

A photograph showing a man and a woman in a classroom or workshop setting. The man is leaning over the woman, looking at a whiteboard. The woman is holding a black marker and writing on the whiteboard. The whiteboard has Arabic text written on it in red and black ink. The background is a simple, possibly tent-like structure with a wooden frame.

**SYRIA CRISIS EDUCATION
INFORMATION MANAGEMENT (IM) PACKAGE
NOVEMBER 2020 REVISION**

**#NOLOST
GENERATION**

#لا_لضياع_جيل

ACRONYM

| | |
|----------------|---|
| 3RP | Regional Refugee and Resilience Response Plan |
| 4Ws | Who does What, Where, When |
| ALC | Alternative Learning Centres |
| ALP | Accelerated Learning Programme |
| ASER | Annual Status of Education Report |
| BTL | Back-to-Learning (campaign) |
| CCTE | conditional cash transfer for education |
| DfID | Department for International Development (UK) |
| DPG | Development Partners Group |
| EC/ECHO | European Commission/European Civil Protection and Humanitarian Aid Operations |
| ECE | early childhood education |
| ECW | Education Cannot Wait |
| EDF | Education Dialogue Forum |
| EGMA | Early Grade Mathematics Assessment |
| EGRA | Early Grade Reading Assessment |
| EiE | education in emergencies |
| EMIS | Education Management Information System |
| FTS | financial tracking systems |
| HNO | Humanitarian Needs Overview |
| HRP | Humanitarian Response Plans |
| IFE | informal education |
| INEE | Inter-agency Network for Education in Emergencies |
| ISCED | International Standard Classification of Education |
| ISIL | Islamic State of Iraq and the Levant |
| JRP | Jordan Response Plan |
| KRI | Kurdistan Region of Iraq |
| LSCE | Life Skills and Citizenship Education |
| LSS | Learning Support services |

ACRONYM

| | |
|---------------|--|
| MEHE | Ministry of Education and Higher Education (Lebanon) |
| MOE | Ministry of Education |
| MONE | Ministry of National Education (Turkey) |
| MSNA | Multi-Sector Needs Assessment |
| NEAR | European Neighborhood Policy and Enlargement Negotiations |
| NFE | non-formal education |
| NGO | non-governmental organization |
| NLG | No Lost Generation |
| OCHA | Office for the Coordination of Humanitarian Affairs |
| RACE | Reaching All Children with Education |
| RAMP | Early Grade Reading and Mathematics Project (Jordan) |
| SDG | Sustainable Development Goal |
| SLM | Self-Learning Material |
| SLP | Self-Learning Programme |
| TEC | Temporary Education Centres |
| TIMSS | Trends in International Mathematics and Science Study |
| TLS | Temporary Learning Spaces |
| TVET | Technical and Vocational Education and Training |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| UNPD | United Nations of Population Division |
| UNRWA | United Nations Relief and Works Agency for Palestine Refugees in the Near East |
| WASH | water, sanitation and hygiene |
| WoS | Whole of Syria |
| WFP | UN World Food Programme |
| YÖK | Higher Education Council (Turkey) |
| YTB | Presidency for Turks Abroad and Related Communities |

TABLE OF CONTENTS

| | |
|-------------------------------|----------|
| Acknowledgements | 6 |
|-------------------------------|----------|

| | |
|---------------------------|----------|
| Introduction | 7 |
|---------------------------|----------|

ACCESS TO EDUCATION

| | |
|--|-----------|
| Key challenges in securing access | 13 |
|--|-----------|

| | |
|-----------------------------------|-----------|
| Strategic directions | 15 |
|-----------------------------------|-----------|

| | |
|--------------------------------|-----------|
| Access indicators | 16 |
|--------------------------------|-----------|

| | |
|--|-----------|
| 1.1 Early childhood education (ECE) | 16 |
|--|-----------|

| | |
|---|-----------|
| 1.2 Formal general education | 19 |
|---|-----------|

| | |
|--|-----------|
| 1.3 Accredited non-formal education | 22 |
|--|-----------|

| | |
|--|-----------|
| 1.4 Non-accredited non-formal education | 22 |
|--|-----------|

| | |
|--|-----------|
| 1.5 Technical and vocational education and training | 28 |
|--|-----------|

| | |
|-------------------------------------|-----------|
| 1.6 Tertiary education | 34 |
|-------------------------------------|-----------|

| | |
|---|-----------|
| 1.7 Back-to-Learning (BTL) campaigns | 38 |
|---|-----------|

| | |
|---------------------------------------|-----------|
| 1.8 Education facilities | 42 |
|---------------------------------------|-----------|

| | |
|-------------------------------------|-----------|
| 1.9 Education supplies | 50 |
|-------------------------------------|-----------|

| | |
|-------------------------------------|-----------|
| 1.10 Social protection | 53 |
|-------------------------------------|-----------|

QUALITY EDUCATION

| | |
|--|-----------|
| Key challenges in securing quality education | 59 |
| Strategic directions | 59 |
| Quality indicators | 60 |
| 2.1 Teacher and education personnel profession development | 60 |
| 2.2 Teacher and education personnel recruitment and retention | 63 |
| 2.3 Life skills and citizenship education | 69 |
| 2.4 Teaching and learning materials | 74 |

SYSTEMS STRENGTHENING

| | |
|--|-----------|
| Key challenges related to systems strengthening | 77 |
| Strategic direction | 78 |
| 3.1 Policies and strategies | 79 |
| 3.2 Data collection systems | 81 |
| 3.3 Capacity development | 83 |

ACKNOWLEDGEMENTS

We, the co-leads of the education pillar of the No Lost Generation Initiative, are pleased to present an updated version of the Information Management (IM) Package aimed at guiding education response in emergency settings, in particularly the Syria Education Response.

We would like to thank No Lost Generation (NLG) Education pillar partners that contributed to this harmonized indicator framework effort to track both national and international collective actions in support of the delivery of quality education to Syrian children within the host countries and Syria.

The revision of the Information Management (IM) Package benefited from the experiences sharing and emerging practices during COVID-19 pandemic time. We would also like to thank the contributors and the facilitators of the online consultation process for the support provided through their commitment despite the challenging time and exigencies due to the COVID-19 pandemic.

This manual was reviewed by the following colleagues: UNESCO (Hana Yoshimoto, Ali Khadija, Georgescu Dakmara, Chehab Maysoun, Li Gaoming Hui, Osta Nour, De St Pern Géraldine, Menassa Rita, Imad Elie, Yayoi Segi-Vltchek), UNICEF MENA (Hind Omer, Takako Shimizu, Cristin Koebele, Karen Bryner, Sara Yasan, Obaid Rehman, Gilmar Teddy Zambrana Cruz, Francesco Calcagno, Burcu Tamgac Morel, Hande Dilaver, Nabil Al-jarmozi, Niveen Hazem Dajani, Tomoya Sonoda, Chalak Hassan, Cleopatra Chipuriro, Katharina Wuppinger, Mohammad Taleb, Souad Al Sarraf, Vicken Ashkarian, Naoko Akiyama, Divya Jacob, Peter Quamo, Umasree Polepeddi, Charles Nabongo, Mais El Reem Zuhaika, Rani Sabboura, Bayan Al Mekdad, Aurelia Ardito, Amir Sabri, Michiru Sugi Mita, Rory Robertshaw, Abdulqader Kakasur, Alassane Ouedraogo, Hadeer Arafa, Aferdita Spahiu, Weaam El-Leithy, Manar Ahmed, Ahmed Mohamed Mahrous), UNHCR (Nuha Abdallah, Mari Harada, Ryan Marshall, Annika Gerlach, Yuka Hasegawa, Levent Eksi, Firat Olcay, Tima Safa, Mohammed El Shafei, Zeina Jadaan), UNRWA (Frosse Dabit, Pylvainen Helena, Jadallah Fuad) WFP (Nesrin Semen, Matilde Agostini, Maria Tsvetkova, Julian Gomez, Eliana Favari, Thomas Deville, Adriana Pepe, Osa Dahab, Zoirjon Sharipov, Ahmad Aldwairi, Viola Marini, Fatimata Sow Sidibe, Heba Nasr, Basma Mohamed, Syuzanna Siradeghyan, Sirin Elzuhairi, Marah Khayyat, Nihal Abdewahab, Khaled Ayoub, Marianna Barsoum, Wael Arafa), World Bank (Karishma Talitha Silva).

We expect that this revised manual will contribute towards the development, evaluation and monitoring of education interventions targeting Syrian children and their host communities. At the same time, it needs to be acknowledged that a continued support is required on these interventions, particularly in times when the world tries to deal with unprecedented social, economic and learning challenges entailed by COVID-19 pandemic. Together, we aspire to ensure that Syrian children do not become a forgotten generation.

Jeannette Vogelaar and Irina Isomova
Co-leads NLG Education Pillar

INTRODUCTION

In 2020, more than 11.6M Syrians remained uprooted from their homes due to the ongoing conflict. Over 6 million have been internally displaced while 5.6 million have sought refuge in Turkey, Lebanon, Jordan, Iraq, Egypt¹. The decade long war, aggravated by domestic economic decline in the region, continues to put tremendous stress on the overstretched education systems in both Syria and the host countries, undermining previous investments in the education sector. Despite all the challenges, education remains a key priority in the response and it is critical that the continuity of services throughout the academic year is sustained. This includes increasing educational services for adolescents and youth including technical and vocational training opportunities and foundational learning needs.

With the onset of the COVID-19 pandemic in early 2020, in MENA schools and learning spaces were closed as preventative measures. The sudden disruption of education and learning for children posed significant challenges for education systems globally and in the MENA region, in particular. While online platforms and distance/home-based education interventions were launched across Syria and host countries, challenges including limited connectivity and restrictions in movement, posed a risk in excluding the most vulnerable children from accessing quality education opportunities.

Need for harmonized indicator framework to guide 3RP reporting

The IM Package emerged in the context of the Syria crisis with a view to harmonize monitoring and reporting processes among development and humanitarian partners through considering three main education pillars, namely Access, Quality and System Strengthening.

Since the start of the Syria Crisis response and the multi-country coordination, there have been progressive developments around indicators, information management (IM) and reporting. However, continuous capacity building initiatives for the key actors involved in providing timely quality data are needed to strengthen our analyses and deepen our collective knowledge around information management and reporting, including tackling some of the inconsistencies that have arisen when aggregating at regional level.

In 2015, in order to align the broad HRP/3RP objectives with the NLG framework, UNICEF MENARO developed a guidance for suggested outcome and output indicators for Education in Emergencies (EiE) linked to specific activities categorized and ordered along three goals: (i) Access to education, (ii) Quality of the education services and (iii) Education System Strengthening. The guidance was shared with and endorsed by the education sector coordinators during the 2015 3RP midyear review. It was then implemented at country level to different degrees and countries experienced a few challenges on the way. Furthermore, the London Pledging Conference in February 2016 engaged countries around strategic shifts to the education policy environment, access and quality of education that need to be taken into consideration in the education response planning, programming and reporting. During the Syria Crisis Information Management workshop held in Amman in July 2016, country delegations from Syria and the 5 refugee hosting countries developed the Syria crisis education IM Package, a consistent and coherent list of EiE indicators that is accompanied with clear guidance on activities and methods of calculation. The IM Package has been used by the education sectors in each country within their respective education response plans (3RP and HRP) to ensure greater harmonization and comparability.



From 2017-2019 HRP/3RP Information Management and Education specialists met on annual basis to review the common Information Management Indicator framework based on field experiences and challenges faced in reporting the progress made in the education response to the Syria crisis both in the host countries and Syria. The three (3) review workshops were an opportunity to strengthen and endorse the Syria crisis IM Package and to discuss its application beyond the Syria crisis response, by mainstreaming it in other crises context within the MENA region. In addition, the workshops discussed the alignment of IM tools and systems used in the crises response to national data collection and management systems, in line with the recommendation of the London strategic shifts to enhance national systems to support an evidence-base response accounting for monitoring of equity, quality and inclusiveness.

In 2020, from June 2nd—30th, NLG Education pillar partners undertook similar exercise to review and update the existing Information Management Package indicator framework in line with emerging data needs such as further disaggregation of education type, population and age groups, as well as to reiterate and/or adjust the definitions of some misinterpreted terms in indicators affecting quality of collected data within pandemic and health emergencies contexts. The process which took place through online consultation gave an opportunity to 3RP countries to strategically align the scope of indicators in relation to quality and to explore how monitoring of learning achievements or needs of children with special needs may be incorporated and look at alignment with SDG4 reporting requirements both national and regional levels—In implementing Education Agenda 2030, countries have been prompted to use specific SDG4 indicators (some of them still work in progress). In the context of the 2020 IM Package review, several activities have been devoted to exploring the links between the IM Package indicators and those associated to reaching SDG4 targets. Both the identified similarities and differences among these two sets of indicators are source of reflection for countries to customize and enrich their monitoring and reporting approaches. The two sets of indicators reinforce one another while also helping users understand better the specificities of implementing education Agenda 2030 in emergency and crisis situations.

The entire process served as means to strengthen the capacity of Information Management and Education specialists through a shared understanding of the existing indicators and reporting framework, which will contribute to ensure greater harmonization and comparability around a set of indicators used across the countries involved in the Syria crisis response (Syria HRP; 3RP Egypt; 3RP Iraq; 3RP Turkey; 3RP Lebanon; UNRWA; ECW). The IM Package revision process launched in 2020, provided a space for partner agencies to discuss and agree on the scope of new indicators for specific donor reporting requirements to be added for enhancing planning process, resource mobilization and more targeted impactful response at country and regional levels with cross-sectoral lens — child protection, WASH, etc.

