

Action Document for EU Trust Fund to be used for the decisions of the Operational Board

1. IDENTIFICATION

Title/Number	Regional Education and Protection programme for vulnerable Syrian refugee and host community children and adolescents	
Total cost	Total estimated cost: EUR 120,000,000 Total amount drawn from the Trust Fund: EUR 120,000,000	
Aid method / Method of implementation	Project Approach <i>Action 1: Delegation Agreement with United Nations Children’s Fund (UNICEF) - indirect management</i> <i>Action 2: Grant agreements with NGOs – direct management – direct award</i>	
DAC-code	110, 112	Sector: Education, Basic education

2. RATIONALE AND CONTEXT

2.1. Summary of the action and its objectives

In line with the [*Strategic orientation document for the European Union Regional Trust Fund in response to the Syrian crisis, "the Madad Fund"*](#), the **main objective** of the proposed programme is to cater to displaced persons longer-term development needs, in particular **education for children**, and to address the most critical needs and gaps for *stabilisation and resilience aid to refugee and host communities in Lebanon, Jordan, Turkey, and Egypt*, also with a view to reduce human trafficking and pressure on refugees to seek illegal migration to Europe, including by *supporting the long term capacity of host states to address refugee flows and the effort of Turkish authorities to provide long-term hospitality and assistance to the Syrian refugees sheltered in Turkey*.

The **specific objective** of this programme is to address the continued lack of access to education and protection for the majority of Syrian refugee children in the main host countries of Turkey, Lebanon, and Jordan. In response to alarming out-of-school rates beyond 60% in Turkey and Lebanon, and to a lesser extent in Jordan, the Programme will target up to 587,000 school-age children and adolescents that are currently out-of-school, including children from affected host communities, to significantly reduce these rates and gaps. This will be achieved through a mix of increased access to formal education for an additional 172,000 children in Turkey, Lebanon and Jordan, non-formal and early childhood education for another 132,000 children, who cannot access formal education, support to around 139,000 adolescents, and protection activities benefitting 144,000 children and adolescents.

In Lebanon interventions will target at least 230,000 vulnerable and at-risk children and young people affected by the Syria crisis with a focus on those living in the 251 most vulnerable localities in the countries. In particular, 24,000 additional children shall get access to the ALP programmes, 30,000 enrolled children will receive retention support to prevent drop-outs, up to 70,000 children not having access to formal schooling or in need of pre-school early childhood education shall be provided with non-formal education, up 38,000 adolescent youth will receive support and 85,000 children will benefit from psycho-social support and protection activities

In Jordan, interventions will target the most vulnerable children and young people throughout Jordan, including an estimated 75,000 Syrian refugee school-aged children still outside the formal education

system, despite the EU-funded ENI education programme now reaching 144,000 children. In particular, 11,000 children and their families will receive retention support, including through small cash grants, up to 52,000 children will benefit from access to non-formal and early childhood education, some 51,000 adolescent youth will receive support and 30,000 children will benefit from psycho-social support and protection activities.

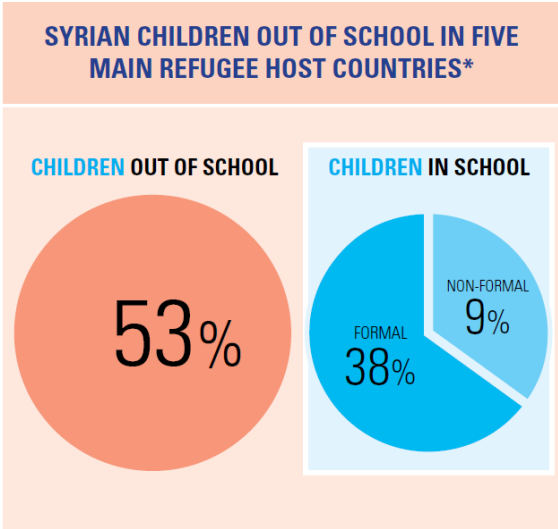
In Turkey, the main beneficiaries of this action will be up to 114,000 Syrian school-aged children living outside of camps to be given access to formal education in 2nd shift Arabic teaching, as well as up to 50,000 Syrian and Turkish young people in Turkey. 24,000 out-of-camp children will benefit from access to non-formal and early childhood education, and 15,000 children will benefit from psycho-social support and protection activities.

For the sub-regional ‘Sahabati’ initiative the main beneficiary group for the first phase are Syrian refugee school-age children and adolescents, and where feasible, Syrian children and adolescents in cross-line/cross-border areas inside Syria will also be targeted. In subsequent phases, refugee and other displaced and crises-affected children and adolescents in the region will benefit. Ultimately, the initiative has the potential of reaching out to all children and adolescents in MENA through programs to improve quality education and learning.

2.2. Context

Regional sector context

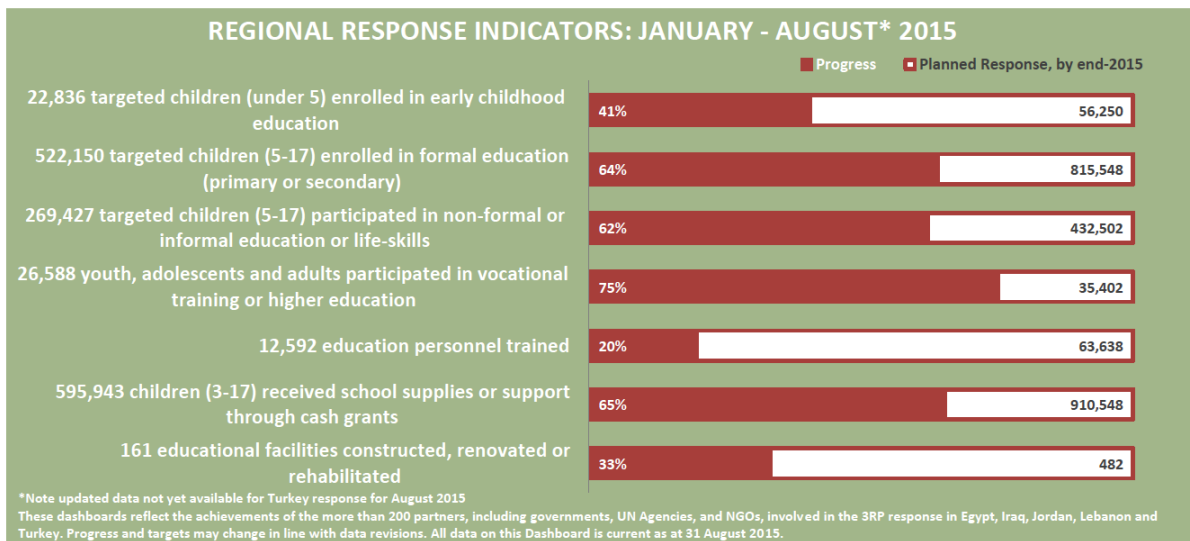
More than 2 million Syrian children and young people are refugees in neighbouring countries with more than 53% of registered refugee children currently not enrolled in education. This means that roughly one in two Syrian children outside the country are out of school, with the majority in Turkey and Lebanon. Public systems are overburdened and overstretched. Schools receiving Syrian children are over-crowded and under-resourced. Non-formal provision in general is weak and reaches only around 5-10% of the school age population. The education provided to those who make it to some form of learning is of poor quality, partly because of the inadequate training that teachers and facilitators receive to deal with lost school time, psychosocial stress, hostility and discrimination, and partly also because Syrian refugee children are not able to adapt to the host country curricula.



* Turkey, Lebanon, Jordan, Iraq and Egypt.

Issues of curriculum and certification represent a major obstacle to the education of Syrian refugee children. Syrian children in public schools are taught in the host country curricula. These curricula are not only different in strength, but the language of instruction in several countries is not mastered by the Syrians who have been taught in Arabic: in Lebanon (English and French), Turkey (Turkish), Iraq (for schools using the Kurdish curriculum: Kurdish) and Egypt (Egyptian dialect). Certification in these schools is also problematic because Syrian children often do not have the appropriate documentation, and they are not assured that the public certificates they receive will be recognized in Syria or any country of potential resettlement. The Syrian opposition produced a revised Syrian curriculum that is being used in Turkey and informally in Lebanon¹, Jordan and Egypt. However, the certificates it provides are not recognized. Finally, the education that Syrian children receive in non-formal settings does not include any accreditation process. The lack of meaningful opportunities for Syria’s young people, both in terms of education, employment, and civic/community life are putting a whole generation at risk. If given the right opportunities and support, young Syrians have the potential to play a key positive role in their communities and futures.

¹ In Lebanon, only the Lebanese curriculum can be used.



Source: <http://www.3rpsyriacrisis.org/wp-content/uploads/2015/11/3RP-Regional-Dashboards-August-2015.pdf>

Country sector contexts

2.2.1. Lebanon

Lebanon is hosting approximately 1.1 million Syrian refugees, more than half are children. It is the highest per capita refugee-receiving country in the world, with refugees representing one in five residents in the country. Living conditions for refugees in Lebanon have deteriorated over the past year, and there are growing concerns over the high costs of rent, health care, food, access to education and work opportunities. Security concerns have continued to grow, affecting all vulnerable people.

