Education Sector Program Implementation Grant Completion Report Template

Status: Accepted

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Syrian Arab Republic	Syria - ESPIG (UNICEF) - April 15, 2021	GPE0000453	SC210297

Grant Agent	Grant Type	Grant Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	ESPIG	04/15/2021	05/01/2021

Grant Closing Date	Grant Amount	Date of Report Submission
12/31/2025	18,746,532 (USD)	03/31/2026

Project Implementation

Assessment of Project Implementation: Relevance

Overall Relevance

Level Of OverAll Relevance 1

Substantial

Detailed Description

With over 14 years of protracted conflict, repeated displacement, a deepening economic crisis, climate-related shocks, and recurrent disease outbreaks, Syria continues to experience a complex and compounding humanitarian crisis. These overlapping vulnerabilities disproportionately affect children, women, and persons with disabilities, reinforcing cycles of exclusion and limiting access to education.

The project implementation period (2021–2025) unfolded within a highly fluid and unpredictable political and operational environment. Multiple shocks occurred during this time, including the global COVID-19 pandemic (2021–2022), the February 2023 earthquakes in northern Syria, the escalation of hostilities in Lebanon (September–November 2024), the political transition beginning in late 2024, and increased violence in coastal and southern Syria in 2025. Against this backdrop, the project remained highly relevant by consistently addressing evolving education needs through adaptive programming.

The project focused on expanding equitable access to gender- and age-appropriate non-formal education (NFE), improving safe and inclusive learning environments, and supporting psychosocial well-being. Its continued relevance was reinforced through timely adjustments to respond to emerging needs. Notably, a major restructuring in 2023 introduced a school rehabilitation component to address earthquake-related damage, alongside the expansion of flexible NFE pathways to ensure learning continuity for affected children. The extension of the implementation period further enabled the continuation and scaling up of NFE interventions in response to increased displacement in late 2024 linked to the Lebanon crisis, as well as returnee movements and other emergencies in 2025 following the political transition.

The project design and subsequent restructuring were informed by extensive consultations with key stakeholders, including the UNICEF Syria office, Save the Children (SC), Whole of Syria Education Coordinators, the Education Dialogue Forum (EDF), the Donor Partner Group (DPG), and broader education sector partners. These consultations ensured alignment with sector priorities and built on lessons learned from previous initiatives such as Education Cannot Wait (ECW), the No Lost Generation (NLG) initiative, and successive Humanitarian Response Plans (HRPs).

In addition, the project was grounded in robust evidence from multiple sources, including the OCHA Earthquake Flash Appeal, the Syria Earthquake Recovery Needs Assessment (SERNA, May 2023), Education Management Information System (EMIS) data, the OCHA-led Multi-Sector Needs Assessment (MSNA), and partner-led assessments conducted throughout implementation. This evidence-based approach ensured that the project design remained responsive to needs on the ground despite the rapidly changing context.

Originally designed in 2020 during the tenth year of the conflict, the project aimed to support out-of-school children and those at risk of dropping out to re-engage in learning and acquire foundational and life skills. The design recognized that prolonged disruption to education—driven by displacement, poverty, and the COVID-19 pandemic—had heightened children's exposure to protection risks and psychosocial distress. The project was therefore structured around two intended outcomes: (1) increased access to non-formal education for children aged 3–17, and (2) improved teacher capacity to deliver life skills education, psychosocial support (PSS), and violence prevention.

During implementation (2021–2023), significant operational constraints affected the delivery of Outcome 2 teacher training components. Challenges in establishing an effective in-kind voucher system to reimburse training participants' expenses could not be resolved, and proposed alternative cash-based modalities were not approved. As a result, and in agreement with GPE, teacher training activities under Outcome 2 were removed during the project restructuring. Resources were reallocated to expand Outcome 1, enabling more children to be reached through non-formal education as well as school rehabilitation and maintenance. Working through 20 Civil Society Organization (CSO) partners also helped to strengthen local capacity to deliver education services.

UNICEF and SC maintained continuous engagement with the EDF co-chairs to navigate regulatory constraints and secure approvals for key risk mitigation measures. The discussions on light rehabilitation of earthquake-affected schools were initiated immediately following the 2023 earthquakes along with GPE's approval to activate a 10 per cent contingency budget to support the restoration of safe learning access for affected children. Official approval of the revised risk mitigation measures allowing both light to medium rehabilitation of formal schools was obtained in late 2023. Following this, UNICEF developed the ESPIG restructuring plan, ensuring complementarity with the GPE Accelerated Funding implemented in parallel for the earthquake response, thereby avoiding overlap while maximizing impact and coverage. After several rounds of discussions with GPE, the restructuring request was officially submitted to GPE on 17 January 2024 and approved on 29 April 2024.

Overall, the project remained highly relevant throughout its lifecycle, maintaining realistic and achievable objectives while adapting to operational constraints and evolving humanitarian needs. The restructuring and no-cost extensions demonstrated a flexible and responsive approach, ensuring that interventions remained aligned with beneficiary priorities and remained appropriate to Syria's dynamic context.

Beneficiaries' Views on Relevance

Detailed Description

Feedback and accountability mechanisms were systematically embedded throughout the project. Although no standalone beneficiary satisfaction survey was conducted specifically for this project, multiple feedback mechanisms were used to capture the perspectives of children, caregivers, teachers and education stakeholders, and to inform programme adjustments.

During NFE implementation, UNICEF's implementing parters regularly collected feedback from beneficiaries through routine monitoring, classroom interactions and community engagement. This feedback directly informed programme delivery. For example, by adjusting NFE session schedules to better accommodate children's availability in relation to household responsibilities and adapting modalities in areas where schools operated in a double-shift system.

Complaint and suggestion boxes and hotline numbers were made visible and accessible at project sites. Feedback was either shared directly or through publicly displayed anonymized boxes. Safe and confidential channels were established, for handling sensitive complaints, ensuring that concerns could be raised securely.

As part of UNICEF's commitment to participation and accountability to affected populations, beneficiaries were invited to provide end-use feedback on their experiences. This feedback mechanism features: (i) A complaint and grievance mechanism to receive beneficiaries' feedback on the effectiveness and efficiency of the programme; (ii) Post Distribution Monitoring surveys to assess beneficiary satisfaction and

identify areas for improvement.

Throughout the school rehabilitation process, school leadership, administrators, and teachers were regularly consulted, to ensure that infrastructure improvements aligned with actual school needs and priorities. All rehabilitated schools were formally handed over to the MoE and DoE following standard quality assurance procedures, including joint inspections and monitoring visits. Feedback was systematically incorporated to allow contractors to address any identified gaps before final certification.

Overall, UNICEF's close collaboration with implementing partners, contractors, and education authorities, combined with continuous engagement with beneficiaries, ensured that project outputs remained aligned with the priorities and evolving needs of affected populations.