Furthermore, the process contributed to widen the discussion beyond the 3RP/HRP planning and response framework to promote the use of common indicators and comparative/comparable data that bridge the humanitarian development nexus towards non-emergency reporting and monitoring followed by transparent integration into national Educational Management Information System (EMIS). For instance, some common indicators used in the IM Package may gradually be able to fill the data gap in Non-Formal Education Management Information reporting and monitoring as proxy indicators. Those indicators currently reported in 3RP/HRP may eventually influence policies and practices leading to the adoption of conflict-sensitive monitoring system and cross-border sensitive data collection within respective government data systems related to delivery of quality education as basic rights to all children regardless of their nationalities or locations. In terms of data gaps, contribution of community-led data collection, reporting mechanisms and existing and possible surveys by NGOs and non-state actors will be discussed as well.

The rationale of the revision process intends to clarify and improve data validation and quality assurance processes at country level, thereby enforcing the foundation for the post-3RP/HRP reporting mechanism. Overall, this process seeks to increase the capacity of education-related UN country offices and Ministry of Education officials to positively engage in improving Information Management function related to education sector beyond humanitarian coordination mechanisms.

Who can use the IM Package?

Development and humanitarian partners working together in the context of the Syria crisis are the direct and primary users of the IM Package. At the same time, Ministries of Education and other relevant stakeholders will be steadily targeted in activities aiming to develop capacities and customize the indicators for usage at national level both as part of the Syria response and beyond. During the 2020 review process, the international partners contributing to the development of the package, emphasized the potential of the IM Package to be used beyond Syria in accordance with country contexts and priorities. The IM Package functions as a reference document for those who would like to build on it in order to refine national processes of education monitoring and reporting.

List of Recommended Indicators

Outcome Statement Scaling-up access to quality education for children affected by the Syria crisis

Outcome Indicator # of children and youth (3-24 years, girls/boys) accessing formal and non-formal quality education

| No. | Programme Area | No. | Output Indicator (BEFORE) | No. | Output Indicator (AFTER) |
|--|---|------|---|------|--|
| ACCESS: Increase access to education for crisis-affected children | | | | | |
| 1.1 | Early Childhood Education (ECE) | 1.1a | # of children (3-5 years, girls/boys) enrolled in ECCE or pre-primary education | 1.1a | # of children (3-5 years, girls/boys) enrolled in ECE or pre-primary education |
| 1.2 | Formal general education | 1.2a | # of children (5-17 years, girls/boys) enrolled in formal general education | 1.2a | # of children (5-17 years, girls/boys) enrolled in formal general education |
| 1.3 | Accredited non-formal education | 1.3a | # of children (5-17 years, girls/boys) enrolled in accredited non-formal education | 1.3a | # of children (5-17 years, girls/boys) enrolled in accredited non-formal education |
| 1.4 | Non-accredited non-formal education | 1.4a | # of children (5-17 years, girls/boys) enrolled in non-accredited non-formal education | 1.4a | # of children (5-17 years, girls/boys) enrolled in non-accredited non-formal education |
| | | 1.4b | # of children (6-19 years, girls/boys) enrolled in the Self-Learning Programme (SLP) | 1.4b | # of children (6-19 years, girls/boys) enrolled in the Self-Learning Programme (SLP) |
| 1.5 | Technical vocational education and training | 1.5a | # of youth (15-17 years, girls/boys) enrolled in formal TVET | 1.5a | # of youth (15-17 years, girls/boys) enrolled in formal TVET |
| | | 1.5b | # of youth (15-24 years, girls/boys) enrolled in non-formal TVET | 1.5b | # of youth (15-24 years, girls/boys) enrolled in non-formal TVET |
| | | 1.5c | # of youth (15-24 years, girls/boys) benefiting from informal TVET | 1.5c | # of youth (15-24 years, girls/boys) benefiting from informal TVET |
| 1.6 | Tertiary education | 1.6a | # of students (≥18 years, female/male) enrolled in tertiary education | 1.6a | # of students (≥18 years, female/male) enrolled in tertiary education |
| | | 1.6b | # of students (≥18 years, female/male) provided with tertiary education scholarships | 1.6b | # of students (≥18 years, female/male) provided with tertiary education scholarships |
| 1.7 | Back to Learning (BTL) campaigns | 1.7a | # of BTL campaigns conducted | 1.7a | # of BTL campaigns conducted |
| | | | | 1.7b | # of (5-17 year, girls/boys) children receiving support (including case-based support) for enrolment to all forms of education |

| | | | | | |
|------|----------------------|-------|---|-------|---|
| 1.8 | Education facilities | | | 1.8a | # of schools implementing safe school protocols |
| | | 1.8a | # of classrooms constructed, established or rehabilitated | 1.8b | # of classrooms constructed, established or rehabilitated |
| | | 1.8b | # of children (3-17 years, girls/boys) benefitting from classrooms constructed, established or rehabilitated | 1.8c | # of children (3-17 years, girls/boys) benefitting from classrooms constructed, established or rehabilitated |
| | | 1.8c | # of schools or learning spaces benefitting from gender-sensitive and disability-sensitive WASH facilities | 1.8d | # of schools or learning spaces benefitting from gender-sensitive and disability-sensitive WASH facilities |
| 1.9 | Education supplies | 1.9a | # of children (3-17 years, girls/boys) receiving school supplies | 1.9a | # of children (3-17 years, girls/boys) receiving school supplies |
| | | 1.9b | # of teachers/facilitators (female/male) receiving teaching materials | 1.9b | # of teachers/facilitators (female/male) receiving teaching materials |
| 1.10 | Social protection | 1.10a | # of children (5-17 years, girls/boys) provided with school transportation support | 1.10a | # of children (5-17 years, girls/boys) provided with school transportation support |
| | | 1.10b | # of children (5-17 years, girls/boys) supported by cash -transfers | 1.10b | # of children (5-17 years, girls/boys) supported by cash -transfers for education |
| | | 1.10c | # of children (3-17 years, girls/boys) benefitting from school feeding programmes | 1.10c | # of children (3-17 years, girls/boys) benefitting from school feeding programmes |

QUALITY: Improve the quality of formal and non-formal education within a protective environment

| | | | | | |
|-----|---|------|--|------|--|
| 2.1 | Teacher and education personnel professional development | 2.1a | # of teachers and education personnel trained (female/male) | 2.1a | # of teachers and education personnel trained (female/male) |
| 2.2 | Teacher and education personnel recruitment and retention | 2.2a | # of teachers and education personnel receiving incentives (female/male) | 2.2a | # of teachers and education personnel receiving incentives (female/male) |
| | | 2.2b | # of teachers and education personnel receiving teaching resources, kits and guides (female/male) | 2.2b | # of teachers and education personnel receiving teaching resources, kits and guides (female/male) |
| 2.3 | Life skills and citizenship education | 2.3a | # of children (5-17 years, girls/boys) benefitting from life skills and citizenship education programmes in formal settings | 2.3a | # of children (5-17 years, girls/boys) benefitting from life skills and citizenship education programmes in formal settings |
| | | 2.3b | # of children and youth (5-24 years, girls/boys) benefitting from life skills and citizenship education programmes in non-formal settings | 2.3b | # of children and youth (5-24 years, girls/boys) benefitting from life skills and citizenship education programmes in non-formal settings |
| | | 2.3c | # of children and youth (5-24 years, girls/boys) benefitting from life skills and citizenship education programmes in informal settings | 2.3c | # of children and youth (5-24 years, girls/boys) benefitting from life skills and citizenship education programmes in informal settings |
| | | 2.3d | # of teachers and educational personnel receiving training in life skills and/or citizenship education | 2.3d | # of teachers and educational personnel receiving training in life skills and/or citizenship education |

| | | | | | |
|-----|---------------------------------|------|--|------|--|
| 2.4 | Teaching and learning materials | 2.4a | # of children (5-17 years, girls/boys) receiving textbooks | 2.4a | # of children (5-17 years, girls/boys) receiving textbooks |
| | | 2.4b | # of children (3-17 years, girls/boys) receiving supplementary materials in formal and non-formal/informal settings | 2.4b | # of children (3-17 years, girls/boys) receiving supplementary materials in formal and non-formal/informal settings |
| | | 2.4c | # of children (3-17 years, girls/boys) benefitting from recreational materials | 2.4c | # of children (3-17 years, girls/boys) benefitting from recreational materials |

SYSTEM STRENGTHENING: Strengthen the capacity of the education system to deliver a timely, coordinated and evidence-based education response

| | | | | | |
|-----|-------------------------|------|---|------|---|
| 3.1 | Policies and strategies | 3.1a | # of crisis-sensitive policies and strategies developed and endorsed | 3.1a | # of crisis/emergency-sensitive policies and strategies developed and endorsed |
| 3.2 | Data collection systems | 3.2a | # of programmes implemented to improve data collection in humanitarian situations | 3.2a | # of programmes implemented to improve education data system in humanitarian situations |
| 3.3 | Capacity development | 3.3a | # of education actors (female/male) trained on policy, planning, data collection, sector coordination or INEE Minimum Standards | 3.3a | # of education actors (female/male) trained on policy, planning, data collection, sector coordination or INEE Minimum Standards |
| | | 3.3b | # of Parent Teacher Associations (PTA) supported or established | 3.3b | # of Parent Teacher Associations (PTA) supported or established |
| | | | | 3.3c | # of parental engagement activities supported or established |

KEY CHALLENGES IN SECURING ACCESS TO LEARNING PATHWAYS WITHIN THE SYRIA CRISIS EDUCATION RESPONSE²:

On access to education:

In 2019, in Syria, two-thirds of the school-age population or an estimated 3.5 to 4 mln school-age³ Syrian children⁴ are enrolled in formal and non-formal education⁵ against a pre-war context where almost all children went to school and finished secondary education. In the five host countries, the school-age Syrian refugee population has been fluctuating over the past three years with an increase of 6 per cent from 1.95 million in December 2017 to 2.06 million⁶ in December 2018 and slight decrease of 0,7 percent in December 2019 to 2.05 million compared to 2018. In the five host countries, access to formal education has increased by 3 per cent from 1.14 million in December 2018 to 1.18 million in December 2019. In non-formal education, a similar trend has been recorded with 3 per cent increase from 120,656 in December 2018 to 124,230 in December 2019.

Despite the HRP/3RP partners efforts, there is still an estimated 2.1 million children in Syria remain out of school, and at least a further 1.3 million (one out of three children in school) are at risk of dropping out.⁷ As a result, 2019 showed some improvement in numbers of Syrian children out of school with 747,000 children in 2019 compared to the 801,000 children in 2018. Still 36% percent (or approximately 1 out of 3) of Syrian refugee school-age children are out of school. In 2020, the decade long war, aggravated by domestic economic decline in the region, continues to put tremendous stress on the overstretched education systems in both Syria and the host countries, undermining previous investments in the education sector. Despite all the challenges, education remains a key priority in the response and it is critical that the continuity of services throughout the academic year is sustained. This includes increasing educational services for adolescents and youth including technical and vocational training opportunities and foundational learning needs. In context of global health pandemic, such as COVID-19, children's education globally can be threatened.

The current pandemic has prompted-governments across the world to take drastic measures to contain the spread of the virus which include school closures as preventive measures. The sudden disruption of education and learning for children posed significant challenges for education systems globally. The prolonged closure of education institutions may lead to learning loss and may affect learning outcomes and erode past achievements and or gains in ensuring quality learning opportunities for all.

2- This section is based on key challenges and recommendations identified in the No Lost Generation (NLG) report presented at the Brussels Conference on 'Supporting the Future of Syria and the Region' in 2018: NLG.2018. We made a promise: Ensuring Learning Pathways and Protection for Syrian children and youth

3- NLG: Continuous learning for Syrian children and Youth: Report on school year 2019/2020

4- 'School age' in this paper refers to ages 5-17 years, with the exception of Lebanon, where the age group 3-18 years is used. Inside Syria, school-age children not enrolled in formal education are considered as out of school. In the five host countries, children not enrolled in either formal or non-formal education are considered as out of school.

5- Non-formal education (NFE) in this paper refers to accredited and non-accredited non-formal education. For Turkey, it includes accredited non-formal education programmes and language classes; for Lebanon, it includes basic literacy and numeracy for children and youth, and an accelerated learning programme; for Jordan, it includes certified catch-up and drop-out programmes, learning support services and non-formal kindergarten.

6- UNHCR school-age population estimates for Syrian refugees

7- UN OCHA, March 2019. Humanitarian Needs Overview (HNO) 2019.

In an attempt to ensure continuity of education for all, Ministries of Education programmatic responses across Syria and host countries include remote / blended / hybrid learning policies, teaching and learning approaches that directed educators to use delivery channels that included digital tools, TV/radio-based teaching, and take-home packages so students could continue to learn. The most vulnerable and disadvantaged populations and communities are often left behind, which contributes to widening the existing disparities.

The COVID-19 pandemic has highlighted the critical need for a holistic approach to education that includes with the traditional key sectors such as WASH, Health and Child Protection and with a broader network of stakeholders including strategic partnership with telecommunications to ensure that children have continued access to learning opportunities, whether they are in school or learning from home. Access to sufficient predictable internet/telephone-based technology, living spaces that accommodate learning at home, PSS and other support to children and their caregivers are needed for home learning to be achieved.

Protection challenges beyond education for refugee children—As the vast majority of refugees live in urban or peri-urban environments or in camps, often in densely populated areas or shelters, social distancing and/or limiting outdoor activities are extremely difficult to implement. Against such a backdrop, protection risks, such as sexual and gender-based violence, child labour, and exploitation, are heightened, while the use of negative coping mechanisms may rise.

Ensure continued support for the 3RP for equitable access to learning opportunities that no one is left behind—The pandemic has exposed gaps not just in educational provision but in access to clean water and good sanitation, housing, transport and employment opportunities – all of which have a direct impact on a child's ability to learn. Some 35 percent of children are out of school while over 20 percent of children cannot continue education through distance learning⁸ due to various challenges and barriers. Below are some key barriers to access quality education for Syrian children:

- While enrolment figures point to a stabilizing picture, regular attendance in Syria is affected by conflict, violence, displacement and the use of schools to host displaced families or for military purposes. Schools are not safe and often under attack. The current crisis creates high levels of distress, hindering learning.
- Education participation is limited by the economic pressures, administrative barriers and protection concerns affecting refugees and forcibly displaced children, youth and their families.
- School-age children in the age range of 15-17 years represent 40 per cent of the out-of-school children inside Syria.
- Children and youth with disabilities face particular challenges to access basic services, including education, and are exposed to higher risks of violence and other protection issues.