The influx of displaced school-aged children from Syria has doubled the number of education spaces required and placed an added financial burden on Lebanon's traditionally underfunded public school system. The system was deficient even prior to the crisis, with only 30 per cent of Lebanese children (275,000) estimated to be attending public schools and the bulk of the remainder enrolled in private schools. The influx of refugees has been in those school districts that already cater primarily to vulnerable Lebanese populations. The quality of educational services also remains a significant challenge, especially in crowded classroom environments, with teachers experiencing difficulties in coping with the specific education needs of children affected by the crisis.

As of April 2015, UNHCR registration figures estimated the presence of approximately 429,000 children in the 3-14 year old age group. Of these, 156,706 have now enrolled in the first and second shifts of public schools in the current school year 2015-2016 (last update 29 October), with a target of 200,000, up from 106,000 last year. MEHE has not yet provided the enrolment information for private schools in 2014-2015, but in 2013-2014 the number of Syrian children in Lebanese private schools was 25,000 and is unlikely to have changed significantly. Thus, approximately 250,000 children still remain out of the formal education system. A variety of economic and social factors are faced by the out-of-school girls and boys in Lebanon. For refugee children, the main barriers are transportation, schooling fees, language, difficulties with the curriculum, child labour, discrimination, migration, and unpredictable enrolment regulations.

Approximately 79 per cent of the registered refugee population in Lebanon are women and children. They are at-risk of gender-based violence, such as domestic violence; sexual harassment and exploitation, including sexual violence (rape and sexual assault); and child marriage. According to the Sexual and Gender Based Violence Task Force in Lebanon in 2014, approximately 88 per cent of the

GBV survivors in reported cases are women and girls. Eighteen per cent of Syrian refugee females aged 15-18 are married.²

Within the scope of the MEHE 2010-2015 Education Sector Development Plan, the Ministry launched its 'Reaching All Children with Education' (RACE) plan. RACE aims to bridge the needs of children displaced from Syria as defined in the No Lost Generation strategy with the development objectives of the Lebanese education system. The plan commits government and partners to providing 470,000 Syrian school-aged children (3-18 years) affected by the Syria crisis and poor Lebanese children with access to quality learning opportunities in safe and protective environments by 2016.

The international donors and the Ministry of Education in Lebanon continue to be ambitious for these vulnerable children. The Minister of Education has pledged spaces for up to 200,000 refugee children in formal public schools and the international community has responded to this vision for equity in education resulting in sufficient financial commitments (as of 17 February 2016) to cover enrolment fees for 191,000 refugee children. However, this may entail further fundraising to support registration fees for school year 2016-2017 or for the necessary retention support for adolescent Syrian refugee .

In an attempt to turn the last years decreasing enrolment figures for Lebanese children, the Minister of Education has signed off on a suggestion to ensure that parents would not be required to pay fees for all Lebanese children in public schools. So far with the current grants available all Lebanese children in the first shift will get their complete school fees waived.

As a result 196,000 Lebanese and 200,000 refugee children will have fully-subsidised/tuition free primary schooling for the 2015/2016 school year. The sector strategy reflected in the LCRP is built around RACE and includes support to formal education and additional activities that meet the growing educational needs in the country. The core of the education sector strategy is to strengthen the public education system with the priority to increase enrolment of children displaced by Syria in the formal public education system as outlined in RACE. This includes support to prepare out-of-school children to enter school, to improve the quality of education through supplies and training of teachers in the most vulnerable localities, and to empower adolescents and youth to continue their education. Girls and boys will be equally targeted addressing specific gender issues such as early marriage for girls and child labor for boys, with a view to retaining them in school.

To date, UNICEF is the only functioning mechanism to channel financial disbursements to the MEHE. It was foreseen that the World Bank's Multi-Donor Trust Fund (MDTF) would become operational by mid-June 2015, however, the UN and education donors were recently informed that the operational modalities for this mechanism are yet to be finalised by the Government. The same applies for the UNHCR funding mechanism and as result almost all donor pledges have been channelled through UNICEF.

Strengthening the public education system will increase the capacity to absorb and retain more children. However, the public system will be unable to serve all the children in need. Complementary non-formal education options are required. Standardization, recognition and certification as well as a monitoring system of these non-formal alternatives are essential to ensure quality and relevance of these programmes.

2.2.2. Jordan

In **Jordan**, the Government on 18 October 2015 launched the Jordan Response Plan (JRP) for the years 2016 – 18 (<http://www.jrp.org>). For the resilience-related needs relevant to the Madad Fund, the new 3-year JRP indicates for 2016 alone needs of USD 250m for education, 183m for health, 266m for livelihoods and food security, and 310m for WASH. In terms of the 2015 JRP results, much has been achieved over the past year despite severe funding shortfalls.

²Situation analysis of youth affected the Syrian crisis; UNICEF, UNFPA, UNESCO, UNHCR & SCI; 2014

However, these successes have been achieved against a background of increased vulnerability. Many refugee families have spent their savings, sold their assets, and lost access to their support networks, forcing them to take extreme measures in order to cope. Meanwhile, vulnerable Jordanians living in communities with high concentrations of refugees are being increasingly affected. The Comprehensive Vulnerability

JRP 2016-2018 Budget Requirements per year – USD (Table 1.1a)

Sector	2016	2017	2018	Total (2016-2018)
Education	250,638,101	281,204,375	323,130,296	854,972,772
Energy	107,400,000	111,075,000	87,000,000	305,475,000
Environment	2,900,000	8,150,000	2,300,000	13,350,000
Health	183,660,762	178,840,190	170,085,832	532,586,785
Justice	11,402,000	9,252,000	8,300,000	28,954,000
Livelihoods and Food Security	266,527,304	274,253,649	272,140,971	812,921,924
Local Governance and Municipal Services	69,163,402	76,361,270	58,227,216	203,751,888
Shelter	32,157,984	32,080,853	25,056,207	89,295,044
Social Protection	420,385,331	374,365,034	323,477,528	1,118,227,893
Transport	28,300,000	33,600,000	16,300,000	78,200,000
WASH	310,800,000	322,520,000	261,760,000	895,080,000
Management	1,420,000	1,140,000	740,000	3,300,000
Sub Total: JRP Programmatic Response	1,684,754,884	1,702,842,372	1,548,518,050	4,936,115,306
Subsidies for Syrian Refugees	213,214,431	222,409,642	232,725,266	668,349,339
Security Support	448,216,824	454,082,611	430,294,742	1,332,594,177
Accelerated Infrastructure Depreciation	258,640,000	274,158,400	290,607,904	823,406,304
Income Loss	125,702,797	125,554,907	125,721,274	376,978,978
Sub Total: Direct Budget Support	1,045,774,052	1,076,205,560	1,079,349,186	3,201,328,798
Total JRP Budget	2,730,528,936	2,779,047,932	2,627,867,236	8,137,444,104

Assessment carried out between April and July 2015, under MOPIC supervision, found severe vulnerability levels across four key service delivery sectors; education, health, solid waste management and WASH, particularly in areas with high concentrations of Syrians. Although vulnerability is increasing, aid funding is reducing. About 34.5 % of the total USD2.99 billion JRP2015 requirements has so far been committed for 2015, indicating that for the fourth year; two thirds of needs at a minimum remain unfunded.

There is growing evidence that Syrian refugee families in Jordan are becoming increasingly vulnerable. UNHCR and International Relief and Development's December 2014 report, "[Living in the Shadows: Jordan Home Visits Report 2014](#)" found that 86 % of refugee families in Jordan are living below the absolute poverty line and one in six are living in abject poverty.³

Many refugee households have depleted their savings, and, compounded by reductions in humanitarian assistance, are increasingly unable to meet their basic needs. As a result, vulnerable families are resorting to negative coping mechanisms such as limiting food consumption, purchasing cheaper food, borrowing, reducing health care and education expenditure on children, marrying off daughters, and pulling children (particularly sons) out of school so they can earn income for the survival of the family. Child labour is an indicator of the increasing economic vulnerability of refugee families living in host communities in Jordan; however, it is also a rising problem among those living in camps. In June 2015, UNICEF and Save the Children International released a [Baseline Assessment of Child Labour among Syrian Refugees in Za'atari Refugee Camp in Jordan](#). Several key findings came to light from this survey of 518 households involving 1,587 children:

- Almost 26% of economically active children combine school and work – while 74% do not go to school.
- Among all children surveyed (not only those working), 45% of boys would like to learn a trade; an overwhelming majority of girls would like to go to school and complete their education.

Of the 220,000 school-aged Syrian refugee children in Jordan, 144,000 are now enrolled in public schools with the support of EU funding. An estimated 75,000 Syrian refugee children are out-of-

³ Based on visits of 41,976 households in the first half of 2014. Absolute poverty was defined as living at or under JOD 67.8 or USD 96 per person per month, while abject poverty was defined as living at or under JOD 28 or USD 39.6 per person per month. As accessed at: <http://unhcr.org/jordan2014urbanreport/home-visit-report.pdf>

school (along with at least 30,000 Jordanian children⁴). While the Jordan Response Plan endorsed by the Government anticipates that 160,000 Syria refugee children will be enrolled in school in the upcoming academic year, the Ministry of Education has separately indicated that schools are at maximum capacity already and need more support.

