from remedial classes:
The remedial learning program provided a positive opportunity for in-school children in most vulnerable areas to catch up on their education and enhance their performance. This program targets children enrolled in formal schools but at risk of dropping out by strengthening their learning in core subjects: Arabic, English, Math, and Science. These children enrolled in a 3-month cycle education support program based on their learning needs and performance. The 3-month remedial classes cycle can start at any time during the year, offering students flexibility to participate based on their needs. There are clear criteria for selecting the targeted children, with a focus on low achievers attending curriculum A and curriculum B classes. Special emphasis was placed on 9th and 12th graders to prepare them for exams. This support was essential for addressing learning loss and enhancing exam preparation, as passing these exams offers students a chance to obtain certification and recognition for their education without losing a year.

5,851 young children (2,900 girls) benefitted from Early Childhood Education (ECE):
this contribution from GPE bolsters increased investments in community based ECE activities, laying the foundation for lifelong learning among children aged 3–5 years. ECE classes introduce children to structured, play-based environments that foster cognitive, social, and emotional development while preparing them for smooth entry into formal schooling. UNICEF has established and equipped ECE classrooms in formal schools, camps and community learning centres, creating inclusive spaces where children gain early learning experiences essential for retention throughout the education cycle. The programme operates five days a week, with 3–4 hour shifts per day, and incorporates flexible delivery methods, including edutainment activities, to ensure that even in fragile contexts children have opportunities to learn and thrive. In parallel, UNICEF and its implementing partners conducted awareness sessions with families to promote parental engagement, raising awareness of the importance of ECE and providing guidance on how to support children's development at home.

Despite the overachievement in the indicators above, the project experienced delays in other NFE activities. A total of 75,881 children (39,781 girls, including 4,909 CWD) benefited from recreational materials, and 63,944 children (33,938 female, including 8,568 CWD) were reached with psychosocial support (PSS) activities—76 per cent and 64 per cent of the target of 100,000 children. The shortfall is primarily due to the temporary suspension of non-formal education (NFE) services, resulting from political instability, escalating security incidents, and wildfires in the coastal region. To address these challenges, UNICEF continues to work closely with all partners to accelerate implementation, expanding NFE services in accessible areas with high numbers of returnees. By the end of 2025, UNICEF will fully achieve the planned targets while remaining responsive to emerging educational needs.

School rehabilitation works have also experienced delays due to the operational context changes in Syria. A total of 50 schools were identified and assessed for rehabilitation, with prioritization based on school availability in area, overcrowding in targeted location, and level of damage. So far, UNICEF completed light rehabilitation of 27 schools in Aleppo, Idleb, Hama, Lattakia and Tartous, significantly enhancing the safety, functionality, and sustainability of the learning environment for 16,655 children (8,635 girls, including 240 CWS). The rehabilitation works addressed access to reliable power, upgraded water and sanitation facilities improving health and hygiene for children, and improved classroom comfort, ensuring that schools are better equipped to support children's learning. Major works include repairing walls, restoring doors, windows, and flooring. Classrooms and facilities were repainted and fitted with ceiling fans and carbon glass for improved comfort. Sanitation and water systems were enhanced with new pipes, taps, tanks, and tiled washrooms, while solar power systems with inverters and batteries were installed to ensure reliable electricity. All works were completed under technical supervision and in line with specifications, including testing and commissioning of solar systems.

Another 16 schools are currently under rehabilitation and will be handed over to MoE by the end of 2025. Due to political instability, which has complicated coordination with local authorities and delayed approvals for school rehabilitation, particularly in coastal areas, leading to stalled progress on school rehabilitation in the remaining 7 schools. To address this, UNICEF is actively engaging with the Directorate of Education (DoE) to secure the necessary clearances and facilitate the continuation of rehabilitation activities. By the end of 2025, UNICEF will fully achieve the planned target of 50 schools.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Recovery in the Medium Term	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

UNICEF built the capacity of 2,785 teachers (1,748 females) in PSS against the target of 6,000. Through PSS training, teachers developed the skills to recognize and respond to the emotional and social needs of children affected by conflict, displacement, and prolonged instability. The training covered the impact of trauma on learning and behavior, classroom techniques for providing emotional support, building trust and positive relationships with students, and referral mechanisms for children requiring specialized assistance. This equipped teachers to create a safe and nurturing school environment where children feel supported and valued. Furthermore, 1,081 caregivers and community members (200 females) were reached with awareness key messages on back to learning campaigns and parenting skills, against the target of 1,848.