Additional challenges and or barriers include these related to access remote/ home-based learning for all the children but more pronounced for the most vulnerable and disadvantaged populations and communities:

- Digital divide / Limited access to ICT at home especially for the vulnerable groups— (i) weak ICT infrastructures to enable effective distance learning— Internet connectivity challenges, Internet bandwidth, limited TV wave coverage/Radio wave , (ii) Lack of devices to support effective distance learning at home— challenges related to access to ICT devices (computers, tablets, smart phones, SIM card), competition with ICT resources within the households

- Skill gaps in parents to use ICT to support learning.
- Increase inequality— especially the vulnerable children and the children with disabilities are being left out, distance learning response are not disability sensitive, not sign-language TV programme provided,
- Skill gaps in teachers to use ICT to support continuity of learning for Syria refugee children
- Lack of Mental Health and Psycho-social Support (MHPSS), emotional support and access to other services (health, school feeding) amongst the most vulnerable children.

STRATEGIC DIRECTIONS – SHORT AND MEDIUM TERM

- As challenges to participation and retention go beyond the education sector, promote integrated cross-sectoral approaches that:
 - Ensure schools and community centres delivering non-formal education are safe and protective for all children;
 - Increase social protection and livelihood opportunities and measures for families to protect children from child labour and pressures for child marriage; and
 - Enable youth to engage in both learning and work to allow them to support their families and prepare them for the world of adulthood.
- Ensure access for children and youth with disabilities, both in formal and non-formal settings, thus mitigating and addressing multiple barriers that hinder their full participation in the learning process, including those grounded in social norms.
- Promote multiple pathways to learning in formal, non-formal and informal settings and ensure diverse learning opportunities for youth in addition to vocational training, including access to tertiary education.
- Engage with the private sector more effectively to link learning with job opportunities and embed provision of TVET in public-private partnerships.
- Invest in ECE to increase readiness of children for primary education and enhance social cohesion amongst parents from refugee and host communities.
- In tertiary education, extend provisions beyond scholarships to post-graduation support through internships, entrepreneurship training and soft skills for employability, as well as institutional capacity development of higher education institutions. Increased attention to language support, blended learning and certification are also required.
- Further examine and exchange good practices in the use of cash-based interventions in improving access to education and strengthen evidence on how they can be used most effectively as a tool of protection for children affected by the crisis, especially those identified as being at risk.
- Promote equitable access to digital educational resources for vulnerable groups—Enabling factors supporting blended and hybrid learning for the most vulnerable groups and refugees' children which include mitigations measures for reducing digital divide for the most vulnerable groups and increase access to digital resources (e.g. Internet zero-rating and bandwidth shaping, lifting data caps, unbanning VOIP, distributing devices in vulnerable communities, public hotspots in IDP camp and host community, free SIM card).

SYRIA CRISIS EDUCATION RESPONSE INDICATOR GUIDANCE

ACCESS

1.1 Early childhood education (ECE)

| | |
|--|--|
| Indicator 1.1a: | Number of children (3-5 years, girls/boys) enrolled in ECE or pre-primary education |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of girls and boys aged 3-5 participating in organized ECE or pre-primary education services. These include any form of ECE or pre-primary education (school/centre/community-based) that is focused on enhancing school readiness. The delivery modes can include face-to-face, hybrid, online and other offline. |
| Activities (This list reflects a pool of activities; not all of these activities are conducted in countries involved.) | <ul style="list-style-type: none"> • Public awareness through “back-/go-to-preschool” and other informational campaigns such as messages on parenting and parental involvement in early stimulation • Support local government to rehabilitate and rebuild Early Childhood Education (ECE) centres and preschools • Planning for construction of new early learning centres (when planning for school-age children) and WASH facilities • Explore community or family based early learning spaces/opportunities • Mobile book and toy libraries • Accelerated school readiness programmes • Provide learning supplies and age-appropriate recreation materials • Teachers/ care takers/ communities training and support • Providing ECE materials, such as ECE kits, facilitators’ packs, children’s packs, books, toys, learning materials, hygiene and cleaning materials • Coordination and programme linkages with health, nutrition, protection, etc.– i.e. health checkups conducted, immunizations etc. • Psychosocial support • Run activities that build children’s life skills and resilience, such as survival skills and injury and accident prevention |
| Unit of measurement | Children (3-5 years, girls/boys). |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Partner reporting on enrolment through 4Ws (Syria) • ActivityInfo (Egypt, Iraq, Jordan, Lebanon) • MoNE Turkey reports +Activity Info for home and community based ECE activities. • Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data. from the main providers—i.e. MoE and or partners. |

| | |
|---|---|
| Suggested frequency of data collection | MoNE Turkey –quarterly Partners: Egypt, Iraq, Jordan, Lebanon, Syria – monthly |
| Standards | See definitions below |
| Means of verification | Field visits (staff/ facilitators); |
| Aggregation/ Calculation method | <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the total children enrolled at the time of reporting, not just the number of new enrolments. If a child participates in more than one programme, s/he should be counted once to avoid double counting. • Aggregation will be the maximum enrolment for the overall reporting period (one year). <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who are enrolled through partners reports in 4Ws for that month of reporting • Aggregation will be the maximum number of children enrolled at the lowest geographic level (sub-district or community) <p>Turkey – MoNE, reporting in excel format.</p> |
| Disaggregation | Age, sex, disability |
| Notes | <p>Further clarification to avoid confusion with other education reporting</p> <ul style="list-style-type: none"> • We suggest using Early Childhood Education (ECE) when it is reported by the education sector. ECE includes Early Childhood Care and Education (ECCE) which is for younger children and Pre-Primary Education (PPE) which is for children before the primary entry age. The boundary between ECCE and PPE is vague and it depends on country's education system. • The term Pre-School needs to be avoided because there is no consensus between countries on its definition. • When reporting, a note is needed if the data collection cannot exclude overage children. <p>Clarification on the component of psychosocial support</p> <ul style="list-style-type: none"> • Child protection activities can happen in education setting, and those taking place in community-based ECE might also be captured by Child Protection outcome indicator. Psychosocial support for young children in humanitarian context is a typical case. • The definition and implementation of psychosocial support adheres to the Inter Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support. <p>Tips</p> <ul style="list-style-type: none"> • If feasible, collect information allowing the disaggregation by camp/ urban/rural status. • For 3RP countries, separate the reporting for refugee and host community for programmes that serve both groups. |

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p.3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- Global Refugee Forum Education Co-Sponsorship Alliance, November 2019. Global Framework for Refugee Education, <https://www.gcedclearinghouse.org/sites/default/files/resources/190486eng.pdf>
- World Education Forum, The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, 26-28 April 2000, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- The Nurturing care framework for early childhood development: A framework for helping children SURVIVE and THRIVE to TRANSFORM health and human potential developed by WHO, UNICEF, and the World Bank Group, in collaboration with the Partnership for Maternal, Newborn & Child Health the Early Childhood Development Action Network

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.2 Formal general education

| | |
|---|--|
| Indicator 1.2a: | Number of children (5-17 years, girls/boys) enrolled in formal general education |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of girls and boys (age 5-17) enrolled in formal general education programmes supported by an organization. The delivery modes can include face-to-face, hybrid, online and other offline. |
| Activities | <ul style="list-style-type: none"> • Provide support (including technical and financial) to formal general schools/students. This includes safe school operations support and online/hybrid learning support such as internet-enabled devices, internet packages and offline materials. • Provide support to double-shift classes • Provide children with Curriculum B (in Syria) |
| Unit of measurement | Children (5-17, girls/boys) |
| Data Collection Methods and Sources | <p>MoE: EMIS Turkey: YOBIS and E-OKUL Syria: EMIS based upon excel (collected by assessment type data collection) Iraq: no EMIS, but manual system (log book distributed across the country) Jordan: Open EMIS Lebanon: MEHE Egypt: MoE data</p> <p>Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data from the main providers—i.e. MoE and or partners.</p> |
| Suggested frequency of data collection | <p>Turkey: Quarterly Syria: Annual, with revision in 2nd semester (statistical day) Jordan: Ongoing, with attendance weekly; Snapshot twice per year Lebanon, Egypt, Iraq: Annually</p> |
| Standards | <p>Turkey: National standards for both schools and Temporary Education Centres (TECs) Syria: MoE for curriculum, and data collection coming from MoE; UNICEF Curriculum B standard Iraq: Refugees DoE and partner reporting National education standards</p> |

| | |
|--|---|
| Means of verification | Modalities are devised by country |
| Aggregation/ Calculation method | EMIS Annual |
| Disaggregation | Age, sex, disability, education level (primary, lower secondary, upper secondary) |
| Notes | <p>Definitions:</p> <p>Formal education: Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in co-operation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system (ISCED, 2011). Formal education should be:</p> <ul style="list-style-type: none"> • Structured • With curricula developed/ approved by ministry or relevant authority • Certified • With clear education pathways <p>Formal “general” education refers to formal education that is not technical or vocational. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>All countries: Enrolment in formal general schools; Support retention in formal education (reduce and prevent dropout)</p> <p>For formal general school enrolment This activity includes support to multiple-shift schools. Discussion from group work in July 2017 voiced concerns that it needs to be further unpacked as it differs according to country context. For Syria, remedial education accredited by the government is also considered as formal.</p> <p>Age group 5-17 is chosen as the age group because it matches the age group population reported by OCHA and UNHCR; so, the sector can combine population and enrolment figures for estimates of enrolment rate. This is with the understanding that age-5 children are probably not yet enrolled in formal education. Exception: Education data for Lebanon can pertain to the age group of 3 to 18 years given that this is the target population of the Lebanon RACE2 framework, as long as a note on age group is provided.</p> <p>Curriculum B vs. Self-learning Material (SLM) Clarification of the difference between Curriculum B and SLM for Syrian children:</p> <ul style="list-style-type: none"> • Curriculum B is a condensed basic education curriculum for accelerated learning for children who have missed classes due to repeated displacement and to help them catch up and ultimately reintegrate into formal schools. It is run by the MOE as accelerated learning classes using the Curriculum B textbooks in schools over an academic year of 9 months. There are 4 levels to cover 8 grades (each level includes 2 grades, 1 grade per semester). For subjects taught: <ul style="list-style-type: none"> • Level 1 and 2 (equivalent to Grades 1-4): Arabic, English, Math and Science • Level 3 (equivalent to Grades 5-6): Arabic, English, Math, Science, and Social Studies • Level 4 (equivalent to Grades 7-8): Arabic, English, Math, Science, French, Physics, Chemistry, Geography and History • The SLM is condensed, fast tracked material for grades 1 to 9 in the four core subjects of Arabic, Math, Science and English. It is meant to support children out of school to study at home or in community centres so that they can eventually access formal examination in school and reintegrate formal education. |

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- UNHCR. Syria Regional Refugee Response: Inter-agency Information Sharing Portal, <http://data.unhcr.org/syrianrefugees/regional.php>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum, The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, 26-28 April 2000, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- UNHCR The Refugee Education 2030: A Strategy for Refugee Inclusion, 2019 <https://www.unhcr.org/5d651da88d7>
- Global Refugee Forum Education Co-Sponsorship Alliance, November 2019. Global Framework for Refugee Education, <https://www.gcedclearinghouse.org/sites/default/files/resources/190486eng.pdf>

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.3 Accredited non-formal education

1.4 Non-accredited non-formal education

| | |
|-----------------------------|---|
| Indicator: | <p>1.3a: Number of children (5-17 years, girls/boys) enrolled in accredited non-formal education</p> <p>1.4a: Number of children (5-17 years, girls/boys) enrolled in non-accredited non-formal education</p> <p>1.4b: Number of children (6-19 years, girls/boys) enrolled in the Self-Learning Programme (SLP)</p> |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | <p>1.3a: The number of girls and boys (age 5-17) enrolled in basic (grades 1-9) accredited non-formal education programmes supported by an organization. Based on different country contexts, this can include catch-up classes, hybrid learning, accelerated learning programmes (ALP), remedial classes, Turkish language courses for children, etc. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>1.4a: The number of girls and boys (age 5-17) enrolled in non-accredited education programmes supported by an organization. Based on different country contexts, this can include catch-up classes, ALP, language classes, hybrid learning, literacy and numeracy classes, Turkish language courses for children, etc. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>1.4b: The number of girls and boys (age 6-19) enrolled in Self-Learning Programme (SLP). This is a subset of 1.4a and it is only for children inside Syria. SLP is a Whole-of-Syria flagship programme. The delivery modes can include face-to-face, hybrid, online and other offline.</p> |

| | |
|---|--|
| Activities | <ul style="list-style-type: none"> • Provide children with remedial classes • Provide children with Accelerated Learning Programmes (ALP) • Provide children with catch-up classes • Provide children with literacy and numeracy classes • Provide children with language classes • Provide children with hybrid learning support • Provide children with Self-Learning Programme (SLP) <p>Examples of Country-specific Programmes and Activities</p> <p>Syria: Remedial classes; Self-Learning Programme; Literacy and Numeracy; Vocational Training</p> <p>Turkey: Courses provided in Public Education Centres by MoNE; Turkish language courses accredited by MoNE; ALP courses accredited by MoNE</p> <p>Jordan: Catch-Up programme, Drop-Out programme, Makani Learning Support Services (LSS)</p> <p>Lebanon: MEHE list of accredited NFE programmes, such as Accelerated Learning Programme (ALP) and Basic Literacy and Numeracy (BLN).</p> |
| Unit of measurement | Children and youth (5-19 years, girls/boys). |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Alternative Learning Centres (ALC), Temporary Learning Spaces (TLS), classroom admission registers • Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data. from the main providers—i.e. MoE and or partners. |
| Suggested frequency of data collection | Monthly |
| Standards | <ul style="list-style-type: none"> • National standards |
| Aggregation/ Calculation method | <p>ActivityInfo</p> <ul style="list-style-type: none"> • Report the total number of children enrolled during the reporting period (month) not just the number of new enrolments. • Aggregation will be done on the maximum enrolment for the overall reporting period. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who are enrolled through partners reports in 4Ws for that month of reporting. • Aggregation will be the maximum number of children enrolled at lowest geographic level (sub-district or community). |
| Disaggregation | Age, sex, disability, education level (primary, lower secondary, upper secondary) |

Definitions

Non-formal Education: educational activities that do not correspond to the definition of formal education (structured, with curricula developed/approved by ministry or relevant authority, certified, with clear education pathways). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy, and Turkish language courses. Non-formal education may lead to later entry into formal education programmes. This is sometimes called 'second-chance education'. (INEE.2010. Minimum Standards for Education: Preparedness, Response, and Recovery, p.121.)