2.2.3. Turkey

In Turkey, out of more than 2 million Syrian refugees, currently more than 1.7 million Syrians are under temporary protection status, of which more than half are children, and some 576,000 are considered to be school-aged. This is an over 180 percent increase from some 560,000 refugees in January 2014. This rapid influx of people has put enormous stress on basic services and with some 80 per cent of refugees living in host communities many have exhausted their own resources after years of displacement and are reverting to negative coping mechanisms. Child labour and child marriage are matters of growing concern, together with the large number of out-of-school children.

In 2015 Turkey became the largest refugee-hosting country in the world, with the Government taking on the bulk of the significant financial burden of responding to this crisis. In April 2015 the Turkish government reported that it has spent US\$5.5 billion supporting Syrians in Turkey to-date, with more expected to take refuge in the country should the situation inside Syria continue to deteriorate.

As far as education is concerned, together with other UN agencies and the Government of Turkey within the Regional Refugee and Resilience Plan 2015-2016 (3RP), UNICEF has developed a two year plan of activities to address the needs of Syrian children and women in key sectors including child protection, education, health, and other basic needs and essential services. Out-of-school children and youth are particularly vulnerable and are at heightened risk of isolation, discrimination, economic and sexual exploitation, early marriages, and political radicalization. It is also harder for them to adjust to formal school after having been out of school, some for several years. Moreover especially in host communities, girls after the age of 12, and children with disabilities, are especially likely to not be enrolled, or not to attend regularly or drop out of school.

The crisis has also had a significant impact on the psycho-social well-being of Syrian refugees. According to a recent report of AFAD⁵, *'close to half of the Syrian refugees (slightly less among those out of camps) think that they or their family members need psychological support'* and *'about a quarter of the children in the camps (somewhat less among out of the camps) have sleeping disorders.'* In addition to the traumatic impact of the war, children and youth have been struggling with material deprivation, lack of opportunities to interact with their (Turkish) peers, and limited access to services such as formal education, structured social activities and informal life skills education, especially those living in host communities. The rate of child marriages among female Syrian girls is acknowledged to be high, with 14% of females aged 15-18 officially reported to be married and mothers as young as 13 or 14 are observed as well, according to another AFAD report⁶.

As of end June 2015 some 215,000 children were enrolled in TECs that were established in host communities and camps, while 38,000 of their peers were attending Turkish schools. However, coverage of access to education remains uneven, with the enrolment rate in camps reaching around 92%, while only 25% of the school-aged children in host communities are enrolled in education settings. Some 391,000 children (around 65% of the school-aged population) are currently out-of-school.

Out-of-school adolescents – especially girls and children with disabilities - are at risk of falling out of any educational opportunities. These excluded children need a social environment that accepts and empowers them through legitimate channels to avoid possible heightened risks of self-harm, isolation, discrimination, economic and sexual exploitation, early marriages, and political radicalisation.

⁴ "Summary: Jordan: Country Report on Out of School Children" UNICEF, May 2015; as accessed at: http://www.unicef.org/jordan/150512_Jordan_Summary_English_Small.pdf. Region-wide information is available at www.oosci-mena.org

⁵ Syrian Refugees in Turkey, 2013: Field Survey Results, AFAD, p. 10, 2014

⁶ Syrian Women in Turkey, AFAD, p.27, 2014

Moreover, the crisis has had a huge impact on the psycho-social well-being of both the teachers and the students. In addition to the traumatic impact of the war, children have been struggling with material deprivation, lack of opportunities to interact with their (Turkish) peers, and limited access to services such as education and recreation, especially in host communities. Volunteer teachers could make a huge impact on the psycho-social well-being of their students, themselves and their community, if they were well-trained and motivated.

Despite the daunting caseload of out-of-school children, there is now a unique opportunity to scale up access to schooling in Turkey. The government has made education for Syrian children its top priority, with the Prime Minister announcing at the General Assembly in September 2015 that they intend to have 440,000 Syrian children in learning programmes by the end of the 2015-2016 school year. This ambitious target more than doubles the current enrolment rates. With support from UNICEF the Ministry of National Education has now completed Provincial Action Plans in 10 provinces, with Istanbul and Ankara to be added shortly. These plans are based on needs assessment and costing under government leadership and provide a detailed road map for scaling up access to schooling taking into account the particular situation and needs of each province. For the first time these plans also offer the opportunity to provide support for the running and maintenance costs to Turkish public schools hosting a double-shift for Syrians, a significant incentive for provincial authorities to open additional double- shifts in existing facilities (the most cost-effective solution to rapidly expand formal schooling opportunities to Syrian children living in the host communities).

Unfortunately in Turkey there is currently no multi-year Government-led sector plan for education, as in Lebanon, however, using the data generated by the Provincial Action Plans described above UNICEF has worked with the Ministry of National Education to identify and cost the key activities which are required to maintain the 215,000 children currently enrolled in schooling in both host communities and camps as well as to increase the supply of available educational spaces to accommodate an additional 185,000 new students. These objectives and budgets are reflected in the education sector plan of the Turkey 3RP for 2016 (still in draft form), which aims for total enrolment of 400,000 Syrian children in formal education programs, as well as 40,000 in non-formal learning, for a total budget of over \$90 million for one year. Madad (tranches 1 and 2) will contribute significantly towards achieving these targets, supporting an additional 24,000 children for non-formal and early childhood education and approximately 114,000 of the formal education target.

The success of UNICEF's incentive program for Syrian volunteer teachers has led to rapid scale-up of the initiative, with 5,503 teachers currently supported monthly (exceeding the total sector annual target by 63%) – improving quality of learning for more than 175,000 Syrian refugee children. It is expected that over 7,000 teachers will be participating in the incentive system by November 2015. In September 2015 the Ministry of National Education, with the support of UNICEF, raised the teacher incentive rates to 600 TL and 900 TL per month (for teachers inside and outside of camps, respectively).

2.3. Lessons learnt

- An integrated approach including child protection, education, and youth engagement is needed to tackle the complex needs of children and young people affected by the Syria crisis and to empower them to develop their full potential;
- Early investment in systems ensures national ownership and enhances opportunities for Government to explore gaps in terms of policy, national budgeting and capacity that can benefit from financial and technical resources mobilized by UNICEF and donor partners through the emergency to ensure upgrade or sustain critical services, beyond the time-frame of the emergency.
- Providing access to schools does not ensure that children stay and learn. An understanding of the bottlenecks and barriers to learning are important to ensure learning outcomes.
- To ensure quality education, induction training for teachers should be coupled with on-the-job training and regular evaluations on teachers' performance should be conducted. Limiting rotation of teachers also helps to provide stability in camp and host community schools.
- The provision of incentives for education is complex, and as a stand-alone strategy is unsustainable and costly. Incentive systems need the attention, collaboration and coordination of

all stakeholders to ensure a comprehensive response to contextualized barriers to education. Incentives need to go beyond conditional cash assistance and could take the form of support to transportation and/or provision of food/ non- food items for children that are regularly attending schools.

- Support to Governments in the development of strategic response planning framework such as RACE in Lebanon, provide a clear vision for the sector, that when developed with an equity focus can ensure that all children, irrespective of nationality and status, can access the same benefits, thus contributing to harmonious co-existence between and within communities.
- Regular school maintenance is important to ensure that schools are safe and secure and provide a conducive environment for learning. Students’ participation through the establishment of student councils and Parents-Teachers Associations are critical to fostering a strong sense of ownership of the school environment.
- The unique insight that young people have into their own lives and experiences is a vital resource in understanding the nature of the challenges they face.
- Young people need to be engaged as active participants in programme design at an early stage in order to prevent engagement in risky behaviours and to support positive coping mechanisms;
- The integration between Cash Transfer (CT) and the Education Programme constitutes an effective and efficient contribution to the Syria crisis response to decrease and/or prevent socio-economic vulnerability and risk of exploitation among vulnerable Syrian children; it seeks to mitigate the risk of child exploitation resulting from the poverty trap in which many Syrian families find themselves.

2.4. Complementary actions

Through special measures under the ENI and the 1st Trust Fund education programme with UNICEF in Turkey in 2015, the EU has already provided a total of €347 million towards education and child protection in the context of the ‘No Lost Generation’ initiative to help Syrian refugee children in the region.