Assessment of Project Implementation: Efficacy

Overall Efficacy

Level of Overall Efficacy [2]

High

Detailed Description

Despite multiple and overlapping emergencies, the project demonstrated high efficacy in achieving and in some areas exceeding its intended objectives. It effectively expanded access to learning for 104,555 children (55,302 girls, including 1,515 children with disabilities) across all fourteen governorates in Syria, surpassing the overall target of 98,200 children.

Access to alternative learning pathways was significantly strengthened through non-formal education (NFE), which reached 94,537 children (50,165 girls, including 1,515 children with disabilities), surpassing the target of 90,700. This included 41,125 out-of-school children (20,439 girls) enrolled in self-learning programmes (SLP), helping address barriers created by prolonged school closures, household income loss, and limited formal school availability in Northeast Syria. In addition, 44,261 children at risk of dropping out (25,162 girls) enrolled in remedial programmes, enabling them to catch up academically and remain in the education system. Community-based early childhood education (ECE) services reached 9,151 children (4,564 girls), expanding early learning opportunities in underserved areas.

The project made notable progress in promoting gender equality. Girls represented over half of total beneficiaries, reflecting effective outreach and the reduction of gender-related barriers such as mobility constraints and social norms limiting girls' participation. Flexible scheduling of NFE sessions, community-based delivery modalities, "room-in-a-house" initiative, female teacher mobile teams deployed in NES camps, and the provision of safe and inclusive learning environments including gender-sensitive WASH facilities enabled greater participation and retention of girls.

Efforts to reach the most vulnerable and marginalized children, including those with disabilities, yielded important though limited results. A total of 1,515 children with disabilities (752 girls) were reached through NFE interventions, falling short of the target of 2,700. This gap reflects persistent challenges in early identification, social stigma, the limited availability of specialized services and assistive resources within a constrained operational context. Nonetheless, the project advanced inclusive practices by promoting digital learning, equipping learning spaces with disability-inclusive facilities, and strengthening teacher capacity on inclusive education, contributing to more equitable access and participation for children with diverse needs.

Learning outcomes and progression were supported through strengthened monitoring systems. UNICEF developed a dedicated tool to track NFE participants' progress and referral pathways. On average, 71 per cent of enrolled children completed their NFE cycle exceeding the target of 70 per cent, and 62 per cent were successfully reintegrated into formal education or progressed to the next level of the SLP, exceeding the target of 60 per cent. These results demonstrate the effectiveness of NFE pathways in addressing learning gaps and facilitating re-entry into the formal system. The percentage of programme-supported SLP learners achieving minimum grade level proficiency in literacy and numeracy reached 68 per cent, also overachieving the target of 60 per cent, showing programme efficacy in improving

children's learning outcome.

The quality of learning was further enhanced through the capacity development of 3,717 teachers (2,590 female), who received training in subject knowledge, child-centered pedagogy, inclusive education, digital learning, life skills, and psychosocial support (PSS). These efforts contributed to more inclusive, engaging, and supportive learning environments, particularly for children affected by crisis.

In parallel, the project improved safe and conducive learning environments by rehabilitating 31 schools, exceeding the target of 25 schools. As a result, 10,018 children (5,137 girls) gained access to improved learning environments, surpassing the target of 7,500. The rehabilitation works addressed critical infrastructure needs and incorporated gender-sensitive and disability-inclusive features, including WASH facilities, ramps, handrails, child-friendly elements such as murals as well as solar systems. These improvements reduced physical and environmental barriers to access, particularly for girls and children with disabilities.

Overall, the project effectively reduced key barriers to education—such as limited access, unsafe or inadequate learning environments, learning loss, and exclusion of vulnerable groups—while consistently achieving results against its intended objectives. Its adaptive implementation approach allowed it to respond to evolving needs and operational constraints, ensuring that interventions remained both relevant and impactful.

Efficacy by Component/Objective

Component / Objective	Level of Achievement (Outcome Level) at End of Grant [3]
Provision of Non-Formal Education Pathways	High

Brief narrative on key achievements and challenges, by component/objective

Overall, Outcome 1 was achieved at a high level. The project reached 104,555 children, exceeding the revised target of 98,200, demonstrating strong performance in expanding access to non-formal education (NFE) despite a highly volatile context. Implementation remained adaptive, enabling the programme to respond to emerging needs.

Sub-component 1.1: Reaching out-of-school children demonstrated high efficacy, with the project not only meeting but exceeding overall targets and effectively adapting to evolving needs. It significantly reduced key barriers to education access such as displacement, poverty, learning loss, and insufficient infrastructure by employing flexible delivery modalities, inclusive strategies, and integrated support services. While challenges remain in fully reaching children with disabilities, the project established important systems and practices to advance inclusive education in complex operational environments.

A total of 50,276 children (25,003 girls, and 1,515 children with disabilities) were reached through NFE pathways, including 41,125 out-of-school children (20,439 girls) enrolled in SLP. Although this is slightly below the original SLP target of 45,000, the difference reflects a deliberate, context-responsive adjustment in programming to expand remedial education and early childhood education (ECE). This shift was in response to increased demand, particularly among returnee populations following the December 2024 political transition.

The SLP effectively addressed barriers associated with prolonged school absence and learning loss by offering flexible, modular learning cycles (3–6 months) that allowed children to enroll at any time. Its structured methodology, combining pre-assessment, tailored instruction, and post-assessment, enabled measurable learning gains and supported transition into formal education or further NFE learning programmes. The SLP was implemented across a diverse range of settings, including community centres, camps, prefabricated classrooms, tents, and public schools operating after hours, ensuring access for children in hard-to-reach and crisis-affected areas.

A comprehensive support package further enhanced participation and retention. This included back-to-learning campaigns, provision of learning materials, safe and inclusive learning environments, trained teachers, community engagement, and recreational activities. The distribution of Self-Learning Materials (SLMs) and stationery standardized learning quality and reduced financial barriers for families.

Significant progress was also made in strengthening the relevance and alignment of learning content. UNICEF updated SLM to Empowered Learning Materials (ELM) in line with national curriculum standards since 2023, with additional revisions completed in 2025 following the political transition to ensure contextual relevance. These improvements enhance the quality of instruction and support smoother transitions into formal education.

Digital learning innovations further enhanced both access and quality. The “Learning Cinema” initiative ensured continuity of learning in emergency shelters by using portable, low-power equipment. The Learning Cinema kits—comprising laptops, projectors, and speakers—were rapidly deployed to temporary learning spaces and their ease of setup allowed teachers to quickly transform shelters into engaging learning environments. By using visual and interactive content, teachers were able to deliver structured lessons and sustain children’s attention despite challenging conditions. The stimulating, supportive setting also contributed to their sense of stability and improved their psychosocial well-being. Meanwhile, the Learning Passport platform expanded access to structured, flexible, and scalable digital content. Integration of digitalized SLM and teacher training on digital and AI-supported instruction improved engagement and inclusivity, particularly for children with disabilities.