- **Non-formal education** takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy, and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.
- **Informal education** is complementary to formal and non-formal education programmes. Informal Education provides extra-curricular activities in informal settings, such as youth clubs or informal groups. Informal Education activities are not implemented during Formal or Non-Formal Education hours. Informal Education is not a substitute for Formal or Non-Formal Education.

Remedial classes: Remedial or catch-up education focuses on mastery of competency while expansion and detail is omitted. Remedial education programmes identify the core competencies in each learning 'block' and teaches the absolute core elements that must be known to a student in order to move ahead with the next block. Associated competencies, applications and revisions are generally left out of the remedial or catch-up education programme (adapted from: Baxter, P. and Bethke, L. 2009. Alternative Education: Filling the gap in emergency and post-conflict situations, UNESCO IIEP and CBT Education Trust).

Accelerated Learning Programmes (ALP): ALPs enable students to study in a way and at a level appropriate to their ability and age. The curriculum is condensed, so they can get through it in half the number of years normally required for primary school, or less. They can study additional material suitable for their age and where they live. By catching up in this way, learners can then integrate into mainstream primary education (in the right class for their age) or transfer to secondary school or to skills-based technical and vocational education (adapted from Save the Children. 2010. Policy Brief: Accelerated Learning Programmes in conflict-affected fragile states: <http://www.savethechildren.org.uk/resources/online-library/policy-brief-accelerated-learning-programmes-conflict-affected-fragile> and Accelerated Education Brief and Learning Agenda, available at <https://www.unhcr.org/accelerated-education-working-group.html>)

Literacy and numeracy classes: Literacy and numeracy are programmes or qualifications designed to teach fundamental skills in reading, writing and arithmetic (UNESCO UIS. 2015. Fields of education and training 2013 (ISCED-F 2013) – Detailed field descriptions).

Self-Learning Programme (SLP): The Self-Learning Programme is defined as an outreach education opportunity for out-of-school children who have missed out on regular schooling due to insecurity, multiple displacement, and other constraints. The central aim of the Self-Learning Programme is to enable out-of-school children to continue learning at home or in community learning centres (CLCs) and prepare for the national exams ahead of the annual school registration. The participation in the programme does not offer the children certification but provides a path to reintegration to formal education (through a placement test or registering in the national exam) (UNICEF MENARO. 2016. Operational Guidance Self-Learning Programme for Out-of-School Children: <http://wos-education.org/syria-self-learning-materials-with-logo-#slm-with-logo-maths>).

Accreditation is similar to certification and accords a programme official recognition or endorsement – most likely recognition or endorsement by an education ministry. Accreditation applies more to the status of a learning programme, whereas certification usually means the provision of proof of successful completion by a learner.

Adapted from Kirk, J. (Ed.). 2009. Certification Counts: Recognizing the learning attainments of displaced and refugee children, UNESCO IIEP

Certification: A mark of quality that publicly attests the worth of a learning programme. Certification might be the provision of a formal certificate recognizing a student's achievement in the end of cycle examinations.

Adapted from Kirk, J. (Ed.). 2009. Certification Counts: Recognizing the learning attainments of displaced and refugee children, UNESCO IIEP

Clarifications and Useful Tips

- It is advisable to focus on formal and non-formal education only unless it is an emergency context. For example, to monitor the schooling in the Syrian Crisis, we may have the category of “non-formal/informal” in recognition of the fact that informal education activities (e.g. community-held teaching in shelters or tents during siege) are crucial for maintaining learning for children when formal and NFE are impossible. It is also noticeable that in Jordan and Turkey, remedial education programmes and non-accredited learning programmes for literacy, numeracy and/or e-learning are referred to as informal education, while they are actually NFE by standard definition.
- ‘Informal education’ is activity-based according to its standard definition—it can be just about story telling at home or being more organized activity like museum visit or cooking competition (integrated into formal or NFE programmes). Footnote is needed when a report is using the term informal education due to established national terminology while by standardized education definition that reporting is actually about NFE.
- For monitoring purposes, NFE can be divided as “accredited NFE” vs. “non-accredited NFE”; and for programming purpose the three groups of concerns, include:
 - Children before the primary entry age (need ECE or pre-primary education),
 - Out-of-school children (need second-chance education), and
 - Non-enrolled youth and adults aged 15 years and above who need either:

Notes

- › literacy and basic-education equivalent programmes for those missing basic education, or
 - › vocational trainings and lifelong learning programmes for those who have completed basic-equivalent education.
- In non-emergency contexts, children in NFE are considered as out of school, but this should be specified when data allows. In the context of the Syrian Crisis, refugee children in NFE are considered “in school” in the five neighbouring countries. In the case of Turkey, schools for refugees (Temporary Education Centres -TECs) that follow a curriculum approved by MoNE are considered part of formal education.
 - For 3RP countries, separate the reporting for refugee and host community for programmes that are serving both groups.
 - Clarification of the difference between Curriculum B and SLM for Syrian children:
 - Curriculum B is a condensed basic education curriculum for accelerated learning for children who have missed classes due to repeated displacement and to help them catch up and ultimately reintegrate into formal schools. It is run by the MOE as accelerated learning classes using the Curriculum B manuals in schools over an academic year of 9 months. Four levels covering each 2 grades (1 grade per semester). For subjects taught:
 - › level 1 and 2 (equivalent to Grades 1-4): Arabic, English, Math and Science
 - › Level 3 (equivalent to Grades 5-6): Arabic, English, Math, Science, and Social Studies
 - › Level 4 (equivalent to Grades 7-8): Arabic, English, Math, Science, French, Physics, Chemistry, Geography and History
 - The SLM is condensed, fast-track material for grades 1 to 9 in the four core subjects of Arabic, Math, Science and English. It is meant to support out of school children study at home or in community centres so that they can eventually access formal examination in school and reintegrate formal education.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- Ken Longden. 2013. UNESCO Background paper prepared for the Education for All Global Monitoring Report 2013/4, Teaching and learning: Achieving quality for all Accelerated Learning Programmes: What can we learn from them about curriculum reform? Background paper prepared for the Education for All Global Monitoring Report 2013/4, UNESCO (2013), <http://unesdoc.unesco.org/images/0022/002259/225950e.pdf>
- Save the Children. 2010. Policy Brief: Accelerated Learning Programmes in conflict-affected fragile states, Save the Children International, http://www.savethechildren.org.uk/sites/default/files/docs/accelerated_learning_programmes_policy_brief_%282%29_1.pdf
- UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/interational-standard-classification-of-education.aspx>
- UNICEF MENARO. 2015. Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt, http://www.oosci-mena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum, The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, 26-28 April 2000, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>
- See also Accelerated Education Working Group (AEWG) Accelerated Education Brief, Accelerated Education Learning Agenda and other , available at <https://www.unhcr.org/accelerated-education-working-group.html>
- Global Refugee Forum Education Co-Sponsorship Alliance, November 2019. Global Framework for Refugee Education, <https://www.gcedclearinghouse.org/sites/default/files/resources/190486eng.pdf>

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.5 Technical and vocational education and training

| | |
|---|---|
| Indicator 1.5a: | Number of youth (15-17 years, girls/boys) enrolled in formal TVET |
| Education Strategy | Access |
| Type | Output Indicator |
| Indicator Definition | The number of youth (15-17 year, girls/boys) participating in and completing formal structured TVET. The delivery modes can include face-to-face, hybrid, online and other offline. |
| Activities | <ul style="list-style-type: none"> • Provide youth with accredited TVET in formal settings • Provide support (including technical and financial) to formal TVET/ students, this includes online/hybrid learning support such as internet-enabled devices, internet packages and offline materials • Provide youth with broader skills development in formal settings through face-face / online / hybrid learning. |
| Unit of measurement | Youth (15-17 years, girls/boys) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • MoE • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • TVET schools, implementing and operational partners • Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data. from the main providers—i.e. MoE and or partners. |
| Suggested frequency of data collection | Monthly |
| Standards | <p>Relate to national TVET standards</p> <p>Relate to INEE or other relevant national standards</p> |

| | |
|--|--|
| Aggregation/ Calculation method | <p>ActivityInfo</p> <ul style="list-style-type: none"> • Report the total youth enrolled during the reporting period (month) of reporting not just the number of new enrolment. • Aggregation will be done on the maximum enrolment for the overall reporting period. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of youth who are enrolled through partners reports in 4Ws for that month of reporting. • Aggregation will be the maximum number of youth enrolled at lowest geographic level (sub-district or community). |
| Disaggregation | <p>Age, sex, disability</p> |
| Notes | <p>Definitions</p> <p>TVET is used as a comprehensive term, which refers to different educational programmes meant to develop the skills and knowledge needed for the world of work. The term includes: (i) Technical Vocational Education (TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system either by public or private sector providers and that is not necessarily accompanied by certification.</p> <p>Indicator 1.5a explicitly refers to TVET courses in formal education settings under the umbrella of national Ministries of Education. TVET services can be provided by the public and/or private sector. In both cases, this indicator refers to long-term courses leading to national qualification and certification, which is equivalent to either lower secondary, or upper secondary, or tertiary education. Short-term TVET courses are not included under indicator 1.5a unless these are explicitly mentioned as part of formal education within national TVET systems. Enrolment packed with job acquisition should not be counted.</p> <p>Tips</p> <p>Please refer to page 172 of Education Sector Analysis Methodological Guidelines – Volume 2 listing the differences between and examples of formal, non-formal, informal and mixed-system TVET. Available at: http://unesdoc.unesco.org/images/0023/002305/230533e.pdf</p> |

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UNESCO/UNEVOC Glossary of Terms for TVET, <http://www.unevoc.unesco.org/e-forumGlossaryofTermsforTVETAssessmentandVerification.pdf>
- UNICEF and ILO. 2016. Consultation on Technical and Vocational Education and Training. Workshop Report, http://www.oosci-mena.org/uploads/1/wysiwyg/reports/TVET_Consultation_Meeting_Report_Sept2016.pdf
- UNHCR's Education Brief, 2019 Key Considerations on Technical and Vocational Education and Training (TVET), <https://www.unhcr.org/5c628dc04.pdf>

| | |
|-----------------------------|--|
| Indicator: | <p>1.5b Number of youth (15-24 years, girls/boys) enrolled in non-formal TVET</p> <p>1.5c Number of youth (15-24 years, girls/boys) benefiting from informal TVET</p> |
| Education Strategy | Access |
| Type | Output Indicator |
| Indicator Definition | <p>1.5b The number of youth (15-24 year, girls/boys) participating in non-formal TVET. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>1.5c The number of youth (15-24 year, girls/boys) participating in informal TVET through on-the-job training or short-term TVET courses that do not lead to any certification or recognition of learning by national or international authorities. The delivery modes can include face-to-face, hybrid, online and other offline.</p> |
| Activities | <ul style="list-style-type: none"> • Provide youth with accredited TVET in non-formal settings • Provide youth with informal TVET through on-the-job training or short-term TVET courses; this includes online/hybrid learning support such as internet-enabled devices, internet packages and offline materials • Provide youth with broader skills development in non-formal and informal settings through face-face / online / hybrid learning. |

| | |
|---|---|
| Unit of measurement | Youth (15-24 years, girls/boys) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • TVET schools, implementing and operational partners • Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data. from the main providers—i.e. MoE and or partners. |
| Suggested frequency of data collection | Monthly |
| Standards | <p>Relate to national TVET standards</p> <p>Relate to INEE or other relevant national standards</p> |
| Aggregation/ Calculation method | <p>ActivityInfo</p> <ul style="list-style-type: none"> • Report the total youth enrolled during the reporting period (month) of reporting not just the number of new enrolment. • Aggregation will be done on the maximum enrolment for the overall reporting period. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of youth who are enrolled through partner reports in 4Ws for that month. • Aggregation will be the maximum number of youth enrolled at lowest geographic level (sub-district or community). |
| Disaggregation | Age, sex, disability |

Definitions

TVET here refers to different educational programmes meant to develop the skills and knowledge needed for the world of work. The term includes: (i) Technical Vocational Education (TVE), which includes formal post-basic education opportunities leading to learning outcomes certified by national authorities and that are equivalent to upper secondary or tertiary education; and (ii) Vocational Training delivered outside of the formal education system either by public or private sector providers and that is not necessarily accompanied by certification.

Indicator 1.5b explicitly refers to TVET courses in non-formal education settings under the umbrella of either the national Ministries of Education and/or other relevant ministries such as Ministries of Labour, Social Affairs etc. The private sector is a key provider of non-formal TVET. Usually, indicator 1.5b refers to TVET courses (both long-term and short-term) that are either accredited or lead to qualifications recognized either by national or international accreditation bodies. Enrolment with confirmation of following job acquisition should not be counted.

Indicator 1.5c explicitly refers to short-term TVET courses that are implemented by the private sectors or NGOs outside the national TVET systems. These courses do not lead to any certification or recognition of learning by national authorities. Enrolment with confirmation of following job acquisition should not be counted.