EU Support to the No Lost Generation Initiative (Education - child protection) in the Syria crisis (2011-2015)

Agency	SYRIA	LEBANON	JORDAN	TURKEY	IRAQ	REGIONAL	TOTAL in €m
UNICEF	36	56	31	17			140
WFP	3						3
UNRWA	12	7	2				21
UNESCO			4				4
UNHCR		54		10			64
Government			85				85
NGOs	3	3		3	2		10
Others			8			12	20
TOTAL	53	120	130	30	2	12	347

2.4.1. Lebanon

This proposal ensures broad continuity in EU-supported programming within the scope of the RACE national plan through the extended provision of access to quality certified formal education in the first and second shifts to vulnerable girls and boys, the provision of access to non-formal learning opportunities, training to school teachers, and education awareness-raising and outreach campaigns. Building on the 2014 special measure under the ENI which aims to cover enrolment fees for 34,000 Syrian refugee children in first and second shifts of formal education, and the funding received from other donors in support of RACE, this EUTF financing is to fill the remaining 23,500 student funding gap for the academic year 2015-2016, (exclusive of the EUR 15,000,000 proposed top-up for EU “Development Cooperation 6” to be budgeted for activities within RACE for Non-formal Education).

Over the past two years, the EU has supported programmes related to response to children at high risk of or victims of association with armed conflict/violence. Funding is forecasted for this programme through July 2016. Funding for a scale up of prevention programmes in this proposal is in line with an evaluation by UNICEF and the Government of Lebanon at the end of 2013 to complement the existing response efforts. For GBV, the EU ENPI/2013/324-356 fund will sustain the pilot programme on safe spaces for women and girls until the end of October 2015. Support for the continuation of this programme is sought for the period January-December 2016 through the Madad fund. The EU ENPI/2012/311-038 grant has supported the first round of training that rolled out the national SOPs on CP case management (May-July 2015). Additional training on the SOPs will be required to ensure the work of service providers and their professional regulations in Lebanon to deliver quality services for children.

2.4.2. Jordan

For the current and next school year the EU already allocated €5 Million to the Ministry of Education through budget support outside of the Trust Fund, continuing an earlier education budget support programme of €30 million. This allows the enrolment of 144,000 Syrian pupils in the current school year and 160,000 Syrian pupils in the next school year. The EU support covers the costs related to an additional 4,500 extra teachers that have been appointed, the schoolbooks for the Syrian students and the cost of school utilities. A quality control mechanism for education to Syrian refugees has been set up as part of the support to the Ministry Education.

While the Government plans to upscale its EU-financed provision of formal education to more than 160,000 children in the upcoming academic years, there are still tens of thousands of children without an immediate path back to formal education. UNICEF's Makani-My Space programme complements support to the formal education system, providing opportunities for children to access learning. The Madad fund also answers the need of a majority of Syrian refugee youth currently out of any employment, training or unpaid volunteering and of which a vast majority has not completed either high school or university. These young people are extremely vulnerable and at high risk of engaging in negative coping mechanisms if their specific needs are not addressed.

A no-cost extension of the bilateral agreement ENPI/2014/338-701 ("Emergency Education Response for Displaced Syrian Children and Host Communities in Jordan") is currently under discussion between the EU and UNICEF. It would extend the duration of the agreement until the first quarter 2016 in order to allow the Inclusive Education component of the action (targeting children with disabilities) to be fully implemented despite the constraints. However, there is no overlap of activities between the Inclusive Education component of the bilateral agreement and the activities proposed to the Madad Fund. UNICEF receives contributions from the Netherlands, Germany, South Korea and other donors to cover the cost for continuing the IFE.

2.4.3. Turkey

The proposed intervention builds upon the initial €12.5 million support from the Madad Fund to UNICEF, the contract for which was signed in September 2015. In addition, this plan considers results and lessons learned from the UNICEF EU-funded project "Increasing Resilience of Syrian Children under Temporary Protection in Turkey."⁷ This project, which aimed at contributing to the increased resilience of vulnerable school-aged Syrian children and youth (4-18) living in camps in Turkey, came to an end in March 2015. Being based on an EU-project that has just been completed, the proposed Action ensures complementary and sustainability of previously EU-funded actions in response to the Syrian refugee crisis in the field of education in Turkey.

The proposed interventions will also complement a project financed under the 2010 IPA Programme totalling €9.9 million implemented by UNHCR. The project has been enhancing access to education through increased capacity of institutions and services. More specifically the project has provided school supplies and learning materials for both out of camp children as well as Syrian teachers.

⁷ Euro 1 million; Instrument contributing to Stability and Peace – IcSP

Assistance to Provincial Directorates of Public Education is also foreseen so as to enhance vocational training capacities on the ground-

Further IPA financed projects, both to be implemented by UNHCR (€9.8 million and €40 million), are in the preparatory phase. Both projects will cover education related issues. Details of the interventions are still to be decided.

In addition to the previous EU funds, the ECHO programme has been also an important way to learn on how to expand coverage of education Syrian children in host communities which will be taken into account in the Provincial Action Plans (PAPs) and related interventions. UNICEF is currently implementing ECHO-funded school transportation support in cooperation with IOM to bus students from remote areas to schools, based on the needs assessment with the local education authorities. The ECHO fund will expire at the end of 2015, while such needs will continue.

2.5. Donor co-ordination

At a broader level the EU is actively contributing to overall donor co-ordination under the auspices of the United Nations in the framework of the 3RP that integrates humanitarian, development and macro-fiscal interventions to increase coherence between humanitarian and development and national and regional priorities.

The European Commission also hosts regular meetings of the Core donor group on Syria, which unite the key institutional and bilateral donors to the Syrian crisis in the field of resilience and recovery funding.

In country, the relevant EU Delegations are leading coordination with EU Member States and are also important partners in the coordination platforms now established for the various National Response Plans to the refugee crisis.

The Madad Trust Fund Management is in the lead in order to ensure coordination with MS contributing to the fund. Moreover, the Fund Management will also coordinate with its selected implementing partners or other stakeholders on regional level or cross border issues.

On country level, all donors operate within the regulatory boundaries of the countries and in agreement with the relevant authorities. Thus, there is coordination with the national authorities,⁸ usually through specific working groups.⁹ The lead in this coordination will be entrusted into the EU Delegation/EUTF field staff.

2.5.1. Lebanon

The proposed education activities are aligned with the [Reaching All Children with Education \(RACE\) Plan](#), which is the basis for the [Lebanon Crisis Response Plan \(LCRP\)](#), the instrument developed and used for joint planning, coordination and resource mobilization. Technical staff from UNHCR and UNICEF meet on a weekly basis, both at central as well as at zonal levels to monitor the implementation of the LCRP. The observations and recommendations of these meetings are fed to the UN representatives to the RACE Executive Meetings, chaired by MEHE. The RACE executive committee is chaired by the Ministry of Education and Higher Education (MEHE) and comprises UN representatives and the donor community, including the EU.

UNICEF Lebanon and UNHCR co-lead the Education Sector Coordination Group, holding monthly working meetings with all education partners at the central level, with similar monthly meetings organized in each governorate. In addition, this Education Sector Coordination Group maintains an

⁸ However, in higher education there is very little coordination and different donors might deal directly with the Ministry responsible for higher education or with other ministries (e.g. Planning and International Cooperation or Labour).

⁹ For example the Jordan Response Platform to the Syrian Crisis is a partnership mechanism between the Government of Jordan, donors, and UN agencies to address the Syrian refugee crisis, operating through several thematic working groups (e.g. on health and education).

online reporting tool (as part of the inter-agency overall reporting mechanism for the refugee response plan) through which coordination is enabled and documented. All education partners whose activities are funded by any UN organizations are obliged to enter their activities and targeted/actual beneficiaries into this online platform to prevent overlap and double-counting. As co-lead of this group, the education coordinators deployed by both agencies follow closely the active participation of all partners in this mechanism.

2.5.2. Jordan

Intensive liaison and coordination is being conducted with the Ministry of Education with regards to the enrolment of all out of school children in public schools to provide them with quality education in the formal system. There is a donor coordination group, currently being presided by the US and meeting bimonthly. In parallel, given the current limited absorption capacity of the formal education system, within the MAKANI framework, UNICEF is advocating with the Ministry of Education to officially a) provide equivalency letters to allow out of school children who successfully completed informal education modules to sit for tests to re-enter public schools as soon as conditions allow it; b) utilize the currently available options within MOE policies on home schooling.

During the implementation of the multiple projects, UNICEF will coordinate with its partners to ensure common standards of services is being delivered across its networks of MAKANI Centres through regular field monitoring visits and progress review meetings of the programme across its Education, Child Protection and Youth sections. UNICEF also intends to establish a real time web-based MAKANI Information Management and Monitoring system which will enable a consolidated framework of reporting of MAKANI related data along with a dedicated monitoring framework per centre, per partner, per governorate as well as overall. This system will enable to flag service provision issues as well as feed into expansion of the MAKANI programme to other locations based on identified catchment areas of Out of School children.

2.5.3. Turkey

Donor co-ordination on the response to the Syrian refugee crisis in Turkey takes place at different levels and in various forms involving all major stakeholders, i.e. governmental bodies, donors and non-governmental organisations.

In the education sector, MoNE is leading the provision of educational opportunities for Syrian children, and UNICEF has closely supported the Education Sector Working Group (ESWG) chaired by MoNE at the central level (Ankara), with the participation of AFAD, DGMM, UNHCR, IOM and the Turkish Red Crescent. The ESWG has become the main coordination mechanism among the line ministries and key organisations in the implementation of their Syrian crisis response programmes. As per the UN coordination of the Regional Refugee and Resilience Plan (3RP), UNICEF, together with UNHCR, has led the sectoral coordination and cooperation processes in education.