Psychosocial support (PSS) was systematically integrated, contributing to children’s well-being, resilience, and social cohesion. Recreational and PSS activities helped create safe and supportive environments, particularly critical for children affected by conflict and natural disasters, promoting inclusion and helping children from diverse backgrounds interact, integrate and build mutual acceptance.

The project demonstrated strong responsiveness to emerging crises. Following the 2023 earthquakes, UNICEF rapidly established NFE centres and delivered immediate PSS support by leveraging existing partnerships and a strong presence on the ground. This was done by activating the ten-percent contingency budget in agreement with GPE.

In 2024, the programme adapted to the influx of Lebanese and Syrian returnee, ensuring immediate access to education for affected children. Learning centers were established to support continuity of learning for children following the Lebanese curriculum, equipped with e-labs to allow children to follow online sessions. In parallel, mobile education teams established temporary learning points in shelters to maintain learning for displaced children. In several locations, community-provided rooms were also used as learning spaces for small groups, which UNICEF equipped with the necessary materials and supplies. Contextualized measures, such as recruiting teachers from returnee communities, facilitated smoother reintegration and strengthened community ownership.

Targeted interventions also addressed child labor, for example in northern Lattakia many children were reintegrated into formal schools through a combination of SLP enrollment, remedial classes, and close follow-up. Through the sub-national Education Sub-Sector Coordinator, UNICEF and its implementing partners facilitated referrals to livelihood partners to help families access alternative income sources, thereby reducing reliance on child labor.
ECE services reached 9,151 children (4,564 girls), contributing to school readiness in a context with limited access to quality early learning. Community-based ECE models and parental engagement further supported a conducive learning environment for young children. ECE classes provided structured, play-based activities that fostered cognitive, social, and emotional development and prepared children for a smooth entry into formal schooling. UNICEF 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 operated five days a week, offering 3–4 hour shifts and incorporating flexible delivery methods, including edutainment activities, to ensure that children in fragile contexts continue to have opportunities to learn and thrive. In parallel, UNICEF and partners conducted awareness sessions with families to promote parental engagement, and build understanding of the importance of ECE, while also offering guidance on supporting children’s development at home.

Despite strong overall performance, the project did not fully achieve its target for children with disabilities (1,515 reached vs. 2,700 targeted). This shortfall reflects persistent systemic challenges, including limited identification mechanisms, stigma, and insufficient availability of specialized services and assistive devices.

To address this, UNICEF and partners strengthened identification systems using the Washington Short Set of Questions (WSSQs). The tool provided a structured approach for educators to assess various developmental areas, helping them to identify the unique strengths and challenges of each child. Education personnel and teachers were trained in its effective use, enabling them to create tailored support

strategies to diverse learner needs. Partners also identified children requiring additional assistance and provided targeted sessions to improve learning outcomes. While these approaches improved inclusivity and tailored support, structural constraints continued to limit scale.

Sub-Component 1.2: Remedial programs demonstrated high efficacy in improving learning outcomes and reducing dropout risks. Its targeted, flexible, and curriculum-aligned approach enabled vulnerable in-school children to strengthen foundational skills, perform better academically, and progress within the formal education system.

UNICEF reached 44,261 children at risk of dropping out (25,162 girls) through remedial classes, successfully supporting in-school children in vulnerable areas to catch up academically and remain in the education system. The programme directly addressed learning loss and low academic performance—key drivers of school dropout—by strengthening competencies in core subjects such as Arabic, English, Mathematics, and Science.

Remedial support was delivered through flexible, needs-based 3-month learning cycles that could begin at any point during the year. This flexibility enabled students to access support when they needed it, including during critical academic periods. Children were identified through clear vulnerability and performance criteria, with a focus on low-achieving students in both Curriculum A and Curriculum B streams.

Emphasis was placed on Grade 9 and Grade 12 students, for whom remedial support played a critical role in exam preparation. By improving readiness for national examinations, the programme increased students' chances of successfully obtaining certification, thereby preventing grade repetition and reducing the risk of dropout.

All participating children received stationery kits and tailored learning materials, including structured worksheets aligned with their learning needs. These materials enhanced engagement, enabled targeted practice, contributing to measurable improvements in learning outcomes.

In parallel with the NFE programmes, UNICEF strengthened teaching quality by training 3,717 teachers (2,590 female) and equipping them with essential teaching and learning materials. This support enabled teachers to apply active, child-centred methodologies and improve student engagement in the learning process.

In collaboration with implementing partners, UNICEF developed and delivered a comprehensive capacity-building package for teachers and education personnel. The training addressed key areas critical to children's learning and well-being, including psychosocial support (PSS), identification and support for learning difficulties, inclusive education for children with disabilities, active learning methodologies, non-violent communication, applied behavioural approaches, and referral mechanisms. As a result, teachers are now better equipped with practical strategies to create safe, inclusive, and stimulating learning environments, and to respond to the diverse needs of learners more effectively. Pre- and post-training assessments were systematically conducted to measure knowledge acquisition and ensure the effectiveness of the capacity building initiatives.

To complement the training, UNICEF provided teacher kits containing materials such as notebooks, pens, hand puppets, sponge balls, rulers, paper, and art supplies. These resources enabled teachers to deliver more interactive and engaging lessons that foster creativity, participation, and hands-on learning. The availability of such materials supported the creation of inclusive, learner-friendly classrooms and contributed to improving both academic outcomes and students' psychosocial well-being. Overall, the combined investment in teacher capacity development and provision of materials significantly enhanced the quality of teaching and learning across NFE settings, with expected sustained benefits for children's educational outcomes.

Sub-Component 1.3: Earthquake response to rehabilitate 25 medium damaged schools achieved high efficacy, exceeding its targets and significantly improving access to safe, inclusive, and resilient learning environments. The intervention restored critical infrastructure, contributed to better learning conditions, enhanced protection, and increased system resilience in earthquake-affected areas.

The project made a significant contribution to restoring education infrastructure following the 2023 earthquakes, which damaged approximately 3,000 schools across northern Syria and severely disrupted access to learning. In response, UNICEF rehabilitated 31 schools in the affected areas—exceeding the original target of 25. Of these 19 schools received light maintenance, while 12 underwent light-to-medium

rehabilitation. Cost efficiencies achieved through less extensive maintenance works in some locations enabled UNICEF to extend support to additional schools within the same budget envelope, increasing overall coverage and impact without compromising quality.