The shortfall is primarily due to the temporary suspension of NFE services during the reporting period, resulting from political instability, escalating security incidents, and wildfires in the coastal region. To address these challenges, UNICEF continues to work closely with all partners to accelerate implementation, expanding PSS capacity building in accessible areas. By the end of 2025, UNICEF will fully achieve the planned targets while remaining responsive to emerging educational needs.

Despite the underachievement in the number of teachers trained, based on the post-training assessment, 95% of those trained showed improved knowledge following the training, outperforming the target of 70%.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Preparedness for and prevention of future crises	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

To enhance safety and resilience in schools, UNICEF has supported 176 out of a targeted 200 schools in developing comprehensive school safety plans and early warning systems aimed at preventing and mitigating emergencies. In areas affected by natural disasters like earthquakes, and wildfires, UNICEF launched a wide-reaching awareness and capacity-building initiative to boost community readiness. Through its Safe Schools initiative, UNICEF has trained teachers and school leaders in emergency preparedness, psychosocial support, and risk response. Schools have been equipped with safe havens and guided in implementing emergency response plans. The initiative also strengthens community engagement through outreach teams and Parent-Teacher Associations, promoting best practices in emergency handling and resilience-building.

The shortfall is primarily due to the temporary suspension of non-formal education (NFE) services during the reporting period, resulting from political instability, escalating security incidents, and wildfires in the coastal region. To address these challenges, UNICEF continues to work closely with all partners to accelerate implementation, expanding NFE services in accessible areas with high numbers of returnees. By the end of 2025, UNICEF will fully achieve the planned targets while remaining responsive to emerging educational needs.

Component / Objective	Level of Progress this Reporting Period [2]	Previous Rating
Technical and Implementation Support Costs	Satisfactory (S)	

Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:

Staff provided extensive support to ensure the programme implementation, including school rehabilitation and NFE service delivery.

Continued Relevance

Detailed Description

The project has remained relevant throughout the reporting period by effectively addressing the evolving needs of affected children and communities, including marginalized girls and boys and children with disabilities impacted by the earthquake. Its continued relevance has been underpinned by a realistic, needs-based design, responsiveness to changing circumstances, and sustained coordination with partners

and stakeholders.

During this period, the operating environment in Syria was marked by significant political, security, and economic challenges. The escalation of hostilities in Lebanon in September 2024 displaced over half a million people into Syria, generating substantial new humanitarian needs. Further, events in late November 2024 coinciding with the political transition in Syria constrained UNICEF and its partners' access to affected areas, disrupting non-formal education (NFE) programmes, school rehabilitation works, and the delivery of essential supplies. Although schools reopened in December 2024, the liquidity crisis-imposed restrictions on cash withdrawals for partners, teachers, and contractors, delaying implementation. Additional disruptions arose from the coastal events, which further impacted education services and rehabilitation timelines. In this context, UNICEF prioritized sustained coordination, evidence generation, and engagement with stakeholders to adapt programming and ensure continued relevance.

Looking ahead, the anticipated high number of returnees in 2025 will place further pressure on an already strained education system. Addressing these needs requires expanding access through new schools and tailored support to reintegrate returnee children. UNICEF is supporting this through a flexible package that includes language bridging, remedial classes, accelerated learning, and psychosocial support. NFE remains critical in bridging gaps, particularly through the transition from the Self-Learning Programme (SLP) to the Empowered Learning Programme (ELP), which introduces Empowered Learning Materials (ELM) aligned with the updated national curriculum. This alignment enhances credibility, facilitates reintegration into formal education, and prepares learners for school exams, reinforcing the programme's contextual relevance.