At the field level, UNICEF initiated and facilitated the establishment of a Southeast-Turkey Education Working Group, attended by UN agencies (UNHCR, IOM) and national and international non-governmental organizations (CSOs), such as CONCERN, DRC, IBC, IRC, RET, Relief International (RI), Syrian Social Gathering (SSG), Turkish Red Crescent (TRC). This field-based working group provides a platform for information sharing and coordinating the respective support programmes in the Education Sector, with a special focus on non-formal/informal education opportunities for Syrian out-of-school children and youth. Child Protection as standing items is discussed and coordinated within the context of the overall Protection Working Group which has meetings in Ankara as well in Gaziantep with changing participating organizations.

3. DETAILED DESCRIPTION

3.1. Objectives

In line with the [*Strategic orientation document for the European Union Regional Trust Fund in response to the Syrian crisis, "the Madad Fund"*](#), the **main objective** of the proposed programme is to cater to displaced persons longer-term development needs, in particular **education for children**, and

to address the most critical needs and gaps for *stabilisation and resilience aid to refugee and host communities in Iraq, Lebanon, Jordan, Turkey, and Egypt*, also with a view to reduce human trafficking and pressure on refugees to seek illegal migration to Europe, including by *supporting the long term capacity of host states to address refugee flows and the effort of national authorities to provide long-term hospitality and assistance to the Syrian refugees sheltered in host countries*.

The **specific objective** of this programme is

1. To address the continued lack of access to education and protection for the majority of Syrian refugee children in the main host countries of Turkey, Lebanon, and Jordan.
2. To further widen the reach of education, through the establishment of Virtual Schools (i.e. *Sahabati*, meaning ‘my cloud’ in Arabic) to provide online learning opportunity together with certification for targeted population. The approach will be blended, combining online learning together with access to learning spaces (formal or non-formal), tutoring by teachers and facilitators, and communication with peers. Discussions with host Governments on this initiative continue and will guide the operationalization of ‘Sahabati’ at country-level.

3.2. Expected results and main activities

One of the prime targets is to increase school enrolment in 2nd shifts and ALP's by up to 185,000 children with a focus on Turkey, Jordan and Lebanon.

In Lebanon:

Expected results

1. At least 230,000 vulnerable and at-risk children and young people affected by the Syria crisis will have access to educational facilities, of which 200,000 to formal education..
2. 251 most vulnerable localities in the countries are benefitting from this action.
3. 24,000 additional children shall get access to the ALP programmes, 30,000 enrolled children will receive retention support to prevent drop-outs.
4. Up to 70,000 children not having access to formal schooling or in need of pre-school early childhood education shall benefit from non-formal education activities,
5. Up 38,000 adolescent youth have received support and 85,000 children will benefit from psycho-social support and protection activities.

Main Activities:

1. Cooperate with national authorities to enrol school children
2. Develop a support scheme for pupils to prevent drop outs
3. Continue initiatives to provide non formal education and apply tailored curriculum
4. Provide mental counselling for those in need to support the process war and crisis experience

In Jordan,

Expected Results:

1. Up to 75,000 Syrian refugee school-aged children currently out of the formal education system may benefit from enhanced access to education.
2. In particular, 11,000 children and their families have received retention support, including through small cash grants,
3. Up to 52,000 children will benefit from access to non-formal and early childhood education,

4. 30,000 children have benefited from psycho-social support and protection activities.

Main activities:

1. Supporting the access (through cash assistance but not only) of disadvantage Syrian and Jordanian children to a network of 200 community-based centres ('Makani' centres) throughout Jordan. Priority targets include highly vulnerable Syrian but also Bedouin and gipsy Jordanian children.
2. Providing structured psychosocial support, and awareness services to children and adolescents

In Turkey:

Expected Results

1. Up to 114,000 additional Syrian school-aged children living outside of camps will have access to formal education in 2nd shift Arabic teaching, thus increasing the current enrolment in TEC's and Turkish schools of 215,000 to around 330,000, an increase of more than 50%.
2. 24,000 out-of-camp children have access to non-formal and early childhood education,
3. 15,000 children have benefited from psycho-social support and protection activities.
4. Overall, this shall reduce the number of children with no access to education from currently 391,000 to 253,000 in 2016, a decrease of 35%.

Main activities:

1. Cooperate with national authorities to enrol additional school children
2. Continue initiatives to provide non formal and early childhood education and apply tailored curriculum for 24,000 children
3. Provide mental counselling for those in need to support the process war and crisis experience
4. Provide teacher incentives to Syrian volunteer teachers working in TECs (Overall MADAD Target: up to 7,000 teachers by November 2016 [including 1,850 from 1st tranche])
5. Provide essential learning materials to Syrian and Turkish children (Overall MADAD target: 140,000 children [including 40,000 from 1st tranche] in Year 1)

The geographical scope will be central, south and southeast region of Turkey with a focus on those provinces with a concentration of Syrian refugees. Supported provinces may include, but are not limited to: Adana, Adiyman, Batman, Diyarbakir, Gaziantep, Hatay, Kahramanmaras, Kilis, Malatya, Mardin, Mersin, Osmaniye, and Sanliurfa.

Results framework for UNICEF and INGOs
2015/2016 Academic Year for formal education and until end 2016 for other activities
<u>Lebanon Specific Outcome 1:</u> Children (4-14 years) affected by the Syria crisis in Lebanon have equitable access to quality formal and non-formal educational opportunities and are protected from violence, exploitation, abuse and neglect including GBV.
<u>Lebanon Specific Outcome 2:</u> Young people (15-24 years) affected by the Syria crisis in Lebanon benefit from participatory and youth led community and entrepreneurship initiatives, and are protected to promote civic engagement and cohesion between and within communities
<u>Jordan Specific Outcome 1:</u> Syrian refugee and other most vulnerable girls and boys currently out of any form of education and exposed to high risks of child labour, early marriage and other forms of abuse and exploitation and early marriage, are provided with access to quality alternative education
<u>Jordan Specific Outcome 2:</u> Syrian refugee and other most vulnerable adolescents and youth are reached with a comprehensive package that develops their life skills and enable them to engage in positive and meaningful behaviours and activities.

<u>Jordan Specific Outcome 3:</u> Urgent needs of vulnerable girls and boys (5-18 years) are met through equitable child protection, gender based violence and psychosocial support
<u>Turkey Specific Outcome 1:</u> Syrian and vulnerable Turkish children (5-18 years) have equitable access to quality educational opportunities at all levels through appropriate formal, non-formal and informal settings.
<u>Turkey Specific Outcome 2:</u> Syrian and Turkish young people (10-24) benefit from inclusive and participatory learning opportunities promoting personal development and civic engagement that encourage positive norms and behaviours. Syrian and Turkish young people take an active role in community-based peer-to-peer information and learning opportunities that promote social cohesion within and between communities.
<u>Regional: UNICEF 'Sahabati' Specific Outcome 1:</u> Children and young people have access to certified quality education through the development of an online platform

3.3. Risks and assumptions

Risks and Assumptions	Planned Risk Response
Cross Cutting	
1. Security situation inside Syria does not worsen dramatically resulting in a massive influx in the number of refugees across borders;	EU will monitor the situation inside Syria and at the borders with Lebanon and Jordan and will remain in contact with the Madad fund informing on any impact a change in operating circumstances has on achievement of programme objectives.
2. UNICEF and NGOs able to work effectively with all partners including Government counterparts without bureaucratic difficulties hindering planned activities;	EU maintain a close partnership and a sustained policy dialogue with relevant Government Ministries in Jordan and Lebanon to ease administrative procedures and expedite implementation of activities.
Lebanon Specific	
3. MEHE will honour its commitment to open second shift schools even if the number of non-Lebanese children in a school is below 100.	EU to maintain a sustained policy dialogue with MEHE and UNICEF to follow up in RACE executive committee meeting to ensure inter alia that an official decree follows the Minister's statement on this issue.
4. There is sufficient demand for formal Lebanese Schools among parents who send children to Syrian learning centres.	UNICEF will intensify its campaigns and work with partners on outreach activities to explain the benefits of formal schooling to parents.
5. Socio-economic conditions of refugees and vulnerable Lebanese do not deteriorate further, resulting in increased social tensions, reliance on negative coping mechanisms, such as child labour, child marriage and association of children with armed violence.	In complementarity with this programme the resilience and local development programme will focus on improving the socio-economic conditions of the targeted communities. Additionally EU will maintain sustained policy and political dialogue with the Lebanese government including MoSA.
6. Acceptance of programmes by community, religious and local leaders and government authorities (especially on sensitive issues) is ensured as a way to avoid interference with implementation, reputational damage to UNICEF and partners and retaliation aimed at programme beneficiaries	UNICEF and INGOs will ensure large consultation and participatory processes with stakeholders (among communities, local authorities and service providers) and line ministries to ensure ownership and acceptance. Acceptance issues (i.e. raised by media or specific leaders) would be jointly addressed with the government and a variety of other national and local "allies." EU sustained political dialogue with the Lebanese government will play a major role as well.
Jordan Specific	