As a result, 10,018 children (5,137 girls) gained access to improved and safer learning environments, surpassing the planned target of 7,500. While initial estimates were based on an average of 300 students per school, actual enrolment figures were higher in several locations due to larger school capacities and increased demand, particularly in earthquake-affected communities.

Schools were selected in close coordination with the MoE and DoE based on clear prioritization criteria, including the extent of damage, availability of alternative schooling options, levels of overcrowding, and the scale of population needs. This ensured that interventions targeted the most critical gaps, optimized resource allocation
and maximized the overall impact of the intervention.

Rehabilitation works addressed both safety and quality of the learning environment. Interventions included electrical repairs, repainting, façade restoration, installation of child-friendly murals, construction of shaded play areas, repairs to floors and staircases, roof waterproofing, replacement of doors and windows, and comprehensive refurbishment of WASH facilities. These improvements contributed to creating safe, protective, and child-friendly school environments conducive to learning.

To ensure functionality of learning spaces, schools were equipped with essential furniture and supplies, including student desks, teacher tables and chairs, heaters, fans, and whiteboards. In schools offering ECE, dedicated classrooms were refurbished and equipped with age-appropriate furniture and safety features such as sponge flooring.

Implementation faced several constraints including security conditions, mobility restrictions, and the need to carry out rehabilitation works in operational schools. These factors at times led to delays and required adaptive planning, flexible sequencing of activities, and close coordination with contractors and school administrations to ensure continuity and minimize disruption to learning.

Component / Objective	**Level of Achievement (Outcome Level) at End of Grant** [3]
Building Teacher Competency in Life-Skills Education	Negligible

Brief narrative on key achievements and challenges, by component/objective

This component was removed during the project restructuring in agreement with GPE, due to the infeasibility of establishing an effective and efficient in-kind voucher system to compensate training participants, as originally required in the ESPIG Intervention Matrix (Annex 1 of the original proposal).

During proposal development with EDF in 2020, it was agreed that compensation for local teachers attending training would be provided through an in-kind voucher system, rather than cash payments. This modality was intended to cover transportation costs and participation in training, in line with the UN Harmonized Compensation Rate Table issued by the UNCT. UNICEF assessed that the most cost-effective approach would be to utilize electronic wallets linked to mobile phone SIM cards.

However, operationalizing such a system across Syria proved highly complex. It required identifying private financial service providers capable of establishing and managing a broad vendor network, including in rural and hard-to-reach areas, where vouchers could be redeemed for goods. This model had not previously been implemented by UNICEF in Syria, and significant time was required to identify and engage potential service providers willing to pilot such a system.

Private banks and service providers were reluctant to participate due to the low-value and infrequent nature of transactions, the large number of geographically dispersed beneficiaries, and the operational burden of onboarding and equipping vendors in marginalized areas. As a result, vetting processes, risk assessments, and contract negotiations could not be completed in a timely manner, leading to delays and ultimately the suspension of teacher training activities.

By mid-2023, the challenges associated with establishing a viable in-kind voucher system remained unresolved, and proposed alternative cash-based modalities were not approved. Consequently, and in agreement with GPE, teacher training activities under Outcome 2 were formally removed during the restructuring process.

Contribution to system progress (including the variable part)

Detailed Description

The project demonstrated a substantial contribution to sector-level progress in Syria, supporting the education system by expanding equitable access to education, improving teacher quality, building systemic capacity, and strengthening resilience to disruptive events.

By reaching over 104,000 children, including 55,000 girls and 1,500 children with disabilities, the project contributed substantially to sector-wide efforts to reduce out-of-school rates, particularly among vulnerable and marginalized populations. NFE pathways (SLP, remedial classes, and ECE) were effectively aligned with national curriculum standards, helping advance sector-level goals for learning continuity and inclusion. The integration of children with disabilities reflects a coherent approach to advancing inclusion in line with national education policies.

Training 3,717 teachers in active learning, inclusive methodologies, PSS, and referral mechanisms strengthened pedagogical quality and improved the capacity of the broader education workforce. By equipping teachers with both skills and materials, the project contributed to sector-wide improvements in teaching practices and learning outcomes.

UNICEF’s close coordination with MoE and local education authorities in school selection, rehabilitation prioritization, and handover strengthened institutional oversight and ownership, enhancing system-level capacity in the management and maintenance of education infrastructure.

The rollout of digital platforms such as the Learning Passport and Learning Cinema initiatives introduced scalable, technology-enabled solutions that support continuity of learning during emergencies while also laying the groundwork for digital learning roll-out in formal education.

Integration of psychosocial support ensured that interventions addressed not only access and quality but also the protection and well-being of learners during crises. This approach contributes to ongoing efforts to scale up PSS within the national education system.

Other Effects

Detailed Description

N/A

Conditions Affecting the Project

Detailed Description

The project was implemented under complex internal and external conditions that both facilitated and constrained its outcomes.

Even before the 2023 earthquakes, Syria’s education system faced chronic challenges, including overcrowded classrooms, damaged school infrastructure, acute shortages of furniture and learning materials, teacher shortage, and limited capacity for inclusive education. These conditions increased the complexity of delivering NFE interventions.

The 2023 earthquakes created both significant challenges and unexpected opportunities for the education response. While the destruction of schools and shelters disrupted access to learning and required rapid adaptation of programmes delivery, the crises allowed UNICEF to leverage GPE emergency funds and contingency budgets to implement school rehabilitation at scale. This marked a shift from the original 2020 project design that had excluded formal school rehabilitation due to operational and donor constraints. The emergency financing window not only accelerated critical infrastructure improvements but also established a strong foundation and reference point for subsequent sector-wide rehabilitation efforts.
The change in political environment and easing of engagement restrictions created a new operational landscape. Direct collaboration with the MoE and local authorities became possible, opening opportunities for system-strengthening activities, alignment with national priorities, and enhanced capacity-building efforts. These conditions facilitated more coherent and sustainable project outcomes, including harmonization of rehabilitation standards, NFE pathways, and development of sector-wide assessment tools.

UNICEF's strong presence on the ground, established relationships with implementing partners, and robust monitoring and supervision systems enabled timely and flexible adaptation to evolving needs. The capacity to adjust programming in a timely manner ensured the achievement of key objectives despite operational constraints.

Some risks emerged unexpectedly, including the scale of the earthquake damage in 2023 and the onset of Lebanon crisis, and the sudden political transition in late 2024. While these events posed operational and logistical challenges, they also created opportunities to expand impact, particularly in expanding non-formal education opportunities and scaling up school rehabilitation.

Lessons and Recommendations, Successful Practices and Innovative Interventions

Detailed Description
Lessons Learned:
Crisis Layering Requires Flexible Programming: The Syrian context demonstrated that multiple overlapping crises—displacement, wildfires, insecurity, economic shocks, and liquidity constraints—can occur simultaneously. Education programmes must therefore be designed with the flexibility to respond to compound shocks, integrating resilience, emergency response, and recovery within a single continuum.