At the same time, political developments are reshaping the education landscape. In northwest Syria, children are no longer required to cross conflict lines to sit for exams, while in northeast Syria, authorities have agreed to host national exams in summer 2025. These breakthroughs create new opportunities for coordination with education actors and pave the way for agreements that could strengthen education delivery. At the national level, UNICEF has advanced diplomatic engagement and collaboration with the Ministry of Education, donors, and stakeholders, which will be critical to shaping operational parameters, building institutional capacity, and designing an exit strategy for the GPE programme that ensures shared ownership and sustainability.

The project has also demonstrated adaptability through the No-Cost Extension, which enabled adjustments to delays and ensured continuity of support. Its capacity to deliver emergency responses during political transition and coastal emergencies illustrates the flexibility and responsiveness embedded in the design. As a result, the project was able to reach a higher number of children through community outreach and NFE interventions than initially anticipated. These outcomes confirm that the project has not only remained relevant but has also mobilized its strengths—flexible design, strong partnerships, and robust coordination—to respond effectively to emerging challenges and ensure implementation success.

Standout Grant Practices, Emerging Lessons, Stories and Products

Detailed Description

Implementation of the GPE project in Syria during the reporting period has underscored the complexity of delivering education in an evolving humanitarian and political landscape. Several key lessons have emerged, offering insights into how UNICEF and its partners can better navigate fragile contexts while ensuring continuity of learning for children.

Lessons Learned:

One of the defining characteristics of the Syrian context is the layering of crises. The simultaneous impact of displacement, wildfires, insecurity, economic crisis and liquidity challenges showed that programmes must be designed with the capacity to respond to multiple shocks at once. Education interventions should integrate resilience, emergency response, and recovery in a single continuum.

The project demonstrated adaptability in response to changing humanitarian circumstances, including the unforeseen needs resulting from the Lebanon crisis in September 2024, the post-December political transition in Syria, and emergencies in coastal areas. These experiences highlighted UNICEF's ability to adjust its response focus and adapt programming to evolving realities. This flexibility ensured that the project remained relevant and responsive to the needs of children and communities throughout its lifecycle. At the same time, the liquidity crisis and security-related disruptions delayed rehabilitation work, reinforcing the importance of embedding contingency planning and adaptive mechanisms in education programming.

While UNICEF and Save the Children initiated the development of an exit strategy in 2024, the process had to be postponed due to shifting political conditions in December 2024 and evolving donor positions in

2025. Exit strategies in fragile settings must remain living processes that evolve alongside the political, operational, and security landscape, ensuring sustainability.
The attempted handover of NFE programmes in NES illustrated the challenges of securing alignment between national and local education authorities. Dialogue between the MoE and the education committees has been gradual, but the process reinforced the importance of investing in trust-building and sustained advocacy to ensure local ownership.
To ensure continuity, NFE must be more firmly integrated into national education planning and financing frameworks, including MoE strategies, teacher training systems, and monitoring and evaluation processes. National ownership is key to ensuring that NFE becomes embedded within broader education reforms and does not remain an emergency solution. Strengthening capacity at central and decentralized levels, along with policy frameworks that recognize NFE as part of the viable pathways of the education system, will be critical for long-term sustainability.