7. The number of Syrian refugee children accommodated by the Jordanian Government does not decrease in the coming academic year;	Situation closely monitored, jointly with the European Union Delegation in Jordan.
8. UNICEF Jordan's funding situation allows to scale up and sustain Makani centres activities throughout 2015 and 2016;	Fundraising efforts ongoing and financial situation closely monitored.
Turkey Specific	
9. Teachers incentive payment rate remains stable and the availability of Syrian volunteer teachers is not affected by potential changes in labour legislation regarding Syrian workers	UNICEF will monitor legislative developments closely and will closely consult the EUD during discussions with MoNE and other stakeholders regarding possible changes to the teacher incentive rate
10. Activities of the action, particularly payment of teachers incentives, may not be sustainable beyond the period of the action	UNICEF will continue to advocate for the integration of such activities into national systems and budgets, and will work with other donors and stakeholders to identify the resources necessary for a sustainable approach
11. Key stakeholders, particularly MoNE, AFAD and MoFSP, engage actively in the necessary inter-agency and inter-governmental coordination mechanisms	UNICEF will continue to play the facilitating/ brokering role to ensure necessary engagement with coordination mechanisms
'Sahabati' Initiative Specific	
12. Political buy & lack of endorsement in into the initiative by governments and stakeholders for various reasons (anxieties around parallel system; perception of Sahabati as an initiative that competes for scarce funding).	Up-front commitment will be obtained through engagement and dialogue. Initial research and piloting will confirm the valid approach. Host country incentives will be individually structured. Careful piloting and identification of win-win situation with key stakeholders will ensure buy-in of the initiative. Host country governments will benefit through support to local systems.
13. Limited online access to marginalized children in areas with no connectivity or electricity, or in hard-to-reach areas.	Sahabati provides off-line solutions and includes adapted self-learning material with transition pathways to online learning including sync back to the central system when connectivity is restored. In addition secondary remote access mechanisms via mobile data will allow for remote remediation in the event of primary network failure.
14. Inadequate supply of safe, appropriate, well-resourced, professionally administered learning spaces.	The operationalisation at country level in Community Learning Centers including mobile solutions will mitigate this risk (together with the opportunity of capturing student records on-line as part of the process of tracking achievement).

3.4. Cross-cutting issues

Projects funded under this programme will integrate a Rights-Based Approach in each step of the project cycle from identification, formulation, implementation, monitoring to evaluation

Gender: UNICEF and INGOS will apply gender-sensitive programming, placing importance on understanding differences in access and quality and addressing opportunities and challenges faced by both boys and girls. UNICEF has adopted several approaches to bridge these gaps and ensure equitable access to education for all children. Ensuring children's access to education, as well as access to other services, may involve gender-specific approaches; UNICEF therefore adjusts its response to address gender-specific barriers where they exist. For example, in recognition that girls are more likely than boys to be married as minors, UNICEF's interventions on early marriage encourage a message of keeping girls enrolled in school

In Jordan, adolescent boys are more likely to drop out from schools in camps than adolescent girls, in part due to families' reliance on sons (more than daughters) to provide income support. In Za'atari camp, in a context where adolescent boys drop out at higher rates than others, and that child labourers in camp are 94% boys, UNICEF and its partners implemented a number of approaches targeted toward boys involved in labour. UNICEF monitors attendance rates at camp schools to identify which age and gender groups may be at heightened risk of dropping out, and to develop approaches to overcome barriers.

In Lebanon, especially in second shift classes which end later, parents are wary about girls walking home alone in the dark, which is why providing transportation for them is particularly important. As in most countries, boys are more affected by child labour such as street-based work, whereas girls are more likely to be subjected to early marriage. One of the most crucial gender-based difference among youth, is the proportion of economically active youth - 23 per cent of women versus 88 per cent of men¹⁰.

In Turkey, the proposed action will target boys and girls. It will be conducted in line with an awareness of gender issues including discriminatory social attitudes and expectations and the different needs of and risks faced by boys and girls. With respect to access to quality education, special effort will be made to ensure gender parity, bearing in mind that girls have had less access to quality education than boys in the region in the past, and taking account of the different barriers which may influence boys' and girls' participation, such as child labour, domestic labour, child marriage and traditional gender roles. This will result in an increased number of girls benefiting from the proposed intervention under its different components.

Disability: UNICEF and INGOs will make efforts to mainstream children with disabilities into education programmes. Since youth with disabilities may be more prevalent among economically inactive and marginalized youth, UNICEF will work with implementing partners to include them in entrepreneurship capacity building as well as in youth consultations.

In Jordan, UNICEF has worked closely with the European Union since 2012 to build the capacity of the Government and NGOs to provide inclusive formal, informal and special education and psychosocial support for children with disabilities and learning difficulties. These efforts will continue in 2015-2016 to strengthen the referral system for all children with disabilities to access education services, in the formal education system as well as through alternative education services.

Since the onset of the Syrian emergency in Lebanon, UNICEF's partners (including Government and local authorities) have maintained a special focus on disabilities to help prevent children and adolescents in need from being marginalized and prevented from accessing or benefiting from services. The inclusion of children with mental disabilities has proved to be more challenging than for children with physical disabilities, however the development of an increasing variety of specialized services and of a more sophisticated referral system has ensured stronger access to services for all children.

In Turkey, special attention will be paid to ensuring the inclusion of children and youth with disabilities under all the aims and activities of the action, in view of the high risk of their under-participation and social exclusion. Environmental and social barriers to the participation of these children and youth will be identified and addressed. Training activities and community outreach and campaigns will be planned - and the content, materials and methods used will be designed - to be inclusive for girls and boys with disabilities.

3.5. Stakeholders

3.5.1. Lebanon

In Lebanon, all stakeholders in education activities are aligned with the [Reaching All Children with Education \(RACE\) Plan](#), in the context of the [Lebanon Crisis Response Plan \(LCRP\)](#), the instrument developed and used for joint planning, coordination and resource mobilization. The RACE executive

¹⁰Situation analysis of youth affected the Syrian crisis; UNICEF, UNFPA, UNESCO, UNHCR & SCI; 2014

committee is chaired by the Ministry of Education and Higher Education (MEHE) and comprises UN representatives and the donor community, including the EU.

Similarly to Education, the proposed child protection activities are aligned with the above mentioned LCRP, jointly developed and endorsed by UNICEF and the Government of Lebanon. UNICEF Lebanon and UNHCR co-lead the Child Protection and GBV Sectors through the Child Protection in Emergencies Working Group and the GBV National Technical Task Force. The main Governmental counterpart for the Child Protection and GBV Section is the Ministry of Social Affairs, with which an Annual Rolling Work Plan is signed on a yearly basis.

The Child Protection and GBV Section is also currently engaging on thematic issues with the Government of Lebanon through more than ten different work and action plans or national strategies. The main of these is the multi-year “MoSA national Plan to Safeguard Children and Women in Lebanon” (October 2014 - March 2016). The plan supports the development or consolidation of family-support networks around MoSA’s Social Development Centres (SDCs) in 57 pilot vulnerable locations in Lebanon. CP and GBV prevention and response services are provided to children and caregivers through a partnership established between the SDCs and UNICEF’s implementing partners. Planning, coordination and monitoring of progress are led in Beirut through a UNICEF/MoSA joint Steering Committee.

On GBV, UNICEF works in line with the national plan of the GBV National Technical Task Force (NTTF) established in 2012 by MoSA. The implementation of UNICEF’s CP/GBV portfolio is ensured by more than twenty national and international partners with which UNICEF maintains regular coordination.

3.5.2. Jordan

Intensive liaison and coordination is being conducted with the Ministry of Education with regards to the enrolment of all out of school children in public schools to provide them with quality education in the formal system. In parallel, given the current limited absorption capacity of the formal education system, within the MAKANI framework, UNICEF is advocating with the Ministry of Education to officially a) provide equivalency letters to allow out of school children who successfully completed informal education modules to sit for tests to re-enter public schools as soon as conditions allow it; b) utilize the currently available options within MOE policies on home schooling.

During the implementation of the multiple projects, UNICEF will coordinate with its partners to ensure common standards of services is being delivered across its networks of MAKANI Centres through regular field monitoring visits and progress review meetings of the programme across its Education, Child Protection and Youth sections. UNICEF also intends to establish a real time web-based MAKANI Information Management and Monitoring system which will enable a consolidated framework of reporting of MAKANI related data along with a dedicated monitoring framework per centre, per partner, per governorate as well as overall. This system will enable to flag service provision issues as well as feed into expansion of the MAKANI programme to other locations based on identified catchment areas of Out of School children.

3.5.3. Turkey

Implementation of activities will be undertaken by UNICEF in collaboration with national and provincial authorities specifically MoNE, AFAD, MoFSP, GAP administration, Turkish Red Crescent Society (TRCS), other NGOs, local authorities and relevant partners in specific technical areas, such as training and cash transfer/incentives for volunteer teachers, construction and infrastructural works, social communication, youth engagement, SGBV, and informal education.