Adaptability is Critical: The project's responsiveness to evolving humanitarian needs, including the unforeseen needs resulting from the Lebanon crisis in September 2024, the post-December political transition in Syria, and emergencies in both coastal and southern regions in 2025, highlighted the importance of adaptive programme management. Flexibility in reallocating resources, adjusting programme priorities, and modifying implementation modalities enabled the project to remain relevant and effective despite shifting conditions.
Liquidity challenges and security disruptions occasionally delayed school rehabilitation and other activities. This underlined the need to embed contingency planning and adaptive mechanisms into programme design from the outset to anticipate operational constraints and mitigate their impact.

Exit strategies must be dynamic in fragile contexts: Efforts to develop exit strategies for NFE programmes in NES were delayed due to shifting political dynamics and evolving donor positions. In fragile and rapidly changing settings, exit strategies should be treated as living documents that are regularly updated to reflect political, operational, and security developments—to ensure sustainability and prevent abrupt service gaps..

Local ownership requires continued dialogue: The attempted handover of NFE programmes in NES illustrated the complexities of securing alignment between national and local education authorities. While dialogue between the MoE and the education committees progressed gradually, the process reinforced the importance of investing in trust-building and sustained advocacy to ensure local ownership and support smoother transitions.

Institutionalizing NFE is key for sustainability: 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 institutional capacity at central and decentralized levels, alongside policy frameworks that formally recognize NFE as a legitimate pathway within the education system, will be critical for long-term

sustainability.

Innovative / promising practices:
A holistic approach linking NFE, school rehabilitation and NFE teacher capacity building ensured education functioned as both a stabilizing and protective factor, simultaneously addressing long-term system strengthening and immediate humanitarian needs.
The use of the Learning Passport platform and digitalized SLM/ELM materials allowed children to continue learning during COVID-19, earthquakes, and other disruptions. Interactive and accessible content, combined with teacher training in AI and digital tools, expanded access—particularly for children with disabilities—and enhanced learning quality.

Building on the decade-long SLP experience, UNICEF upgraded the model into the ELP with materials fully aligned to the national curriculum. This strengthens credibility, supports reintegration into formal education, and improves learners' exam readiness.
Embedding NFE within rehabilitated schools familiarizes children with formal school environments, strengthens the link between non-formal and formal education, and facilitates successful transitions.

Tailored NFE programmes, integrating psychosocial support and life skills, proved effective in bridging educational gaps for returnees who had followed alternative curricula or experienced prolonged learning disruptions. This approach also fosters social cohesion, resilience, and inclusion.

Transitioning to a unified coordination mechanism in Syria enabled strengthened coordination, harmonized services for beneficiaries, and increased exchanges among sector partners, including beneficiary referrals for specialized services.

Recommendations:
Future projects should continue to embed flexibility to respond to overlapping emergencies, ensuring continuity of learning and rapid adaptation to evolving needs. The example of the close collaboration with the EDF co-chairs is a good example, with country focal points working jointly on advocacy to unlock further resources and review risk mitigation measures to enhance adaptive programming.

NFE programmes should be fully incorporated into MoE planning, teacher training, and monitoring frameworks to ensure sustainability and alignment with formal education pathways.

Building on the success of Learning Passport and digital SLM/ELM materials, future programmes should scale blended learning approaches, especially for hard-to-reach children, those with disabilities, and learners in disrupted contexts.

Exit strategies should remain dynamic and be periodically reviewed to respond to political, operational, and security changes. Capacity-building for local authorities and communities should accompany these plans.

Future interventions should continue to strengthen identification, support, and integration of children with disabilities, learning difficulties, and other marginalized groups.

Impact Stories

Detailed Description
See annex

Assessment of Project Implementation: Efficiency

Overall Efficiency

Level of Efficiency 4

High

Timeliness

Detailed Description

The project was approved on 15 April 2021, with the grant officially initiated on 1 May 2021. Field-level activities commenced in October 2021, following a thorough administrative and operational setup. This included the administration of a comprehensive Call for Expressions of Interest (EoIs) from national and international NGOs, detailed vetting of submitted EoIs, evaluation of project proposals, and completion of all requirements for proposals and contract approvals.

UNICEF worked closely with implementing partners during this preparatory phase to design project activities, finalize budgets, and ensure alignment with operational and financial requirements. This initial investment in planning and coordination facilitated smoother and more efficient implementation in subsequent months. By the end of Year 1, contracts were in place with nine implementing partners, and over 10,000 children were successfully reached through the NFE programme.

Certain components, however, experienced delays. Teacher training could not be launched during Year 1 due to challenges in procuring professional services for the creation and distribution of in-kind vouchers. In consultation with GPE, this component was subsequently removed during project restructuring, allowing the project to refocus resources on core activities without compromising overall objectives

Detailed Description

The project underwent a major revision following the 2023 earthquakes, approved on 29 April 2024, which removed Result 2 and reallocated resources to Result 1 to accommodate newly added school rehabilitation activities and an expansion of NFE programmes. The revision extended the implementation period from 1 May 2024 to 31 August 2025. Subsequently, UNICEF requested a no-cost extension to 31 December 2025 to address delays in school rehabilitation.

Overall, NFE activities were delivered largely on schedule. Direct beneficiaries began receiving education services as planned, and the flexibility of NFE programming allowed children to enroll in self-learning, remedial, and ECE programmes throughout the year, mitigating the impact of external constraints on learning continuity.

The school rehabilitation component, however, experienced notable delays due to several contextual factors:

Security Constraints: Escalating security risks limited access for UNICEF, implementing partners, and contractors. These restrictions delayed technical assessments of GPE-targeted schools and postponed bidding, contracting, and construction activities. Contractors were often unable to confirm safe access to sites at the time of bidding, contributing to implementation delays. UNICEF mitigated these risks through close coordination with contractors, and continuous monitoring and follow-ups.

Coordination with the DoE was occasionally delayed, particularly in coastal governorates (Lattakia and Tartous), slowing approvals for rehabilitation works. To accelerate progress, UNICEF leveraged Long-Term Agreements (LTA) to source contractors for light maintenance works, enabling faster mobilization and completion of rehabilitation activities despite prevailing constraints.

Despite these delays, mitigation measures ensured that rehabilitation work resumed efficiently when conditions allowed. By the project's end, 31 schools were rehabilitated, and over 10,000 children accessed improved learning environments. While delays impacted the original timeline, adaptive management and contingency planning minimized disruption to children's access to education and ensured timely delivery

of the project results.