Innovative / promising practices:
UNICEF combined school rehabilitation with NFE, emergency response, and returnee reintegration, ensuring that education remained a protective and stabilizing factor despite crises. This holistic approach allowed the programme to respond simultaneously to long-term system strengthening and immediate humanitarian needs.
A promising development has been the integration of digital and blended learning solutions into NFE. These approaches extend access for children in remote or insecure areas, ensuring continuity despite repeated disruptions. Many children in Syria accessed UNICEF's Learning Passport platform to benefit from SLMs, assessments and online labs. This was particularly critical for 9th and 12th graders preparing for national exams. Blended learning models, which combine face-to-face instruction with technology-based tools, have shown potential in further improving student engagement, and learning outcomes.
Prior to 2025, UNICEF had leveraged the coordination architecture of the Whole of Syria (Syria Country Office, outpost office in Gaziantep, and the Regional Coordination team) to implement education programme across Syria. Following the contextual changes in December 2024, UNICEF reviewed and completed its transition to a unified structure, bringing together staff, programmes, and operations under one Syria Country Office to streamline coordination, enhance efficiency and move forward with joint implementation.
Building on a decade of implementation of the SLP, UNICEF has coordinated with the MoE to upgrade the model into the Empowered Learning Programme (ELP). The new Empowered Learning Materials (ELM) will replace the previous SLM and are fully aligned with the updated national curriculum. This alignment enhances the credibility of NFE, supports learners' reintegration into formal education, and improves their preparedness for school exams. Moving forward, ELP will serve as the principal NFE programme, offering a stronger bridge between non-formal and formal pathways.
Another future consideration is the anticipated return of displaced children to Syria. Many returnee children have experienced prolonged disruptions to their learning or have followed non-Arabic different curricula. Considering that the current formal education system is not equipped to integrate these students, NFE can play a critical role in bridging gaps through tailored programmes to ensure a smooth transition. Moreover, NFE's integration of psychosocial support and life skills is especially valuable for returnee children who may have experienced trauma, displacement, or social marginalization. It will strengthen resilience, social cohesion, and inclusion, and help returnee children rebuild confidence and re-establish connections with peers and communities.
UNICEF is transitioning towards a school-based approach for implementing NFE within rehabilitated schools. This approach aims to familiarize NFE learners with the formal school environment and strengthen the linkage between non-formal and formal education, thereby increasing children's opportunities for successful integration into the formal system.

Coordination

Detailed Description
UNICEF co-leads the humanitarian response under the Humanitarian Country Team, coordinating 143 partners across Syria in the education sector, nearly 80 percent of which are national NGOs. As Cluster co-lead, UNICEF provides technical support, coordination, and capacity building for emergency preparedness and contingency planning.

Coordination between the ECW FER and GPE AF activities is ensured through the EDF and Cluster/Sector structures. UNICEF and SC ensured the ECW/GPE steering committee is updated and engaged with the implementation updates, challenges, needs and opportunities during quarterly review meetings. ECW/GPE steering committee also provide timely inputs to the improvements to overall governance project and maintain communication and liaison with the Grant Agents in respect of programme implementation.

In terms of co-grantee coordination, SC and UNICEF held regular meetings to coordinate programme updates to GPE and EDF as relevant. Both agencies work under an aligned and common logframe and kept the EDF informed on the progress of the program. As co-leads of the Whole of Syria Education Cluster, SC and UNICEF leveraged positions to ensure that GPE-funded program aligns with ECW MYRP

programming, enabling an approach tailored to the specific context and closely coordinates efforts across all education actors. SC and UNICEF also strengthened partnerships with local implementing partners through technical harmonization, knowledge sharing, joint planning, and coordinated implementation.

Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	GPE AF Annex I Results Framework till 31Aug2025 Sept 2025.docx	Results Framework	result framework

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
11,235,000	9,779,405	87.04	Slightly Behind

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

One of the key challenges contributing to underutilization is delay in school rehabilitation. This was due to the escalation of security risks, which have at times limited access for UNICEF, its partners, and contractors. This disruption affected the timely completion of technical assessments of GPE schools and subsequently delayed the bidding, contracting, and implementation processes. It is important to note that, at the time of bidding, contractors were unable to confirm whether they could safely access sites and proceed with implementation due to prevailing security concerns. To mitigate these challenges and expedite progress, UNICEF has maintained close coordination with the selected contractor to monitor the pace of work and address emerging issues in a timely manner. Schools are now under rehabilitation and budget will be fully absorbed.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
11,235,000	9,779,405