Clarifications

TVET can be classified by the provider system or by location.

By provider system (IIEP-Pole de Dakar et al., 2014, p. 172), there are:

- Formal TVET (technical and vocational education, formal apprenticeship)
- Non-formal TVET (skills development programmes)
- Informal TVET (traditional not-regulated apprenticeship, informal learning)
- Mixed system (firm-based training)

By location (UNICEF and ILO, 2016, p. 3), there are:

- Institutional-based training (formal or non-formal, public or private)
- Workplace-based training (pre-service and in-service)
- Combination (e.g. apprenticeships including the combination of academic and on-the-job training)

Tips

Please refer to page 172 of Education Sector Analysis Methodological Guidelines – Volume 2 listing the differences between and examples of formal, non-formal, informal and mixed-system TVET. Available at: <http://unesdoc.unesco.org/images/0023/002305/230533e.pdf>

For 3RP countries (Turkey, Lebanon, Jordan, Iraq and Egypt), separate the reporting for refugee and host community for programmes that are serving both groups.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UNESCO/UNEVOC Glossary of Terms for TVET, <http://www.unevoc.unesco.org/e-forumGlossaryofTermsforTVETAssessmentandVerification.pdf>
- UNICEF and ILO. 2016. Consultation on Technical and Vocational Education and Training. Workshop Report, http://www.oosci-mena.org/uploads/1/wysiwyg/reports/TVET_Consultation_Meeting_Report_Sept2016.pdf

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.6 Tertiary education

| | |
|--|---|
| Indicator 1.6a: | Number of students (≥18 years, female/male) enrolled in tertiary education |
| Education Strategy | Access |
| Type | Output Indicator |
| Indicator Definition | The number of students (≥18 years, female/male) enrolled in tertiary education which culminates in the receipt of certificates, diplomas, or academic degrees. The delivery modes can include face-to-face, hybrid, online and other offline. |
| Activities | <ul style="list-style-type: none"> • Disseminate information on higher education opportunities and higher education enrolment procedures • Deliver higher education preparation programmes that assist refugee youth to meet the language proficiency requirements for admission to universities and other higher education institutions • Advocate for the recognition of school-leaving certificates to allow refugee youth to meet university admission requirements • Assist prospective refugee students to prepare for university entrance examinations • Advocate with relevant authorities to facilitate the admission of refugee students to higher education programmes • Support enrolment in accredited, recognized on-line, connected or blended higher education programmes • Provide counselling to enable prospective students to make informed choices about courses of study and future employment opportunities |
| Unit of measurement | Young adults (≥18 years) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • High education institutions, implementing and operational partners • National Higher Education statistics (if data can be disaggregated by nationality) • Alternative data sources could be estimates derived from total number of the target population and the proportion of the beneficiaries reached calculated through surveys or sample-based data collection in event of unavailability of data. from the main providers—i.e. MoE and/or partners. |

| | |
|---|--|
| Suggested frequency of data collection | Monthly / Quarterly/ Bi-annually (varies depending on feasibility) |
| Standards | <ul style="list-style-type: none"> • Relate to national standards • Relate to INEE or other relevant national standards • This is critical as the concept of tertiary education is much more complicated than ECE, primary education, secondary education or TVET. The bottom line is: • Lead to the award of an officially recognized qualification that is equivalent to ISCED level 5 or above http://www.uis.unesco.org/Education/DOcuments/isced-2011-en.pdf • Holding a secondary school completion certificate is a prerequisite for entry into the programme (to distinguish vocationally-oriented tertiary education programmes from TVET programmes that can be accessed with a partial completion of the primary + secondary school cycles). |
| Aggregation/ Calculation method | <ul style="list-style-type: none"> • To be developed by country • It is recommended that at activity level there is disaggregation of data according to the number of students enrolled in tertiary education programmes (a sector-wide indicator) and then subsidiary activity indicators on the number of scholarships awarded to enable students to access tertiary education programmes. • If relevant to the context, a further indicator can be included on the number of students enrolled in online education programmes resulting in the award of a tertiary education qualification. |
| Disaggregation | Age, sex, disability, type of education programme |
| Notes | <p>Tips</p> <ul style="list-style-type: none"> • This indicator will be calculated accumulatively, hence one challenge in monitoring is to identify who newly enrolled and who newly dropped out. • Each country will need to have clear definition of who can be considered as enrolling and who can be considered as dropping out. |
| References | <ul style="list-style-type: none"> • IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines • INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook • ISCED http://www.uis.unesco.org/Education/DOcuments/isced-2011-en.pdf • UNESCO Arab Regional Education Support Strategy, 2016-2021, https://en.unesco.org/sites/default/files/unaress.pdf • UNHCR The Refugee Education 2030: A Strategy for Refugee Inclusion, 2019 https://www.unhcr.org/5d651da88d7 |

| | |
|---|---|
| Indicator 1.6b: | # of students (≥18 years, female/male) provided with tertiary education scholarships |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition: | The number of young adults (≥18 years, male and female) who are provided with full or partial scholarships to attend a tertiary education programme that is aligned with ISCED levels 5-8. Programmes should lead to a recognised qualification (ISCED level 5-8) and should be of at least one year in duration. |
| Activities | <ul style="list-style-type: none"> • Award scholarships university / post-secondary education that cover all or part of the costs of students' study (i.e. tuition fees, living expenses, study-related expenses) • Facilitate the enrolment of scholarship awardees in higher education institutions or assist scholarship holders to complete enrolment procedures • Provide cash-based support to students to enable them to enrol in and remain enrolled in higher education that may or may not be conditional on academic performance • Payment of fees required for students to register for blended and connected learning programmes leading to the acquisition of higher education credits that can lead to the award of a full or partial qualification • Manage fair, transparent scholarship application and selection procedures |
| Unit of measurement | Young adults ((≥18 years, male and female) |
| Data Collection Methods and Sources: | <ul style="list-style-type: none"> • Activity Info reports • 4W reporting |
| Frequency of data collection | Monthly |
| Standards | See definitions below |
| Means of verification | <ul style="list-style-type: none"> • Scholarship providers' records • Log-in data for blended and connected learning programmes |
| Aggregation/ Calculation method | Report the number of persons ((≥18 years ,male and female) who are benefiting from a scholarship programme in a given month. Aggregation will be the maximum number of scholarship recipients over the reporting period. |
| Disaggregation | Age, sex, disability, type of education programme |

Notes

Definitions

- Tertiary education may also be referred to as higher education
- Tertiary education includes post-secondary education opportunities that lead to a recognised qualification at ISCED Levels 5-8 (short cycle degree courses, undergraduate, masters and doctoral studies)
- Connected and blended/hybrid learning is also described as distance education or a combination of distance education and face-to-face learning opportunities.
- A scholarship package includes both the costs of academic tuition (where applicable) and cash stipends to cover students' living expenses (accommodation, study related costs).

Scholarship programmes may also include the following activities that seek to enhance the retention, academic success, social inclusion and eventual graduation of students:

- Provide additional support activities for scholarship recipients addressing academic needs, psycho-social needs, leadership development and other activities supporting the transition from study to work
- Facilitate the establishment of peer support networks amongst students and support the establishment of alumni groups for scholarship recipients who have graduated
- Offer opportunities for students to participate in internship programmes and gain relevant experience that will facilitate their transition to being employed
- Provide counselling and advice on the transition to being employed following graduation from higher education programmes.

References:

- ISCED levels: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
- Higher Education Considerations for refugees in countries affected by the Syria and Iraq Crises: <http://www.unhcr.org/568bc5279.pdf>
- Connected and blended learning for refugees: <http://www.connectedlearning4refugees.org/>
- UNHCR The Refugee Education 2030: A Strategy for Refugee Inclusion, 2019 <https://www.unhcr.org/5d651da88d7>
- UNHCR Portal on Scholarship opportunities for refugees, <https://help.unhcr.org/scholarships/>
- UNESCO Qualification Passport and Recognition of Higher Education qualifications, <https://en.unesco.org/themes/higher-education/recognition-qualifications>
- Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States 1978, http://portal.unesco.org/en/ev.php-URL_ID=13517&URL_DO=DO_TOPIC&URL_SECTION=201.html

SYRIA CRISIS EDUCATION RESPONSE INDICATOR GUIDANCE ACCESS

1.7 Back-to-Learning (BTL) campaigns

| Indicator 1.7a: | Number of BTL campaigns conducted |
|---|---|
| Education Strategy | Access |
| Type | Output Indicator |
| Indicator Definition | BTL campaigns are intensive advocacy and communication efforts aimed at mobilizing governments, communities, donors and partner organizations to get children back to learning. |
| Activities | <ul style="list-style-type: none"> • Conduct BTL campaigns (media outreach, radio programmes, awareness raising activities, TV programmes, print and social media outreach, community mobilisation and community outreach) |
| Unit of measurement | Campaigns completed |
| Data Collection Methods and Sources: | Education Sector/Cluster partner reports |
| Suggested frequency of data collection | At the end of each campaign. |
| Standards | <ul style="list-style-type: none"> • UNICEF Back-to-School Guide • UNESCO, UNICEF, WFP, World Bank., UNHCR, June 2020. Framework for Reopening Schools, https://unesdoc.unesco.org/ark:/48223/pf0000373348 |
| Aggregation/ Calculation method | One off calculation aggregated across all BTL campaigns conducted each academic year. |
| Disaggregation | This indicator may be disaggregated by the type of campaign or outreach modality. Where possible, countries should measure the number of children reached through the BTL campaigns |

Notes

Definition

“Back-to-School (BTS) / “Back-to-Learning (BTL)” initiatives have evolved in recent years to encompass multi-phase initiatives: Back-to-School, Go-to-School (GTS), Stay-in-School (SIS), Welcome-to-School (WTS) and Learning from dedicated learning spaces—i.e. home. These initiatives have taken place in countries during different phases of emergency. Many governments have now adopted such BTS/BTL initiatives as part of their annual education strategy, and use campaigns containing evidence-based strategies to resume education in emergencies and post-crisis transition social messages of inclusiveness to promote the attendance of girls and other marginalized groups as part of their sector programming. These campaigns have also involved efforts to improve quality education to keep children in school and or engaged in learning who have enrolled but for a range of reasons are likely to drop out of school”

Source: UNICEF Back to School Guide 2013, pp. 4-5

Clarifications

- It is suggested to call it Back-to-Learning instead of Back-to-School to highlight the focus on learning, which
 - »can happen in either formal schools or non-formal learning spaces;
 - »cannot be achieved if the students are simply sent back to school without the education quality guaranteed.

BTL campaigns can include outreach or awareness programmes for reenrollment in schools or remote, online or hybrid learning programmes in response to school closures arising from pandemics (e.g. coronavirus or Ebola) or other emergency contexts.

Tips

This is more of a Yes/No indicator because usually there is only one or two BTL campaigns every year. More frequent BTL campaigns may be rolled out in response to intermittent school closures or poor uptake of hybrid learning programmes. Countries with available data should also report number of children reached and/or number of children reintegrated in formal education through the BTL campaign.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UNICEF. 2013. Back to School Guide, http://reliefweb.int/sites/reliefweb.int/files/resources/UNICEF_Back_To_School_Guide_2013.pdf
- UNESCO, UNICEF, WFP, World Bank., UNHCR, June 2020. Framework for Reopening Schools, <https://unesdoc.unesco.org/ark:/48223/pf0000373348>.

| | |
|---|---|
| Indicator 1.7b: | # of (5-17 year, girls/boys) children receiving support (including case-based support) for enrolment to all forms of education. |
| Education Strategy | Access |
| Type | Output Indicator |
| Indicator Definition | <ul style="list-style-type: none"> • Children reached and provided with information for enrolment in any form of education (formal, non-formal and informal) • Children reached through outreach programmes and referred to any type of education. • The number of children supported to enrol in any type of education. |
| Activities | <ul style="list-style-type: none"> • Engage in outreach and advocacy programmes to increase access to education opportunities in formal, non-formal and informal settings |
| Unit of measurement | Number of children. |
| Data Collection Methods and Sources: | Activity Info reporting from education partners |
| Suggested frequency of data collection | Monthly |
| Standards | <ul style="list-style-type: none"> • National Standards |
| Aggregation/Calculation method | <p>Children reached</p> <p>Activity Info: Reporting the monthly number of children reached through the outreach activities.</p> |
| Disaggregation | <p>This indicator may be disaggregated by the type of outreach modality. Where possible;</p> <ul style="list-style-type: none"> • the number of children reached • gender of the children reached <p>through the outreach programs will be disaggregated.</p> |

Notes

Definition

Outreach programs aim to reach the most vulnerable children to ensure their right to access to education by identifying the out-of-school and at risk of dropping out children and referring them to proper educational opportunities (formal, non-formal and informal). Throughout the year, UNICEF partners accompany children back to formal, non-formal and informal education opportunities. These outreach and enrolment activities can be conducted through phone call, home/household visits and in community centres. Activities can also include outreach or awareness programmes for enrolment in schools or remote, online or hybrid learning programmes in response to school closures arising from pandemics (e.g. Coronavirus) or other emergency contexts.

Outreach activities includes; dissemination of information about available education opportunities for refugee and Turkish vulnerable children and adolescents and identification of and referring eligible cases to proper educational opportunities.

This indicator aims to capture the number of individuals reached and supported to enrol in formal, non-formal and informal education.

Clarifications

- Out-of-school children can be defined as; (1) children who attended school in the past but who no longer do; (2) children who do not currently attend school and are predicted not to attend in the future either; and (3) children who do not currently attend school but are predicted to attend in the future
- Children at risk of drop out can be defined as; (1) children who enrolled to formal education but do not attend regularly (2) vulnerable children with other protection needs including disability, in need of social and economic support.
- Activities are held throughout the year regardless of the school calendar and are not linked to the BTL campaigns.
- Activities are field visits to communities, that outreach teams conduct assessments to identify the specific needs and risk levels of the families, for referrals to take place
- Activities can be done face-to-face as home visits and in community centres or through phone calls.