In Turkey, the Ministry of National Education (MoNE) is leading the provision of educational opportunities for Syrian children, and UNICEF is working closely with both central and provincial MoNE offices, and the provincial action plans (PAPs), to which UNICEF provided technical support, are the key tools for both MoNE and UNICEF to ensure assessing and monitoring the needs and preventing duplication of support. This UNICEF-MoNE close cooperation is the best effort not only to prevent double-financing of all funds available via UNICEF, but also to avoid duplications with other agencies.

Child Protection as a standing item is discussed and coordinated within the context of the overall Protection and Community Services working group which periodically convenes in Ankara and Gaziantep, with changing participating organizations, as well as through the SGBV working group, notably on the issue of child marriage. UNICEF also has work plans with AFAD and MoFSP in order to strengthen and institutionalise the national child protection capacity and focus within the Syrian Crisis Response through both channels. A Child Protection in Emergency Training package, including Turkish versions and adaptations of international standards¹¹, is rolled out among concerned officials and NGO field actors. Child Protection Provincial Boards are also solicited to ensure coherent child protection responses across sectors (social and child services, judiciary, education, health, etc.).

3.5.4. 'Sahabati' Initiative

A legal framework will be established in collaboration with a regional or international institution that is recognized in this field. Policy and partnership frameworks will also be developed with the concerned Ministries of Education, regional bodies (League of Arab States and ALECSO), UN agencies, NGOs and the private sector. Issues related to ownership of the initiative, property rights and quality control will be addressed through the design of a regional governance structure, overseen by an advisory board that will bring together the major partners, including donors.

The overall coordination and management function of the initiative will be undertaken by a regional management team (that will be overseen by the advisory board) responsible for the development of regulatory and operational guidelines to ensure quality frameworks and the standardization of the initiative across countries. The regional team will also organize technical support to countries and engage in resource mobilization

4. IMPLEMENTATION ISSUES

4.1. Financing agreement, if relevant

In order to implement part of this action, it is not foreseen to conclude a financing agreement with the Government of Jordan, referred to in Article 184(2)(b) of Regulation (EU, Euratom) No 966/2012.

4.2. Indicative operational implementation period

The indicative operational implementation period of this action, during which the activities described in section 3.2 will be carried out is 36 months from adoption of this Action Document by the Operational Board.

Extension of the implementation period may be agreed by the Manager which will be communicated immediately to the Operational Board.

4.3. Implementation components and modules

4.3.1. Action 1 – Indirect management with UNICEF

In line with the above objectives and results, the implementation will be delegated to UNICEF by way of a delegation agreement (indirect management) because of their relevant collaboration with the national Ministries of Education, the local authorities and relevant partners particularly in support to formal education and because of their extensive capacity as pillar assessed agency.

An exception from the principle of Non-retroactivity is made.

4.3.2. Action 2 – grants with NGOs

- a) Grant: direct award (direct management)

¹¹ See: <http://www.unicef.org.tr/bilgimerkezi.aspx?grup=43>

The Fund has been established under Article 187 of the Financial Regulation as 'emergency' trust fund, and is therefore covered with flexible procedures applicable to crisis situations. Moreover, the crisis situation applicable to all programmes implemented in the whole of Syria and activities related to the Syrian crisis which will have to take place outside Syria has been extended until 30/06/2016.

Based on the evaluation of concept notes received by the Fund, specialised European or International non-profit operators and CSOs are envisaged partners for activities in areas such as non-formal education. Presence and experience in the region, immediate intervention capacity, and the ability to work in multi-actor approaches and inclusive partnerships aimed at recognising the value of different stakeholders' contributions and synergies will be part of the evaluation criteria.

b) Eligibility conditions

The lead applicant needs to be a legal entity, be non-profit making and non-governmental organisation. Specialised European or International non-profit operators and CSOs will be envisaged partners.

c) Essential selection and award criteria

Essential selection criteria are the financial and operational capacity of the applicant. The essential award criteria are relevance of the proposed action to the objectives of the Action Document; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action

d) Maximum rate of co-financing

The maximum possible rate of co-financing for the grants is 80% of the total eligible costs of the action.

If full financing is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100%. If full funding is essential, the applicant has to provide adequate justification and accepted by Manager, in respect of the principles of equal treatment and sound financial management.

f) Indicative trimester to conclude the grant agreements is 1st trimester of 2016.

4.3.3. Management structure at country level

The management structure of the overall programme will depend on the implementation bodies that will be chosen. Country-based education sector groups or a specific UNICEF/NGO/EU coordination group gathering the main stakeholders should meet regularly; the Madad Fund team and/or relevant EU Delegations would participate as observers to ensure that activities are in line with host governments' guidelines and national plans.

4.3.4. Regional Management Structure of Trust Fund-UNICEF partnership

Under the leadership of the MENA Regional Director, overall oversight, including programme coherence, coordination, reporting and donor liaison, for the UNICEF –EU Madad fund partnership will be the responsibility of the MENA Deputy Regional Director (DRD) in collaboration with UNICEF Brussels, CEE-CIS Regional office and relevant UNICEF country offices. The DRD will be supported by dedicated staff at the regional level. Representatives at Country Level are accountable for management and delivery of their respective Madad funded targets.

UNICEF senior representatives and relevant technical staff from the regional (MENA and CEE-CIS as defined in the Syria Crisis SOPs) and country level as well as members of the EU Madad Fund and EU delegations will meet periodically to discuss the partnership. UNICEF will also meet with key NGOs, UN partners and donors at the regional level under the umbrella of the 'No Lost Generation.' RO CEE/CIS will be kept in copy and fully informed.

Regional Advisors from Central European Commonwealth of Independent States (CEE-CIS) regional office and MENARO will be part of these discussions, along with the full membership of the Syria

Crisis Coordination Group (includes all Country Offices). The RO CEE/CIS will be responsible for guidance and orientation as well as provision of technical advice, oversight and quality assurance on the implementation of TCO's 3RP response. RO CEE/CIS will also be responsible for support to implementation of Turkey specific audit and evaluation recommendations related to 3RP implementation, including to ensure that TCO response remains aligned with the agreed upon overall regional strategic approaches. MENARO advisors will remain informed on the above and - upon request of RO CEE/CIS - could provide direct technical support. In consultation with RO CEE/CIS, the TCO may seek support from other parts of the organization, including from MENARO staff, in certain technical areas if capacity is not available from CEE/CIS RO.

4.4. Indicative budget

Component	Amount in EUR
Action 1 - Indirect management with Unicef	90,000,000
Action 2 - Grants (direct management)	30,000,000
TOTAL	120,000,000

** Costs for Monitoring, evaluation, communication and visibility shall be part of the contracts to be signed under Actions 1-3*

4.5. Performance monitoring

4.5.1. Trust Fund M&E

Monitoring shall be ensured primarily through EU Delegations in-country and in particular with the assistance of specific Trust Fund field & liaison officers posted within the EU Delegations. In addition, the EU Trust Fund will launch an independent M&E exercise to accompany all Fund programmes and ensure that targets are met and lessons learnt can be incorporated into other EUTF actions.

The purpose of the Madad EUTF Monitoring and Evaluation Framework is to assess, across various levels, the degree to which the Overall Objective of the Trust Fund has been achieved, ie: to assess whether the Madad EUTF provides "a coherent and reinforced aid response to the Syrian crisis on a regional scale, responding primarily and in the first instance to the needs of refugees from Syrians in neighbouring countries, as well as of the communities hosting the refugees and their administrations, in particular as regards to resilience and early recovery".

The Madad Trust Fund M&E Framework will assess the effective delivery of programmes, contribute to improved project design, and develop a knowledge base of 'what works' to allow for continuous improvement of aid delivery. Above all and in the spirit of the Agenda for Change, the Madad Trust Fund M&E Framework aims to ensure upward and downward accountability and transparency of EU support towards the Madad Trust Fund Board and end beneficiaries, respectively.

The Trust Fund and actions financed by it are subject to the monitoring and evaluation rules applicable to EU external programmes, in order to ensure the respect of the principles of economy, efficiency and effectiveness, as per Article 13 of the Agreement Establishing the Madad Trust Fund.

4.5.2. UNICEF monitoring

Lebanon

UNICEF uses several monitoring and evaluation methodologies to effectively manage the overall project and inform the emergency response in the evolving context. Monitoring and evaluation tools included:

Reporting from UNICEF Field monitoring systems: This includes direct field monitoring and reporting visits by UNICEF programme officers and implementing partners and to provide regular data on the quality of programme delivery, bottlenecks in implementation and end-use of supplies. UNICEF's field monitoring includes: (1) input monitoring; (2) implementing partner progress report verification; and (3) qualitative monitoring and observation. During the reporting period, regular field monitoring visits were conducted to inform programme implementation.

Simplified programme implementation reporting from UNICEF partners: This monitoring entails monthly reporting by implementing partners against key indicators through the Activity Info online platform, and quarterly monitoring on progress against expected results and priority programme performance indicators as agreed in the Programme Cooperation Agreement (PCA) Monitoring and

Reporting Addendum signed with all partners. This is accompanied by field visits and spot-checks by UNICEF programme and operations staff throughout the project interventions.