Explanation for underspending or overspending in excess of 10%

One of the key challenges contributing to underutilization is delay in school rehabilitation. This was due to the escalation of security risks, which have at times limited access for UNICEF, its partners, and contractors. This disruption affected the timely completion of technical assessments of GPE schools and subsequently delayed the bidding, contracting, and implementation processes. It is important to note that, at the time of bidding, contractors were unable to confirm whether they could safely access sites and proceed with implementation due to prevailing security concerns. To mitigate these challenges and expedite progress, UNICEF has maintained close coordination with the selected contractor to monitor the pace of work and address emerging issues in a timely manner. Schools are now under rehabilitation and budget will be fully absorbed.

Management Performance

Level of Management Performance
Satisfactory (S)

Previous Rating
NA

Detailed Description
Financial management:
UNICEF's fund management is done through the UN system Harmonized Approach to Cash Transfers (HACT). HACT is a common operational framework for UNDP, UNFPA and UNICEF for transferring cash to non-government implementing partners. HACT is based on a robust risk management approach which takes into consideration a partner's financial management capacity and supports the shift towards progressive use of national systems for management and accountability. UNICEF HACT procedure defines minimum level of requirements with regards to: spot-checks, audits and other mitigating measures depending on the defined risk level of the implementing partner.

Monitoring and evaluation:
UNICEF's monitoring and evaluation system uses three complementary modalities, to ensure fidelity to the intended design of interventions, and timely course corrections for the achievement of intended outputs and outcomes. 1 - Internal Monitoring: conducted by UNICEF staff in accessible areas through its Country Office and six field offices in Homs, Latakia, Aleppo, Qamishli, Deir-ez-Zor, and Rural Damascus. UNICEF-trained staff conduct regular programme monitoring visits, using standard monitoring and assurance tools, to assess the progress of interventions against planned results, and to maintain dynamic and up-to-date understanding of the situation of children. 2 - Monitoring through Implementing Partners: UNICEF partners with a large network of international and local NGOs to deliver programmes for children and their families. These partners conduct continuous programme monitoring visits, to provide the necessary technical guidance and assess the status of interventions; they also provide monthly updates on the status of their interventions through the 4Ws (including the number of beneficiaries in specific locations), so as to assist in the coordination of efforts, as well as bilateral reports used for joint reviews and identification of corrective measures as needed. 3 - Third-party Monitoring (TPM): UNICEF leverages TPMs to perform regular monitoring visits in all programme implementation sites, using trained monitoring personnel, with focus on areas that UNICEF staff may not be able to access due to security constraints. TPMs provide real- time data on programme-supported interventions and help inform course corrections as needed. The engagement of this modality has helped strengthening the effectiveness of UNICEF Syria's humanitarian assistance and has been instrumental to keeping the sector informed of the situation on the ground.
UNICEF also uses three main tools to capture and report on progress: 1. Cluster Monitoring (4W System): Progress is captured and updated on a monthly basis through the sector coordination database; 2. Child-level Monitoring System (CMS): the CMS, previously established under the Whole of Syria framework, obtains child-level data that inform the NFE programme's progress, and helps identify bottlenecks and trends to enhance the effectiveness and efficiency of each intervention. The CMS tracks each child enrolled in an NFE intervention, following their progress and transition into formal education. 3. Teacher Capacity Assessment: A specific tool will be developed to measure the extent to which teachers improve their theoretical knowledge in PSS, risk reduction in contexts of natural disasters, and remedial education, as well as their awareness of implementation strategies, through the use of pre-/post-tests and self-reported attitudinal change.

Child Safeguarding and PSEA and Harassment (PSEAH):
UNICEF and partners continue to ensure quality and accessible survivor assistance and additional protection measures, such as enhancing the capacity of the service providers and the frontline workers on sexual exploitation, abuse, and harassment (SEAH) prevention, risk mitigation, reporting, and response; staff are also equipped with skills and guidance on how to report allegations safely and confidentially. Continuous capacity building for humanitarian workers and partners on zero tolerance for SEAH and awareness raising for the community on rights to humanitarian aid free of any exchange in a dignified way is integrated in programme activities. Consequently, as is required by contracting implementing partners, PSEAH declarations and capacity building plans are ensured.