Tips

- The outreach teams will receive a training and prepare service mapping and outreach plan.
- The education related outreach teams will, where needed, refer out of school children to the available services provided in their regions.

References

NA

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.8 Education facilities

| | |
|-----------------------------|---|
| Indicator 1.8a: | Number of schools implementing safe school protocols |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | <p>The number of schools / learning institutions implementing safe schools' protocols, including public and private school, and any other institutions recognized nationally as a place of learning for children 3-18 years old. This include (but not limit to) Madrassas, Koranic school, technical and vocational education centres, Kindergardens etc.</p> <p>Safe school protocols (COVID-19 prevention and control) include the following, amongst other things:</p> <ol style="list-style-type: none"> 1. Risk Communication Community Engagement measures <ul style="list-style-type: none"> • Providing children with information about how to protect themselves from COVID-19 2. Cleaning/disinfection 3. Infection Prevention and Control (IPCs) protocols on: <ul style="list-style-type: none"> • Handwashing and hygiene practices and providing hygiene supplies • Cleaning and disinfecting school buildings, especially water and sanitation facilities • Wearing masks • Airflow and ventilation • Social/physical distancing • Protocols when children/teachers are sick 4. Supplies (i.e. hygiene kits, WASH in schools, soap/sanitizers, school cleaning supplies) 5. Training of teachers on IPC (see also WASH indicator on this) <p>A school should have the basic necessary equipment and other relevant supplies to enable the school to be utilized for teaching and learning, as well as sanitary precautions (including social distancing and sanitization of hands) to enable a safe learning environment and ensure child wellbeing</p> |

| | |
|---|--|
| Activities | <ul style="list-style-type: none"> • Risk Communication Community Engagement measures— i.e. Providing children with information about how to protect themselves from COVID-19 • Cleaning/disinfection • Infection Prevention and Control (IPCs) protocols on: <ul style="list-style-type: none"> »Handwashing and hygiene practices and providing hygiene supplies »Cleaning and disinfecting school buildings, especially water and sanitation facilities »Wearing masks »Airflow and ventilation »Social/physical distancing »Protocols when children/teachers are sick • Supplies (i.e. hygiene kits, WASH in schools, soap/sanitizers, school cleaning supplies) • Training of teachers on IPC (see also WASH indicator on this) |
| Unit of measurement | Schools or learning centre |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Education partners' safe school reopening tracking reports |
| Suggested frequency of data collection | Bi-annually |
| Standards | <ul style="list-style-type: none"> • Relevant Ministry of Education (MoE) and Ministry of Health (MoH) Standards • UNESCO, UNICEF, WFP, World Bank. 2020. Framework for Reopening Schools, https://unesdoc.unesco.org/ark:/48223/pf0000373348 |
| Means of verification | Field (monitoring) visits, progress reports, Safe schools reopening tracking reports |
| Aggregation/ Calculation method | <p>The indicator will be calculated cumulatively within the monitoring year. Schools to be counted only once without double-counting (including those with two shifts) regardless of multiple school closures and preparation cycles.</p> <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the total of schools or learning centres, at the time of reporting Implementing safe schools protocols • Aggregation will be the maximum schools or learning centres for the overall reporting period (six months / 1 year). <p>4Ws</p> <ul style="list-style-type: none"> • Report number of schools or learning centres implementing safe school protocols through partners reports in 4Ws for that reporting period. • Aggregation will be the maximum number of schools or learning centres implementing safe schools protocols at lowest geographic level (sub-district or community). |

| | |
|-----------------------|--|
| Disaggregation | Type of school (formal, nonformal, informal) Education level |
| Notes | <p>Tips</p> <ul style="list-style-type: none"> • Learning sites must be safe and accessible to all learners, e.g. consider the needs of children with disabilities, girls • Education facilities should promote the safety and wellbeing of learners, teachers and other education personnel. <p>Further details in p52-72 of the INEE MS and its Implementation tools page.</p> <p>Clarification</p> <ul style="list-style-type: none"> • It is important to follow safe school reopening standards. |
| References | <ul style="list-style-type: none"> • UNESCO, UNICEF, WFP, World Bank., UNHCR, June 2020. Framework for Reopening Schools, https://unesdoc.unesco.org/ark:/48223/pf0000373348 |

| | |
|--|---|
| Indicator 1.8b: | Number of classrooms constructed, established or rehabilitated |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of classrooms newly constructed; established through renting spaces, tents or pre-fabricated classrooms or damaged classrooms repaired and rehabilitated to facilitate a safe learning environment in formal and Non-formal settings. A classroom should have the basic necessary equipment: desks, chairs, blackboards and other relevant supplies to enable the class to be utilized for teaching and learning, as well as sanitary precautions (including social distancing and sanitization of hands) to enable a safe learning environment and ensure child wellbeing |
| Activities | <ul style="list-style-type: none"> • Construct new classrooms • Establish classrooms in tents, pre-fabs or rented rooms • Rehabilitate classrooms • Provide schools with school equipment and/or furniture (desk, chairs, blackboards, etc.) • Provide maintenance and running cost such as cleaning and sanitation materials, stationery for school personnel or fuel for heating in learning spaces and schools |
| Unit of measurement | Classrooms |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • Activity/Info reporting from education partners • Education partners' building reports |

| | |
|---|--|
| Suggested frequency of data collection | Bi-annually |
| Standards | <ul style="list-style-type: none"> • INEE Minimum Standards: Access and Learning Environment Standard 3: Facilities and Services. • Contextualized INEE minimum standard for countries • Relevant Ministry of Education Standards • UNESCO, UNICEF, WFP, World Bank, UNHCR, June 2020 Framework for Reopening Schools |
| Means of verification | Field/Protection (monitoring) visits, progress reports, construction reports |
| Aggregation/ Calculation method | <p>The indicator will be calculated cumulatively within the monitoring year. Classrooms only counted when completed.</p> <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the total of classrooms constructed, rehabilitated or established, at the time of reporting. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of classrooms constructed, rehabilitate or established through partners reports in 4Ws for that reporting period. |
| Disaggregation | Type of school (formal, nonformal, informal) |
| Notes | <p>Definitions</p> <ul style="list-style-type: none"> • Construct: building new learning spaces or classrooms • Establish: Identify and establish classrooms and the provision of equipment including desks, chairs, blackboards and all other equipment required for teaching. This could be fitting out rented buildings to accommodate students; establishing tents or pre-fabricated classrooms. • Rehabilitate: Repair or rehabilitate damaged classrooms to create a conducive and safe learning environment. <p>Tips</p> <ul style="list-style-type: none"> • Learning sites must be safe and accessible to all learners, e.g. consider the needs of children with disabilities and girls • Education facilities should promote the safety and wellbeing of learners, teachers and other education personnel. <p>Further details in p52-72 of the INEE MS and its Implementation tools page.</p> <p>Clarification</p> <ul style="list-style-type: none"> • Avoiding double-counting for shared facilities / classrooms—Shared facilities and or school infrastructures across different education levels and/or different schools should be counted once. • It is important to follow standards. “Following standards” also means there will be construction/establishment/rehabilitation of other facilities that are in the school such as playgrounds, computer labs, libraries etc. Although regional aggregation will not report these statistics, countries are recommended to monitor when applicable. |

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards for Education, <http://www.ineesite.org/en/minimum-standards/handbook>

| | |
|---|---|
| Indicator 1.8c: | Number of children (3-17 years, girls/boys) benefitting from classrooms constructed, established or rehabilitated |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of children (3-17 years, girls/boys) who access learning in newly constructed, established or rehabilitated classrooms to facilitate a safe learning environment in formal and Non-formal settings. |
| Activities | <ul style="list-style-type: none"> • Construct new classrooms • Establish classrooms in tents, pre-fabs or rented rooms • Rehabilitate classrooms • Provide schools with school equipment and/or furniture (desk, chairs, blackboards, etc.) • Provide maintenance and running cost such as cleaning and sanitation materials, stationery for school personnel or fuel for heating in learning spaces and schools |
| Unit of measurement | Children aged 3-17, girls/boys |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Education partners' building reports • Education partners' attendance records to establish the number of children attending classes in new classrooms |
| Suggested frequency of data collection | Bi-annually |
| Standards | <ul style="list-style-type: none"> • INEE Minimum Standards: Access and Learning Environment Standard 3: Facilities and Services. • Contextualized INEE minimum standard for countries • Relevant Ministry of Education Standards • UNESCO, UNICEF, WFP, World Bank. 2020. Framework for Reopening Schools, https://unesdoc.unesco.org/ark:/48223/pf0000373348 |
| Means of verification | Field (monitoring) visits, progress reports, construction reports |

| | |
|--|--|
| Aggregation/ Calculation method | <p>This indicator should be counted as the number of children benefitting from learning in newly constructed or rehabilitated or established classrooms.</p> <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the total children enrolled and benefitting from classroom, at the time of reporting not just the number of new enrolments. • Aggregation will be the maximum enrolment for the overall reporting period (1 year). <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who are enrolled through partners reports in 4Ws for that month of reporting. • Aggregation will be the maximum number of children learning in classrooms at lowest geographic level (sub-district or community). |
| Disaggregation | Sex, Age, Education level |
| Notes | <p>Definitions</p> <ul style="list-style-type: none"> • Actual enrolment figure of students currently using the classrooms should be used as total number of children benefitting. <p>Tips</p> <ul style="list-style-type: none"> • If the enrolment is available, then this figure should be used to calculate the number of children with access to classroom. If it is unavailable, then the following proxies should be used: <ul style="list-style-type: none"> »One classroom benefits 30 children, or double shift= 60; »One tented classroom. 72m² = 40 children, or double shift = 80; »Pre-fabricated classroom: 35 children, or double shift = 70. <p>Further details in p.52-72 of the INEE MS and its Implementation tools page.</p> <p>Clarification</p> <ul style="list-style-type: none"> • It is important to follow standards. “Following standards” also means there will be construction/establishment/rehabilitation of other facilities that are in the school such as playgrounds, computer labs, libraries etc. Although regional aggregation will not report these statistics, countries are recommended to monitor when applicable. |
| References | <ul style="list-style-type: none"> • IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines • INEE Minimum Standards for Education, http://www.ineesite.org/en/minimum-standards/handbook |

| | |
|---|---|
| Indicator 1.8d: | Number of schools or learning spaces benefitting from gender-sensitive and disability-sensitive WASH facilities |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | Number of schools or learning spaces with rehabilitated, improved or constructed gender and disability sensitive WASH facilities. WASH facilities include gender sensitive / inclusive latrines with adequate water supply, sinks (hand washing facilities) to facilitate and or to promote gender-sensitive and disability sensitive conducive learning environment in formal and Non-formal settings. |
| Activities | Rehabilitate, improve or construct gender-sensitive WASH facilities |
| Unit of measurement | School / learning space |
| Data Collection Methods and Sources: | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Education partners' building reports • Clarification from countries to be reported by Education sector, not WASH sector |
| Suggested frequency of data collection | Monthly / when complete |
| Standards | <ul style="list-style-type: none"> • INEE Minimum Standards: Access and Learning Environment Standard 3 (p. 70) • UNICEF WASH in Schools standards • Relevant national standards |
| Aggregation/ Calculation method | The indicator will be calculated cumulatively within the monitoring year. WASH facilities are only counted when completed. The unit of calculation should be one completed WASH facilities in a school. |
| Disaggregation | Type of school (formal, nonformal, informal) Education level |

Notes

Definitions

WASH facilities to be truly child-friendly. A school must have accessible, gender-appropriate toilets and hand-washing facilities, access to potable water and solid waste management with proper boundaries (**UNICEF WASH in Schools Guidelines**).

Clarifications

- Shared gender sensitive and disability sensitive WASH facilities by several schools—All schools sharing the same gender sensitive and disability sensitive WASH facilities should be counted and reported as benefiting.
- INEE Minimum Standards: Access and Learning Environment Standard 3 (p. 70): Facilities and Services: Adequate quantities of safe water and appropriate sanitation facilities are provided for personal hygiene and protection, taking into account sex, age and people with disabilities.