Grant Costs

Detailed Description

The project demonstrated high efficiency through coordination and strategic use of resources. Complementarity across GPE grants was maximized by harmonizing procurement processes for school rehabilitation assessments, Bill of Quantity designs, and educational supplies. Additionally, GPE ESPIG and GPE AF grants drew from UNICEF's existing pool of NFE partners which streamlined NFE implementation. Resources were aligned and sequenced with grants' implementation timeline, locations, outputs and activities respectively to ensure there was no duplication or overlap in activities, or duplicated payments to partners between the two grants, The co-sharing approach generated significant operational efficiencies, enabling bulk purchasing, faster mobilization of goods and services, and overall cost savings across GPE-funded activities.

In addition, UNICEF leveraged the Long-Term Agreement (LTA) modality to source contractors and vendors. This approach expedited procurement processes, reduced administrative delays, and enhanced cost-effectiveness by allowing repeat engagement under pre-negotiated terms. The combined effect of shared procurement and LTA mechanisms contributed to timely implementation, optimal use of resources, and improved overall value for money in delivering education services and rehabilitation works.

The project achieved significant cost efficiency while maintaining high-quality delivery of outputs. The project utilized actual costs from past UNICEF interventions in Syria as reliable benchmarks for budgeting and planning. These cost references helped develop realistic cost estimates and informed adaptive financial management during implementation.

Overall, the unit cost per child reached was $179, lower than initially planned $191, reflecting effective resource mobilization and operational efficiencies.
Unit Costs for Key Outputs:
Out-of-school children: $174 per child (planned $188)
Children at risk of dropping out: $69 per child (planned $85)
Average unit cost per school: $52,371 (planned $64,960)

Key factors contributing to cost efficiency include:
Bulk purchasing and co-sharing approaches: Supplies and services were procured jointly across GPE ESPIG and GPE AF grants, allowing for economies of scale, faster mobilization, and reduced procurement costs.
LTA and local procurement enabled rapid contracting, lower transaction costs, and reduced delays in the supply of goods and services.
Mobilization of additional resources to expand the reach of NFE in shelters and temporary learning spaces.
Lower rehabilitation unit costs were largely driven by the variance in required scope of work, with several schools requiring only light maintenance rather than full repairs. The reduced scope enabled UNICEF to rehabilitate 31 schools exceeding the original target of 25, extending support to more children within the same budget envelope.

While unit costs for core programme activities decreased, overall operational costs were higher than initially budgeted due to the following:
Volatile security conditions required adaptive management and flexible field operations.
Financial liquidity challenges affected the timing and flow of expenditures.
Structural changes in UNICEF operations, including the integration of the Gaziantep Hub Office into the Syria Country Office, which temporarily increased administrative overheads.

Alignment and Harmonization

Detailed Description

The effective coordination between SC and UNICEF, along with strategic collaborations with the EDF co-chairs, GPE Secretariat, ECW and with local partners and other humanitarian actors, was pivotal in achieving the project's objectives. These efforts ensured that the grant implementation was efficient, context-specific, and maximized the impact of the education interventions despite the challenging crisis context.

In terms of co-grantee coordination, SC and UNICEF held regular meetings to align programme updates for GPE and EDF as relevant. Working under a common logframe both agencies kept the EDF informed on the progress of the program.

As co-leads of the Whole of Syria (WoS) Education Cluster, SC and UNICEF leveraged their roles to ensure that GPE-funded program aligned with the ECW MYRP, enabling an approach tailored to the specific context and closely coordinated across all education actors. SC and UNICEF also strengthened partnerships with local implementing partners through harmonized technical guidance, knowledge sharing, joint planning, and coordinated implementation.

Coordination between ECW and GPE activities was facilitated through the EDF and Cluster/Sector structures. UNICEF and SC regularly updated the ECW/GPE steering committee during quarterly review meetings, ensuring it remained engaged with implementation progress, challenges, needs, and opportunities. ECW/GPE steering committee also provided timely inputs to the improvements to overall project governance and maintain communication regarding programme implementation.

Under the WoS coordination structure that was co-led by UNICEF and SC, hub coordination mechanisms engaged with various actors to improve education response efforts. In each hub, an education cluster/sector actively disseminated Humanitarian Needs Overview (HNO) findings, facilitated expert consultation and collaborated with the community to improve partners' capacity and awareness of education needs. Coordination extended across different actors, including OCHA, research entities, the Humanitarian Needs Assessment Programme (HNAP); IOM on dignified shelter; Mental Health and Psychosocial Support (MHPSS) Technical Working Group (TWG), Camp Coordination and Camp Management (CCCM) sector, Health sector, and Child Protection Area of Responsibility (CPAOR).

Since December 2024, political changes have significantly reshaped the operational context in Syria. The closure of WOS coordination structure and the easing of engagement restrictions have enabled direct collaboration with the MoE.

While not directly funded under this contribution, UNICEF as co-lead of the education sector, supported the ministry in consolidating various coordination structures to establish an inclusive coordination mechanism at national and sub-national levels. This collaboration reactivated technical working groups, harmonized standards and guidelines, and launched a joint sector needs assessment, streamlined reporting and increased participation among sector members.

UNICEF coordinated with key education Technical Working Groups (TWGs) and task forces, focused on non-formal education, school rehabilitation and teacher professional development. More specifically, the non-formal education TWG developed harmonized NFE approaches and pathways for children in Syria, while the rehabilitation TWG revised tools for school infrastructure assessments.

UNICEF also supported Syria’s recognition as a GPE eligible country and facilitated the launch of the Local Education Group in December 2025, strengthening coordination with international partners and alignment with national priorities.

In curriculum development, UNICEF worked closely with MoE to finalize and endorse the Empowered Learning Materials (ELM), an upgraded version of Self Learning Materials, designed for out-of-school children and aligned with the latest national curriculum standards. The ELM aims to compensate children’s learning loss and support reintegration into formal education.

Partnerships

Detailed Description

The Project strengthened relevant stakeholders, including local authorities, local organizations and implementing partners, through targeted capacity-building interventions on non-formal education programmes, Back-to-Learning community mobilization and awareness raising campaigns, education supply delivery, psychosocial support, and school rehabilitation. This enhanced local capacity to deliver and sustain quality education interventions.

At the community level, local structures and groups, such as parent groups and community-based actors, were engaged and empowered to support education activities and protective practices and sustain key approaches. Together, these efforts contributed to improved service continuity, local ownership and longer-term sustainability of education support for vulnerable children and caregivers.