Third Party Monitoring: In addition to UNICEF and partner monitoring systems, a Third Party Monitoring agency monitors a selection of UNICEF programmes and their implementing partners across the country. Weekly reports verify delivery of UNICEF supplies, identify programming challenges, assess progress and performance of implementing partners and identify any unmet needs of women and children in affected areas.

Monitoring of Direct Cash Transfers to MEHE: The Lebanese Council of Ministers approved on 24th December, 2014 the Minister of Education's operation of accounts for UN funds. UNICEF established this special account specifically for cash transfers to MEHE. In-school monitoring visits are made four times per school year by the third party monitoring agency to verify both the number of registered refugee children and regular attendance in classes

Jordan

Performance monitoring will be implemented collaboratively by UNICEF and implementing partners as part of the overall Monitoring and Evaluation Plan of UNICEF Jordan.

UNICEF in humanitarian situations follows the Humanitarian Performance Monitoring Framework with standardised monitoring and evaluation activities and tools. Sets of Key Performance Indicators and targets are set up in line with the Appeals (RRPs, 3RP) and in application of Humanitarian Performance Monitoring. UNICEF's planning, monitoring and evaluation section has hired two dedicated Monitoring & Evaluation Officers, who are responsible for ensuring consistent monitoring of all emergency assistance provided to Syrian refugees in transit and campsites as well as host communities. Six Field Monitors are supporting the M&E Officers by monitoring the work of partners on the ground through weekly field visits that check the quality of service delivery in meeting the needs and targets of displaced vulnerable Syrians.

In addition, real time monitoring of Makani centres is being set up, with a system allowing Makani centers to upload progress in real time. In addition to the new real time monitoring system, UNICEF will continue to maintain daily interaction with implementing partners to coordinate and provide technical assistance to field level implementation of the projects. Implementing partners will also continue to report on the number of beneficiaries reached to UNICEF in a standardised format on a monthly basis using ActivityInfo online database.

Turkey

UNICEF Turkey will be responsible for overall programme management, oversight and coordination including regular progress monitoring and reporting. Progress and results of activities will be systematically monitored through the UNICEF internal monitoring.

UNICEF will collaborate with national and local authorities and relevant partners in monitoring implementation through field visits to locations in the south-east of Turkey, inputs for monthly regional situation reports as well as quarterly and annual progress reviews. UNICEF is strengthening the field monitoring component of the performance monitoring system, including with additional staff and potentially the use of third party verification of key activities. UNICEF will also continue to provide technical support to the MoNE in the further development and operationalisation of the complementary education management information system for foreign pupils and students under temporary protection, known as YOBIS, which could be linked to the country Education Management of Information System (EMIS) and generate periodical situational reports of Syrian children's access to the education systems under the Circular 2014/21. Besides serving as a monitoring tool, this system will contribute to strengthening national capacities and assuring sustainability of the institutional response.

4.6. Evaluation and audit

The EU Trust Fund will launch an independent M&E exercise to accompany all Fund programmes and ensure that targets are met and lessons learnt can be incorporated into other EUTF actions.

If necessary, ad hoc audits or expenditure verification assignments could be contracted by the European Commission for one or several contracts or agreements. Audits and expenditure verification assignments will be carried out in conformity with the risk analysis in the frame of the yearly Audit Plan exercise conducted by the European Commission. Evaluation and audit assignments will be implemented through service contracts, making use of one of the Commission's dedicated framework contracts or alternatively through the competitive negotiated procedure or the single tender procedure.

If necessary, the European Commission may conduct a verification of the action in accordance with the verification clause of the UN-EU Financial and Administrative Framework Agreement (FAFA).

4.7 Communication and visibility

4.7.1 Overall considerations

While communication and visibility of the EU is a legal obligation for all external actions funded by the EU, to date the visibility of the EU's support to the Syrian crisis, in particular in neighbouring countries affected by the crisis, has been insufficient. The public perception is that the EU is not addressing the Syrian crisis, when in fact it is the largest donor. The lack of visibility to the EU's actions weakens the EU's political traction in the region and its standing in Europe.

Therefore, communication and visibility is an important part of all Madad Fund programmes factored into the implementation in order to underline its importance at all stages of the planning and implementation of the Programme.

All visibility actions by Madad Fund implementing partners outside areas of conflict should be stepped up. Each implementer will have to draw up a comprehensive visibility and communication plan for their respective target country/community and submit a copy for approval to the Madad Fund and relevant EU Delegation. The related costs will be covered by the budgets of the contract as part of the project.

The Communication and Visibility Manual for European Union External Action and/or other agreed joint visibility guidelines shall be used. All visual and audio outputs (*e.g.* spots, short films, video, interview, pictures, *etc.*) should be shared and used by the European Commission / the Madad Fund free from copyrights and limitations. Media related events will be carried out in partnership with the Madad Fund and the responsible EU Delegation in country in line with the EU Trust Fund guidelines.

4.7.2 Specific communication and visibility actions for this programme

Reinforcing and sustaining broad public and political understanding and endorsement for the partnership and its objectives will be critical to its success. This requires that key audiences both inside the target countries and in Europe are targeted with appropriate messaging and creative communication work that will enhance public perceptions of the value and impact of assistance provided by the EU to children affected by the Syria crisis.

In order to achieve this goal, the main partner in the programme, UNICEF, will develop and implement with the Trust Fund the activities and products described below to help key audiences throughout MENA and Europe understand the different ways the partnership is helping address the long term consequences of the Syria crisis on children and, in particular, meet those children's needs and aspirations.

Specific Outcomes:

- Improved public and media understanding of the situation and needs of children affected by the Syria crisis, and the rationale for providing them with livelihoods, community services and education.
- Heightened public and media awareness of the impact and value of the EU's response to the Syria crisis.
- Key programmatic objectives of the No Lost Generation initiative (eg access to learning, a

protective space and youth engagement) are understood and reinforced through positive messaging.

- Regular production and distribution of high quality EU-branded visibility and communication materials from across the sub region.
- Digital media platforms established allowing young Syrians and other youth affected by the conflict to tell their stories.

Target Audiences

Key target audiences include:

- General public in Europe and the Middle East
- Mainstream traditional and new media in Europe and MENA
- Partners from aid organisations and the private sector
- Syrians affected by the crisis and public audiences in countries hosting refugees **Activities**

Mainstream Media Outreach:

Regional and national media in Europe and MENA will be vital partners for the partnership, through which its goals and progress can be continuously promoted. Activities will include:

- Launch regular and one-year-on press conferences/media briefings in Brussels and selected MENA capitals
- Produce several topical reports on different aspects of the No Lost Generation and Madad Partnership
- Release regular progress reports, press releases and human interest stories showing the impact of EU contributions to the Syria crisis response, and highlighting the contribution of partners.
- European and regional media field visits to projects in crisis-affected countries
- Field visits by European and MENA celebrities and media, including VIP UNICEF ambassadors
- Ongoing social media work promoting partnership activities with #tag
- Documentary on Syrian children supported by the Trust Fund: (possible theme "24 hours in the life of Syrian children around the region") to be undertaken in partnership with a leading international broadcaster
- Documentary film charting the progress of the partnership and this programme.
- Develop an on-line portal for media to access photos, footage and other multimedia material

Youth Media:

A critical part of the communication and visibility work will create a platform for the voices of young Syrians and other youth in communities hosting them. Working alongside private sector partners, a range of on-line and social media communication and media initiatives and events will be organised, allowing youth around the region to interact among themselves, record their experiences and achievements, and express their hopes and aspirations for the future. Activities could include:

- Establishment of an Arabic Voices of Youth-style internet portal and moderated social media platform;
- **Virtual student exchange** linking children from European schools with Syrian children inside Syria and in neighbouring countries. This will allow improved understanding on how children from Syria go by their daily lives. It will also create a platform for children from

Europe to share views on different aspects and aspirations, helping promote understanding and tolerance among the two participants;

- **Partnership with the private sector** to increase children's access to social and digital media through mobile telephony and youth internet cafes etc;
- Arab Youth Debate event with key figures **to speak about Syrian youth issues.**
- **Virtual TED-X or similar Event:** This event will bring together a number of children from Syria to speak about their experiences to a wide audience in a regional and European capitals.

Visibility items:

- Develop with the EU a unique identity and brand for the Trust Fund partnership for use on all products and platforms.
- Paid ads promoting the partnership in select European newspapers and on-line
- Development of PSAs for on-line and broadcast
- Photo book to mark five years of the Syria crisis and the EU efforts to help the children affected by it
- Outdoor promotion of the partnership in European cities
- Branded T-Shirts, caps, Desk calendar, USB- sticks and other visibility items

Considering the importance and size of this programme, together with its complexity, UNICEF will make sure that one Communication person at HQ level (Brussels) is dedicated to manage the C&V strategy of the Action. That person will ensure that all Country Offices and Regional Offices (MENARO and CEE/CIS) follow a common line strengthening the Visibility at national, regional and global level, and will ensure that the EU receives the deserved recognition.