Useful Tips

- The World Bank provides a compilation of resources related to Gender and Development in the Water Supply and Sanitation sector, including briefing notes, checklists, indicators and terms of reference. <http://go.worldbank.org/M9JO8F0XT0>
- WASH in schools – This website has been jointly developed by the IRC International Water and Sanitation Centre and UNICEF. It serves as a discussion forum and an information exchange platform for sector professionals working in the field of WASH in schools. The website is also the home of the WASH in Schools Thematic Group and is linked to the Focusing Resources on Effective School Health (FRESH) initiative, a framework developed through a partnership between the United Nations Educational, Scientific and Cultural Organization (UNESCO), UNICEF, the World Health Organization (WHO) and the World Bank. www.washinschools.info/
- The Water sanitation programme toolkit on hygiene, sanitation and water in schools plugs into sector-specific knowledge of practices and approaches that are likely to yield positive results as they coordinate multi-sector efforts to improve sanitation and hygiene in schools. The toolkit was launched at the World Education Forum in April 2000. <http://www.wsp.org/schoolsanitation>

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education <http://www.ineesite.org/en/minimum-standards/handbook>
- UNICEF. 2009. Child Friendly Schools Manual, http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf
- UNICEF. 2012. Water, Sanitation and Hygiene (WASH) in Schools: A companion to the Child Friendly Schools, http://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

SYRIA CRISIS EDUCATION RESPONSE INDICATOR GUIDANCE ACCESS

1.9 Education supplies

| | |
|---|--|
| Indicator 1.9a: | Number of children (3-17 years, girls/boys) receiving school supplies |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | This indicator is defined as the number of children who have received school supplies in both formal, and non-formal settings. This includes supplies for safe learning; pens, pencils, notebooks, school bags, binders, PPE and any other type of supplies that are not considered curriculum or textbooks. |
| Activities | <ul style="list-style-type: none"> • Provide students with learning materials (stationery, pens, notebooks) • Provide school bags to children • Provide students with PPE supplies (masks, gloves, sanitizers, etc.) |
| Unit of measurement | Children (3-17, girls/boys) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Supply lists, waybills, etc. |
| Suggested frequency of data collection | Monthly |
| Standards | Relevant national standards and agency-specific supply standards For example: UNICEF supply standards : http://www.unicef.org/supply/index_education.html |
| Means of verification | Field (monitoring) visits, waybills and supply plans |
| Aggregation/ Calculation method | <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the number of children who received school supplies during that reporting month. This will be cumulatively reported over the reporting year. If the same children were reached multiple times, please report the highest number once. If a subsequent distribution of supplies occurs during the annual reporting period, the higher of the two distributions should be counted as the final result. • Aggregation will be cumulative. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who receive supplies in 4Ws for that month of reporting. • Aggregation will be the cumulative. |

| | |
|-----------------------|--|
| Disaggregation | Age, sex, disability, education level (ECE, Primary, Lower Secondary, Upper Secondary), Type of school (formal, nonformal, informal) |
| Notes | <p>Definitions</p> <p>School supplies: supplies for safe learning; pens, pencils, notebooks, school bags, binders, PPE and any other type of supplies that are not considered curriculum or textbooks.</p> <p>Useful Tips</p> <ul style="list-style-type: none"> • For 3RP countries, separate the reporting for refugee and host communities for programmes that are serving both groups. • It is recommended to disaggregate the indicator by age group: 3-4 years and 5-17 years; also disaggregate the indicator by detailed activities (supplies, school bags, learning materials etc.) to reflect the different needs of partners and the donor requirements. |
| References | <ul style="list-style-type: none"> • UNICEF Supply Division: Education supplies list, http://www.unicef.org/supply/index_education.html in English and in Arabic <ul style="list-style-type: none"> - Add PPE from WASH/Health or WHO and MoH |

| | |
|---|---|
| Indicator 1.9b | Number of teachers/facilitators (female/male) receiving teaching materials |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of teachers/facilitators receiving teaching materials to facilitate effective learning in formal and Non-formal settings: these include items such as chalk, blackboard paint, rulers, whiteboard markers and other teaching resources for teachers/facilitators to be able to effectively teach but do not include textbooks, curriculum or teaching guides. |
| Activities | <ul style="list-style-type: none"> • Provide teachers and facilitators with teaching materials |
| Unit of measurement | Teachers and education facilitators |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Supply lists, waybills etc. |
| Suggested frequency of data collection | Monthly |
| Standards | <ul style="list-style-type: none"> • UNICEF supply standards http://www.unicef.org/supply/index_education.html • Relevant national standards |
| Means of verification | Field (monitoring) visits, progress reports |

| | |
|--|--|
| Aggregation/ Calculation method | <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the number of teachers/facilitators who received education supplies during that reporting month. This will be cumulative reported over the reporting year. If a subsequent distribution of supplies occurs during the annual reporting period, the higher of the two distributions should be counted as the final result. • Aggregation will be cumulative. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of teachers/facilitators who receive supplies in 4Ws for that month of reporting. • Aggregation will be the cumulative. |
| Disaggregation | <p>Sex, education level if possible (ECE, Primary, Lower Secondary, Upper Secondary), Type of school (formal, nonformal, informal)</p> |
| Notes | <p>Clarifications</p> <ul style="list-style-type: none"> • Teachers kits does not include curriculum, textbooks or teaching guides • We use the term “teachers” for those teaching in formal settings and the term “facilitators” for those teaching in non-formal settings <p>Useful Tips</p> <p>For 3RP countries, separate the reporting for refugee and host communities for programmes that are serving both groups.</p> |
| References | <ul style="list-style-type: none"> • UNICEF Education kit User Manuals, http://www.unicef.org/supply/index_78176.html • UNICEF Supply Division: Education supplies list, http://www.unicef.org/supply/index_education.html in English and in Arabic |

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

ACCESS

1.10 Social Protection

| | |
|---|--|
| Indicator 1.10a: | Number of children (5-17 years, girls/boys) provided with school transportation support |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | The number of children supported to get to and from formal school or non-formal education activities in schools, learning centres, public education centres, or community spaces. This could be transportation on buses or any other vehicle. |
| Activities | <ul style="list-style-type: none"> • Provide children with transportation to/from school |
| Unit of measurement | Children (5-17, girls/boys) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • MoE/MoEHE/MoNE reports |
| Suggested frequency of data collection | Monthly |
| Standards | <p>All vehicles should meet highest level of the relevant national vehicle safety standards compliant to COVID-19 physical distancing and be disability-friendly. UNESCO, UNICEF, WFP, World Bank. 2020. Framework for Reopening Schools, https://unesdoc.unesco.org/ark:/48223/pf0000373348</p> <p>See, for example: INEE and Jordan Education Sector Working Group. 2015. Jordan Minimum Standards for Education in Emergencies: Contextualized from the INEE Minimum Standards for Education: Preparedness, Response, Recovery</p> |
| Means of verification | <ul style="list-style-type: none"> • Bus, transportation travel records • Partner reports |
| Aggregation/ Calculation method | <ul style="list-style-type: none"> • Total beneficiaries for each modality should be counted. The number of children benefitting from this activity per month should be the average number of children who received transportation support over the month. • Aggregation across months: The indicator should be calculated as the maximum monthly number. |
| Disaggregation | <ul style="list-style-type: none"> • Age, sex, disability if possible |

| | |
|--------------------------|--|
| <p>Notes</p> | <p>Clarifications Addressing school access, mobility and transport, especially for learners with disabilities, is an important component of inclusive education. Any school access, mobility and transport solutions consequently should be accompanied by outreach and activities that build the capacity of relevant schools to meet the requirements of inclusive education.</p> <p>Limitation May not be able to report on actual numbers of users, but the potential number of beneficiaries based on making the service available.</p> <p>Tips</p> <ul style="list-style-type: none"> • Walking groups: Community walking groups are recommended for learners who live within 30 minutes walking distance from school. They are best suited for urban areas, where learners live close together. Groups should be led by 1-2 trained monitors, and maintain a ratio of no more than 10 learners for every monitor, so they can maintain order and safety. It is recommended that children are walked to and from the designated pick-up/drop-off point. • To observe physical distancing measures for transportation by vehicles • Vulnerability criteria (economic vulnerability, physical disability, distance from school more than 2.5 KM, security situation) |
| <p>References</p> | <ul style="list-style-type: none"> • Jordan Education Sector Working Group, Guidance note: How to Assist with School Access, Mobility and Transport – draft 12 August 2014, http://reliefweb.int/report/jordan/guidance-note-how-assist-school-access-mobility-and-transport |

| | |
|------------------------------------|--|
| <p>Indicator 1.10b:</p> | <p>Number of children (5-17 years, girls/boys) supported by cash-transfers for education</p> |
| <p>Education Strategy</p> | <p>Access</p> |
| <p>Type</p> | <p>Output indicator</p> |
| <p>Indicator Definition</p> | <p>Number of children aged 5-17 supported by tuition fees, scholarships or education programmes through receiving cash grants.</p> |
| <p>Activities</p> | <ul style="list-style-type: none"> • Provide children with tuition fees and scholarships • Provide support to children through cash-grants for education (sometimes including multi-purpose or unconditional cash transfers) |
| <p>Unit of measurement</p> | <p>Children (5-17, girls/boys)</p> |

| | |
|---|---|
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Education partners' reports • Country-specific data systems (e.g. ISAIS in connection with YOBIS and E-Okul in Turkey) |
| Suggested frequency of data collection | Monthly or bi-monthly |
| Standards | In line with national standards and relevant INEE standards. |
| Aggregation/ Calculation method | <p>ActivityInfo</p> <ul style="list-style-type: none"> • Report the total children benefitting from support at the time of reporting. • Aggregation will be the number of beneficiaries who receive at least one payment in the course of a year. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who are enrolled through partners reports in 4Ws for that month of reporting. • Aggregation will be the maximum number of children enrolled at lowest geographic level (sub-district or community). |
| Disaggregation | multi-purpose, unconditional and education cash assistance |
| Notes | <p>Clarifications</p> <ul style="list-style-type: none"> • Some cash transfers are Conditional Cash Transfers (CCT)—providing financial support to families, conditional to enrolment and continued attendance of children at educational activities (formal or non-formal). When there is CCT, it is suggested to put a note for clarification. • Differentiation should be made between the multi-purpose, unconditional and education cash assistance modalities deployed by partners. • At country level, we need to be very specific in how cash transfers are being utilized and measured. All partners must measure the provision of cash-based support in a consistent manner without including multi-purpose or unconditional cash transfers not intended or utilized for education. |

References

- Gentilini, U. 2016. The Other Side of the Coin: The Comparative Evidence of Cash and In-Kind Transfers in Humanitarian Situations, The World Bank, <http://documents.worldbank.org/curated/en/950781467995054556/The-other-side-of-the-coin-the-comparative-evidence-of-cash-and-in-kind-transfers-in-humanitarian-situations;jsessionid=0PrGXFK3B9OOBjJyE6vjbKsK>
- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- The World Bank Group. 2016. Cash Transfers in Humanitarian Contexts, Final draft prepared for the Principals of the Inter-Agency Standing Committee, World Bank June 2016, <http://reliefweb.int/report/world/cash-transfers-humanitarian-contexts-strategic-note-final-draft-prepared-principals>
- UNICEF. 2016. Social Cash Transfers and Children's Outcomes A Review of Evidence from Africa, http://www.unicef.org/esaro/Social_Cash_Transfer_Publication_ESARO_December_2015.pdf
- UNHCR Policy on Cash Based Interventions, 2016 <https://cms.emergency.unhcr.org/documents/11982/159474/UNHCR%2C+Policy+on+Cash+Based+Interventions/89b1c28c-fb3e-43c1-bd3d-84dd964b566a>

| | |
|--|--|
| Indicator 1.10c: | Number of children (3-17 years, girls/boys) benefitting from school feeding programmes |
| Education Strategy | Access |
| Type | Output indicator |
| Indicator Definition | Number of children (3-17 years old) who are direct recipients of school feeding while at school or learning spaces, in formal or informal educational settings, disaggregated by gender (girls/boys) and age. |
| Activities | Provide children with school feeding programmes in formal or non-formal/informal settings. |
| Unit of measurement | Number of children (3-17, girls/boys) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws, • Activity Info reporting from education partners • WFP monitoring framework and data collection systems. These data is already collected and reported by WFP regularly to comply with internal monitoring frameworks. |

| Suggested frequency of data collection | Monthly | | | | | | | | | | | | | | | | | | | | |
|---|---|--------------------------|------------------------|--------------------------|-------------|---------|-----|-----|-----|----------|----|-----|-----|-------|----|-----|-----|-------|----|-----|-----|
| Standards | <ul style="list-style-type: none"> • In line with national standards. School feeding programmes are context- and country-specific, and can be comprised of one or more of the following: full meal, fresh meal provided through the healthy kitchen program, fortified snack (date bar or high energy biscuits – HEB), as well as conditional or unconditional take home rations for children while they are at school or learning centre. Food vouchers and cash transfers for the child and his/her family can be added to complement the previously mentioned school feeding activities. • WFP School meals monitoring framework and guidance • WFP programme guidance manual – Emergency school feeding • WFP programme guidance manual – Nutrition in ration design | | | | | | | | | | | | | | | | | | | | |
| Aggregation/ Calculation method | <ul style="list-style-type: none"> • Total beneficiaries for each modality should be counted. Each beneficiary should be counted only once, and total number of children reached should be reported on a monthly basis. • Aggregation across time (months): The indicator should be calculated as the maximum monthly number. In this example scenario (below table), the number to be reported is 200. <table border="1" data-bbox="504 1151 1469 1431"> <thead> <tr> <th>MONTH</th> <th># of new beneficiaries</th> <th>Total # of beneficiaries</th> <th># to report</th> </tr> </thead> <tbody> <tr> <td>January</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>February</td> <td>50</td> <td>150</td> <td>150</td> </tr> <tr> <td>March</td> <td>20</td> <td>170</td> <td>170</td> </tr> <tr> <td>April</td> <td>30</td> <td>200</td> <td>200</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Aggregation across modalities: Some children may receive on-site meals or snacks, and take-home rations additionally, leading to possible overlaps across modalities. Each child should be counted only once. WFP’s systems/methodologies allow for overlaps to be fixed across modalities. | MONTH | # of new beneficiaries | Total # of beneficiaries | # to report | January | 100 | 100 | 100 | February | 50 | 150 | 150 | March | 20 | 170 | 170 | April | 30 | 200 | 200 |
| MONTH | # of new beneficiaries | Total # of beneficiaries | # to report | | | | | | | | | | | | | | | | | | |
| January | 100 | 100 | 100 | | | | | | | | | | | | | | | | | | |
| February | 50 | 150 | 150 | | | | | | | | | | | | | | | | | | |
| March | 20 | 170 | 170 | | | | | | | | | | | | | | | | | | |
| April | 30 | 200 | 200 | | | | | | | | | | | | | | | | | | |
| Disaggregation | <ul style="list-style-type: none"> • Sex, Age group • Transfer modality: Meal or snack on site / take-home ration / cash-based transfer • Status (3RP countries): Host / Refugee | | | | | | | | | | | | | | | | | | | | |

Notes

Tips

- Target social safety nets that provide both educational and health benefits to the most vulnerable children, thereby increasing enrolment rates, reducing absenteeism, and improving food security at the household level. Beyond improvements in access to food, school feeding programmes also have a positive impact on nutritional status, gender equity, and educational status, each of which contributes to improving overall levels of country and human development (World Bank).
- For 3RP countries, separate the reporting for refugee and host communities for programmes that are serving both groups.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE guidelines to develop school feeding programmes, http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1041/Guidelines_Develop_School_Feeding.PDF
- WFP School Feeding Strategy 2020 - 2030", <https://www.wfp.org/publications/chance-every-schoolchild-wfp-school-feeding-strategy-2020-2030>
- WFP. 2009. School feeding Policy, <http://www.wfp.org/content/wfps-revised-school-feeding-policy>
- WFP School-feeding programme, <https://www.wfp.org/school-meals>
- WFP Programme Guidance Manual, https://pgm.manuals.wfp.org/en/school_feeding/
- WFP School Meals Monitoring Framework and Guidance, <https://newgo.wfp.org/documents/school-meals-monitoring-framework-and-guidance>

KEY CHALLENGES IN SECURING ACCESS TO LEARNING PATHWAYS WITHIN THE SYRIA CRISIS EDUCATION RESPONSE⁹:

On quality of education:

Ensuring quality education for young refugees remains a concern within Syria crisis education response. Tremendous efforts on the part of education actors have resulted in the expansion and adaptation of national education systems in Jordan, Lebanon, Northern Iraq/Kurdistan Region of Iraq (KRI) and Turkey¹⁰ However, the limited capacity of education systems in the host countries to fully absorb all school-age refugee students is threatening the quality of education provision. In addition, family perception on education, the language barrier and the psychosocial distress present hurdles to learning in the classroom. Below are key challenges:

- Challenges of teaching students include different ages, learning levels, backgrounds, language of instruction proficiency (in some of the host countries), in addition to overcrowded schools and a lack of sufficient teachers and resources, all of which continue to compromise the quality of education.
- Lack of official student records from latest enrolment, lack of assessment to monitor the appropriate level of students for placement in right grades.
- Lack of learning materials because of financial barriers.
- Both children and teachers demonstrate psychosocial distress inflicted by the conflict, including depression, anxiety and panic attacks.
- Youth experience a mismatch of skills taught in formal education with those sought after by the labour market.