For school rehabilitation activities, UNICEF ensured coordination with the MoE and DoE at the technical level from the stages of design, location selection, and activity implementation during school rehabilitation. Periodic meetings with local authorities were held, during which designs, assessments, workplans, progress, risks, and operational challenges were discussed

Use of Data and Evidence for Improvement

Detailed Description

UNICEF has complementary modalities to ensure quality service delivery.
In accessible areas, UNICEF staff based at Field Offices are located in Aleppo, Homs, Tartous (covering Lattakia), Qamishli, Deir-ez-Zor and Damascus, as well as cross-border hub previously located in Gaziantep to conduct regular programme monitoring visits. These visits focus on assessing programme implementation against targets, verifying the delivery of supplies, identifying bottlenecks, and gathering beneficiaries' feedback on the relevance, quality, timeliness, and impact of programmes.
UNICEF implementing partners conduct their own monitoring activities and submit regular progress reports as per cooperation agreements. UNICEF receives regular progress reports that adhere to UNICEF's corporate reporting standards. Partners submit monthly reports on the 4Ws (Who does What, Where, and When), detailing the number of beneficiaries reached. This information is collected and consolidated in a custom 4Ws database, and reports are verified through triangulation of evidence from implementing partners' reports and field monitoring visit reports. This data is crucial for UNICEF's monthly Situation Reports on the Syria crisis.
UNICEF technical third-party facilitators (TPFs) also conduct regular programme monitoring to assess the progress and identify any constraints to implementation. As technical experts, they are able to focus on monitoring the quality of programme interventions. This builds on the extensive field presence, with six field offices covering all 14 governorates. Technical TPFs are able to further extend this monitoring to difficult or restricted (hard-to-reach) areas.
Finally, UNICEF engages Third Party Monitors (TPMs), who play a validation role, verifying the implementation of programmes. The roles of TPMs also include situation and environmental monitoring and post-distribution monitoring (PDM) of UNICEF-supported assistance. The TPMs increase impartiality, with information collected by the TPM, triangulated against reports from UNICEF staff and technical facilitators.

UNICEF uses the Child-level Monitoring System (CMS) which tracks out-of-school children's enrolment and attendance of NFE (activities, academic progress, and transitioning into higher grades within NFE or into formal education). It is an internal tool for monitoring; in accordance with the data protection protocol, UNICEF does not share any datasets or filled CMS, either partially or fully, externally

Use of GPE Processes

Detailed Description

The grant approval and funds allocation processes were smooth, facilitating timely implementation without delay.

During implementation, UNICEF maintained continuous engagement with the EDF co-chairs to navigate regulatory constraints and secure approvals for key risk mitigation measures. The discussions on light rehabilitation of earthquake-affected schools were initiated immediately following the 2023 earthquakes along with GPE's approval to activate a 10 per cent contingency budget to support the restoration of safe

learning access for affected children.

Official approval of the revised risk mitigation measures allowing both light to medium rehabilitation of formal schools was obtained in late 2023. Following this, UNICEF developed the ESPIG restructuring plan, ensuring complementarity with the GPE Accelerated Funding implemented in parallel for the earthquake response, thereby avoiding overlap while maximizing impact and coverage. After rounds of discussions with GPE, the restructuring request was officially submitted to GPE on 17 January 2024 and approved on 29 April 2024.

Sustainability and Grant Management

Sustainability

Detailed Description
The projects adopted a comprehensive sustainability-based approach to ensure the long-term continuity of services, infrastructure, and community impact.

Collaboration with national and sub-national institutions supported alignment with national priorities and frameworks, contributing to greater coherence between humanitarian interventions and existing service structures, and reinforcing ownership and continuity.
School infrastructure was improved through school rehabilitation with a focus on sustainability, green energy, and resilience to potential hazards. Solar systems were provided to enable schools and learning spaces to operate in a green and sustainable manner, particularly amid fuel and electricity crises.

School principals and teachers were trained in the operation and maintenance of the enhancements installed in their schools before the schools were handed over to MoE. User manuals were provided to guide them on troubleshooting, operating and maintaining. This combination of hands-on training and written resources will empower school staff to confidently manage the school, ensuring sustainable operation and maintenance of the infrastructure.

The project also integrated sustainability and environmental considerations into rehabilitation designs. This included installation of solar energy systems, tree planting, recycling and refurbishing school furniture, and introducing rainwater harvesting and greywater reuse systems for irrigation. Accessibility for children with disabilities was prioritized through the installation of ramps, handrails, and other mobility-support features, enhancing inclusiveness.

Sustainability and ownership were further strengthened through close collaboration with MoE and DoE throughout the process. School leadership and staff were actively engaged during implementation and handover, including receiving practical training on operation and maintenance of installed systems (e.g., solar energy). User manuals were also provided to support ongoing upkeep. This approach reinforced local ownership and helped ensure that infrastructure improvements are maintained and effectively utilized over time.

The formal schools rehabilitated will be formally handed over to MoE and DoE for future maintenance, and schools can be used as NFE centres to benefit more children.

UNICEF partners followed up children attending NFE programme at the end of each NFE cycle to track their transition to formal education. UNICEF also supported the Education sector NFE Technical Working Group to draft harmonized NFE approaches and pathways for children inside Syria, including returnees, aiming at improving NFE quality and enhancing linkages between NFE and formal education.

Grant Management and Use of Funds

Unspent Funds

Amount of funds that were not spent by grant closing

0

Detailed Description

Funds were fully spent.

Management Performance

Level of Management Performance 5

Highly Satisfactory (HS)

Detailed Description

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 government and non-government implementing partners. HACT is based on risk management approach based on understanding of partner’s financial management capacity and to 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.

Procurement was conducted in line with UNICEF’s internal procedures to ensure transparency, accountability, and technical compliance. Local procurement procedures: All construction-related procurement processes were conducted locally in accordance with UNICEF procurement policies and thresholds. Local procurement processes were reviewed and approved by Headquarters to ensure compliance with financial and procedural requirements. Bidders were evaluated on both technical and financial criteria, ensuring contractors met required qualifications, experience, and capacity standards.
Finally, Contracts clearly define quality standards, technical specifications, timelines, penalties for non-compliance, and supervision arrangements.

As part of UNICEF’s commitment to the participation of and accountability to affected populations, the beneficiaries are requested to provide end-use feedback on their experiences. This feedback mechanism features: (i) A complaint and grievance mechanism to receive beneficiaries’ feedback on the effectiveness and efficiency of the programme; (ii) Post Distribution Monitoring surveys to collect feedback about the satisfaction level of beneficiaries, which are used to continuously improve the actions. Feedback and accountability mechanisms were integrated into project implementation activities, monitoring and evaluations, recruitment, staff inductions, trainings and performance evaluation. Complaint/suggestion boxes and hotline numbers were provided and visible to beneficiaries, and all received comments were communicated either personally or by displaying responses next to the boxes to keep confidentiality high. Safe and confidential complaints mechanisms are also established in collaboration with the cross-border PSEA interagency network in all UNICEF-supported facilities. UNICEF also worked with implementing partners at project inception to ensure staff sensitization to gender equality and accountability to affected populations, and to ensure gender elements are mainstreamed in programming. UNICEF’s implementing partners are already present in the different areas, have positive relations with the local communities and are familiar with the “do no harm” principle. All project staff attended PSEA trainings, in addition to some beneficiaries, to maintain a healthy and positive environment. The local community was consulted on the activities through assessments, surveys, and door-to-door visits.