Revisions to the grant

Detailed Description

While UNICEF has made substantial efforts to deliver activities within the agreed timeframe, a no-cost extension is requested to ensure the full completion and proper closure of all activities, including school rehabilitation works, before the start of the new school academic year. This extension will also enable targeted support for the integration of returnee children into schools, including the provision of non-formal education programs that can enhance their reintegration and retention. Moreover, it will offer a critical window to identify and prepare appropriate handover mechanisms aligned with the evolving context and any revised operational redlines. Considering the above, UNICEF and Save the Children jointly propose a no-cost extension for the GPE AF grant until the end of December 2025.

For UNICEF, this extension will ensure the continuation of essential activities and help ensure that the progress made so far is sustained and expanded upon in line with the evolving needs and opportunities in Syria as well as ensure the development and implantation of sustainable exit strategy and handing over.

Annexes

Annex 1: List of Acronyms

Acronym	Description
CWD	Children with Disabilities
ECE	Early Childhood Education
ELP	Empowered Learning Programme
GPE	Global Partnership for Education
IDP	Internally Displaced Persons
NES	Northeast Syria
NWS	Northwest Syria
MoE	Ministry of Education
NFE	Non-Formal Education
PSS	Psychosocial Support
SCG	System Capacity Grant
SLM	Self-Learning Material
SLP	Self-Learning Programme
UNICEF	United Nations Children’s Fund
PSEA	Prevention of Sexual Exploitation and Abuse
EDF	Education Dialogue Forum
BTL	Back to Learning

Annex 2: Global Numbers Reporting Template

Provide the data related to GPE's three global numbers for this reporting period below:

- Textbooks purchased and distributed
- Teachers trained
- Classrooms built or rehabilitated

Note: For cofinanced grants, please provide the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 50 percent of a teacher training activity, the proportion that can be attributed to GPE grant for the number of teachers trained through that activity would be 50%. If the unit of analysis in the indicator is the number of schools and not classrooms, please enter an estimated number of classrooms and provide an explanation in the comments box.

GPE Indicators

Textbooks purchased and distributed

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of earthquake-affected girls and boys benefiting from recreational materials	75,881	100	UNICEF did not procure national textbooks through this contribution, given the focus on NFE. However, UNICEF provided 75,881 children (39,781 girls) with recreational materials.

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of teachers and school personnel reached through PSS programming	2,785	100	Formal education teachers were not trained under GPE. However, UNICEF supported training of 2,785 non-formal education teachers (1,748 females) on PSS.

GPE Indicators

Classrooms built or rehabilitated

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of schools/TLSs/learning centers receiving light rehabilitation	27	100	50 schools were identified and assessed for rehabilitation. 27 schools rehabilitated. There are 23 schools remaining that are under implementation.

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative number** of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far. Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.

Note: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and other donors, enter 40% in the "% attributed to this grant.

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children/other students who directly benefited from the project over the entire duration of the project					92,536	100
Of which, female					48,416	100
Of which, children/other students with a disability (optional)						
Of which, refugee children/other students (optional)						
Of which, internally displaced children/other students (optional)						

Of which, out-of-school children (optional)						

Of which, children/other students from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project for a particular subgroup (including a more granular description of these subgroups), the approach/tool used to calculate the number of beneficiaries overall or by subgroup, any limitation of the approach/tool employed for this calculation and reasons why data on beneficiary children/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

1 Highly Unsatisfactory - The project has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The project has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The project has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory - The project is expected to achieve most of its major outputs efficiently with moderaten shortcomings or delays. Satisfactory - The project is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory -The project is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory - The component/objective has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory -The component/objective has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory -The component/objective has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs, but a resolution is likely. Moderately Satisfactory- The component/objective is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory- The component/objective is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory-The component/objective is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.