Cofinancing (not related to the Multiplier)

Detailed Description

N/A

Document Attachments

Tangible Outputs, Knowledge Products, and Results Framework

#	File Name	Document Type	Description
1	ESPIG Result Framework Final Submission 31MAR2026 clean version.docx	Results Framework	Result framework
2	GPE Impact Stories 2022-2025.docx	Knowledge Product	Impact stories

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.

Annexes

Annex 1: List of Acronyms

Acronym	Description
CWD	Children with Disabilities
ECE	Early Childhood Education
ELP	Empowered Learning Programme
ESPIG	Education Sector Program Implementation Grant
GPE	Global Partnership for Education
IDP	Internally Displaced Persons
IP	Implementing Partner
NES	North-East Syria
NWS	North-Wast Syria
MOE	Ministry of Education
NFE	Non-Formal Education
OOSC	Out-of-School Children
PSS	Psychosocial Support

SLM	Self-Learning Material
SLP	Self-Learning Programme
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
PSEA	Prevention of Sexual Exploitation and Abuse
EDF	Education Dialogue Forum
BTL	Back to Learning
CMS	Child Level Monitoring System
PSEAH	Prevention of Sexual Exploitation, Assault and Harassment
ELM	Empowered Learning Material
DoE	Directorate of Education
CCCM	Camp Coordination and Camp Management
CPAOR	Child Protection Area of Responsibility
CSO	Civil Society Organization
DPG	Donor Partner Group
ECW	Education Cannot Wait
EMIS	Education Management Information System
HNAP	Humanitarian Needs Assessment Programme
HNO	Humanitarian Needs Overview
HRP	Humanitarian Response Plan
IOM	International Organization for Migration
LTA	Long-Term Agreement
MHPSS	Mental Health and Psychosocial Support
MSNA	Multi-Sector Needs Assessment
MYRP	Multi-Year Resilience Programme

NLG	No Lost Generation
OCHA	United Nations Office for the Coordination of Humanitarian Affairs
PDM	Post-Distribution Monitoring
SERNA	Syria Earthquake Recovery Needs Assessment
TPF	Third-Party Facilitator
TPM	Third-Party Monitor
TWG	Technical Working Group
UNCT	United Nations Country Team
WSSQs	Washington Short Set of Questions

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 learning materials distributed	94,537	100	UNICEF did not procure national textbooks through this contribution, given the focus on NFE. However, UNICEF provided 94,537 children (50,165 girls, including 1,515 children with disabilities) with a comprehensive package of essential learning

materials and stationery. The learning materials were provided with the aim of ensuring consistency in terms of education quality standards, content, and structure, and to facilitate children's transition to public schools. At the same time, the distributed stationery reduced the economic burden on families, help motivating parents to send their children to education.

GPE Indicators

Teachers trained

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	Number of teachers received training	3,717	100	Formal education teachers were not trained as the activities under Result 2 were cancelled following the agreed restructuring plan. However, UNICEF supported training of 3,717 non-formal education teachers (2,590 females). The trainings focused on the pedagogy related to implementing NFE programmes and aimed to enrich teachers' skills and abilities to deliver education lessons. The teachers' capacity improvement was observed in the lesson plans prepared by teachers, as well as the teaching strategies used in the NFE programmes. UNICEF Education technical team, in coordination with implementing partners, monitored the teaching strategies used by teachers and collected students' feedback on the programmes.

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 Rehabilitated	31	100	UNICEF rehabilitated 31 schools in affected areas—exceeding the original target of 25, including 19 schools receiving light maintenance and 12 receiving light-to-medium rehabilitation. are handed over to DoE.

Annex 3: Variable Part Reporting Template (During Implementation)

No Data Available

Annex 4: Cumulative Beneficiary Children / Other Students 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 and up to the end of this reporting period. 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 who directly benefited from the project so far:	9,151	83,001	12,403		104,555	100
Of which, girls:	4,564	44,143	6,595		55,302	100
Of which, children with a disability (optional):	27	1,370	118		1,515	100
Of which, refugee children (optional):		314	17		331	100
Of which, internally displaced children (optional):	758	9,330	5,072		15,160	100
Of which, out-of-school children, in school age (optional):		41,125			41,125	100
Of which, children 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] High-There were no shortcomings or at most minor shortcomings in the continued alignment between project activities and the needs of the beneficiaries, partners and the sector. The project provided clear evidence of such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Substantial-TThere were moderate shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided generally sufficient information on such alignment. If circumstances changed, the objectives were changed accordingly to keep objectives fully relevant. Modest-There were significant shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project provided limited information on such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant. Negligible -There were severe shortcomings in the continued alignment between project interventions and the needs of the beneficiaries, partners and the sector. The project differed from those current needs or did not provide information to assess such alignment. If circumstances changed, the objectives were not changed accordingly to keep objectives fully relevant.

[2] High-The project exceeded or fully achieved its objectives (intended outcomes) or is likely to do so. Substantial-The project almost fully achieved its objectives (intended outcomes) or is likely to do so. Modest- The project partly achieved (or is expected to partly achieve) its objectives (intended outcomes). Negligible- The project barely achieved or did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its objectives (intended outcomes).

[3] The scale is as follows: Negligible – The component/objective did not achieve (minimal achievement, if any, or is expected to barely or not achieve) its intended outcomes. Modest – The component/objective partly achieved (or is expected to partly achieve) its intended outcomes. Substantial – The component/objective almost fully achieved its intended outcomes or is likely to do so. High – The component/objective exceeded or fully achieved its intended outcomes or is likely to do so.

[4] High-Efficiency exceeded expectations. Substantial- Efficiency was what would be expected in the sector. Modest-Efficiency was below expectations in the sector. Negligible- Efficiency was very low compared to both the benefits (if any) and with recognized norms in the sector.

[5] Highly Unsatisfactory – Overall grant management performance prevented the achievement of one or more grant outputs. Unsatisfactory – Overall grant management performance limited or jeopardized the achievement of one or more grant outputs. Moderately Unsatisfactory – Overall grant management performance delayed the achievement of one or more grant outputs, but issues were resolved during the grant life cycle. Moderately Satisfactory – Overall grant management performance supported the grant to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – Overall grant management performance supported the grant to achieve almost all of its major outputs efficiently with only minor shortcomings. Highly Satisfactory – Overall grant management performance supported the grant to achieve or exceed all of the major outputs efficiently without significant shortcomings.