Lack of teacher's preparedness to teach the children affected by crisis (psychosocial support, alternative teaching methods)

STRATEGIC DIRECTIONS – SHORT AND MEDIUM TERM

- Prioritize psychosocial support in schools and learning centres to address psychosocial barriers to learning and needs of children, including those related to experiences of toxic stress.
- Integrate life skills into the curriculum or extra-curricular activities and teaching practices to ensure resilient and empowered children and youth are capable of engaging in further learning and work.
- Continue to invest in school-based professional development, motivation and retention of teachers and education personnel. Encourage the engagement of whole communities (teachers, principals, education personnel, parents, students, etc.) in school improvement plans. Involve volunteers from the community in supporting overcrowded classrooms (especially those including children with disabilities) to ensure adequate attention to the needs of individual children.
- Invest in measuring learning outcomes and the acquisition of life skills to help teachers and programme implementers to better accompany and improve student learning.
- Ensure core child protection interventions are sustained in order to strengthen children's overall resilience and coping mechanisms, and ultimately their overall learning outcomes, through investment in complementary service delivery pathways at the community level.

9- This section is based on key challenges and recommendations identified in the No Lost Generation (NLG) report presented at the Brussels Conference on 'Supporting the Future of Syria and the Region' in 2018: NLG.2018. We made a promise: Ensuring Learning Pathways and Protection for Syrian children and youth

10- Ensuring quality education for young refugees from Syria: 2014, Hashem Ahmadzadeh, Metin Çorabatır, Jalal Al Hussein, Leen Hashem and Sarah Wahby

SYRIA CRISIS EDUCATION RESPONSE INDICATOR GUIDANCE QUALITY

2.1 Teacher and education personnel professional development

| | |
|---|---|
| Indicator 2.1a: | Number of teachers and education personnel trained (female/male) |
| Education Strategy | Quality |
| Type | Output Indicator |
| Indicator Definition | <p>Teachers and education personnel are those providing formal and non-formal education services supported by an organization according to teacher/education personnel selection and recruitment criteria as per each country.</p> <p>These trainings can include in-service training on inclusive education, psychosocial support, pedagogical skills, classroom managements, positive discipline, life skills, technical and vocational training, and citizenship education programmes, remote teaching pedagogy etc. delivered face-to-face, remotely and/or using blended approaches.</p> <p>By 'trained', it means at least 50% of attendance to a training.</p> |
| Activities | <ul style="list-style-type: none"> • Train teachers and education personnel on child-centred and protective pedagogy (life skills and citizenship education, technical and vocational training, , gender-sensitive inclusive education, classroom management, safe school operations, codes of conduct and anti-bullying) • Train teachers and education personnel on mental health and psychosocial support and referral mechanisms • Train teachers and education personnel on Education in Emergencies (EiE) and national/INEE (Inter-Agency Network for Education in Emergencies) minimum standards (MS) |
| Unit of measurement | Teachers/education personnel (by province/governorate and/or personnel type, and gender disaggregated) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS, Training Attendance Lists • ActivityInfo • Education Sector/Cluster 4Ws |
| Suggested frequency of data collection | Monthly, upon completion of each training or capacity building session |
| Standards | <ul style="list-style-type: none"> • INEE MS teaching and learning standard 2: training, professional development and support (p. 83) • Relevant Ministry of Education training guidelines • Relevant NGO training packages |

| | |
|--|---|
| Aggregation/ Calculation method | <ul style="list-style-type: none"> Count number of teachers, facilitators and school staff trained. If someone is a beneficiary of multiple training programmes, count the person only once, to avoid double counting. and type of training <p>ActivityInfo:</p> <ul style="list-style-type: none"> Report only new participants who have completed a training package in a particular month. Aggregation will be the cumulative for the overall reporting period (1 year). <p>4Ws</p> <ul style="list-style-type: none"> Report number of teacher and education personnel who have completed a training package in a particular month in the 4Ws. Aggregation will be the cumulative number of teachers trained at lowest geographic level (e.g. sub-district or community) |
| Disaggregation | <ul style="list-style-type: none"> Sex, Type of school (Formal, Nonformal, Informal) School education level Type of education personnel (teachers, facilitators and other school staff) Type of training programme (e.g. Pedagogy, MHPSS, Other) |
| Notes | <p>Definition</p> <ul style="list-style-type: none"> Teachers and Education personnel: Teachers and other education personnel provide for the education needs of children and youth in emergencies through to recovery. They may vary in professional status from state employees with university degrees to volunteers or community-based educators with little formal education. The term ‘teachers and other education personnel’ includes: <ul style="list-style-type: none"> »classroom teachers and classroom assistants; »early childhood or pre-school teachers; »educators of people with disabilities; »subject specialists and vocational trainers; »facilitators in child-friendly spaces; »community volunteers, religious educators and life skills instructors; »head teachers, principals, school supervisors and other education officials. <p>Source: INEE Minimum Standards in Education: Standard 4, p. 94</p> <p>Clarifications</p> <ul style="list-style-type: none"> This indicator refers to training of individuals directly working at the school level, NOT other actors involved in, for example, training on education policy (such as officials from the MOE). The latter will be reported under ‘system strengthening’. |

References

- IIEP-Pole de Dakar, The World Bank, UNICEF, GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UN General Assembly. Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

SYRIA CRISIS EDUCATION RESPONSE INDICATOR GUIDANCE QUALITY

2.2 Teacher and education personnel recruitment and retention

| | |
|---|---|
| Indicator 2.2a: | Number of teachers and education personnel receiving incentives (female/male) |
| Education Strategy | Quality |
| Type | Output Indicator |
| Indicator Definition | The number of teachers and education personnel currently receiving incentives -financial or other compensation to enable them to focus on their professional work without having to seek additional sources of income. |
| Activities | <ul style="list-style-type: none"> • Provide teachers and education personnel with incentives |
| Unit of measurement | Teachers/education personnel |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Teachers Lists/Payment reports (receipts or banking reports, etc.) • EMIS • ActivityInfo • Education Sector/Cluster 4Ws |
| Suggested frequency of data collection | Monthly |
| Standards | <ul style="list-style-type: none"> • INEE Minimum Standards: Teachers and Education Personnel Standard 2: Compensation (p. 49) • In-country contextualized INEE Minimum Standards • Relevant MoE payment scales • Cluster/sector agreed salary scales |
| Aggregation/ Calculation method | <ul style="list-style-type: none"> • Count number of teachers and education personnel who are receiving incentives that month. The total number reported will be the maximum number of staff who received support over the reporting period. If a teacher or education personnel is a beneficiary of multiple incentive programmes, count only once to avoid double counting. <p>ActivityInfo</p> <ul style="list-style-type: none"> • Count the total number of staff who are receiving incentives for the monthly reporting period. • The aggregation result reported will then be maximum number of staff who received support over the reporting period. <p>4Ws</p> <ul style="list-style-type: none"> • Count the total number of staff who are receiving incentives for the monthly reporting period. • Aggregation will be made from the maximum numbers of teachers and education personnel receiving support at the lowest geographic level (e.g. community level in Syria, for example). |

Disaggregation

- Sex, Type of school (Formal, nonformal, informal)

Notes

Definition

- **Teachers and Education personnel:** This group include a range of educators from those with professional status (state employees with university degrees, for example) to volunteers or community-based educators with little formal education. The term 'teachers and other education personnel' includes:
 - »classroom teachers and classroom assistants;
 - »early childhood or pre-school teachers;
 - »educators of people with disabilities;
 - »subject specialists and vocational trainers;
 - »facilitators in child-friendly spaces;
 - »community volunteers, religious educators and life skills instructors;
 - »head teachers, principals, school supervisors, counsellor and other education officials.

Source: INEE Minimum Standards in Education: Standard 4, p. 94

Incentives: Adequate compensation is sufficient to enable teachers and other education personnel to focus on their professional work without having to seek additional sources of income to meet their basic needs... Compensation can be monetary or non-monetary. Incentives to teachers can be both monetary and non-monetary to support retention of teachers and contribute to enhanced quality of education for learners.

This indicator focuses on monetary/financial incentives provided to teachers this includes but not limited to, pre-paid cards/vouchers, transportation allowance, financial payment (as part of salary/incentive) to carry out education services

- Compensation can be monetary or non-monetary. This can include the provision of support for transportation to school for example (INEE).
- Incentives can be provided through different modalities such as cash, pre-paid cards, vouchers, etc.

Source: INEE Minimum Standards in Education: Standard 4, p. 99

Notes

Clarifications & Tips

- In deciding on payment system, please note that the education authorities have the principal responsibility for ensuring compensation (INEE).
- Coordination among relevant stakeholders, including education authorities, unions, community members, committees and associations, UN agencies and NGOs, lays the foundation for sustainable compensation policy and practice, and helps in the transition from recovery to development (INEE).
- Compensation policies set a precedent that teachers and other education personnel will expect to be maintained (INEE).
- Compensation depends on adhering to the conditions of work and the code of conduct. Conflicts of interest should be avoided, including situations where teachers privately charge students fees for teaching and tutoring (see also Coordination standard 1, guidance note 2 on page 32 and INEE Guidance Notes on Teacher Compensation, available in the INEE Toolkit: www.ineesite.org/toolkit)
- Incentives can be viewed as a response to performance or to encourage performance. However, due to context, it may serve other purposes.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- SEEP Network Minimum Standards for Economic Recovery after Crisis, <http://www.seepnetwork.org/minimum-standards-for-economic-recovery-after-crisis-resources-332.php>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

| | |
|---|--|
| Indicator 2.2b: | Number of teachers and education personnel receiving teaching resources, kits and guides (female/male) |
| Education Strategy | Quality |
| Type | Output Indicator |
| Indicator Definition | The number of teachers and education personnel who received teaching resources, kits and/or guides (ICT devices, connectivity, pedagogical contents, textbooks, teaching guides and materials including safe school operation, and etc.) that support teaching (remote, hybrid, face-to-face) to help teachers and other education personnel achieve their learning objectives. |
| Activities | <ul style="list-style-type: none"> • Provide teachers and education personnel with teaching resources, kits and guides (e.g. safe school operation) |
| Unit of measurement | Teachers/education personnel |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS, Distribution lists • Activity Info • Education Sector/Cluster 4Ws |
| Suggested frequency of data collection | Monthly |
| Standards | <ul style="list-style-type: none"> • Relevant accreditation for national curriculum standards for formal education • Relevant accreditation for national curriculum standards for non-formal education • INEE Minimum Standards for Education, Teaching and learning standard 1: Curricula (p. 77) • INEE Minimum Standards for Education, Teaching and learning standard 3: support and supervision (p. 101) |
| Means of verification | Waybills, supply receipts |
| Aggregation/ Calculation method | <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the number of teachers and education personnel who received supplies during that reporting month. This will be cumulative reported over the reporting year. If a subsequent distribution of supplies occurs during the annual reporting period, the higher of the two distributions should be counted as the final result. • Aggregation will be maximum per location over the total reporting period. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of teachers and education personnel who receive supplies in 4Ws for that month of reporting. • Aggregation will be made from the maximum per location over the total reporting period at lowest geographic level (e.g. community level in Syria, for example). |

| | |
|-----------------------|--|
| Disaggregation | Sex, Type of school (Formal, Nonformal, Informal) Education level |
| Notes | <p>Definition</p> <ul style="list-style-type: none"> • Curriculum: Culturally, socially and linguistically relevant curricula used in formal and non-formal education, appropriate to the particular context and needs of learners. • Teaching kits: a standard package of teaching aids and teaching resources. • Teaching resources: consist of teaching content that support in-class teaching (books, magazines, online materials etc.). • Teaching materials (also known as kits) are defined as any teaching aid/supplies used by teachers to help them achieve their teaching objectives. <p>Clarifications</p> <ul style="list-style-type: none"> • This indicator does not include other non-teaching equipment, chalk, blackboards etc. found in a school-in-a-box. (Indicator 1.9b) <p>Useful Tips</p> <ul style="list-style-type: none"> • INEE Minimum standards; Teaching and learning Standard 1: p. 77: • Curricula, textbooks and supplementary materials are appropriate to the age, developmental level, language, culture, capacities and needs of learners (see guidance notes 1-4). • Curricula, textbooks and supplementary materials cover the core competencies of basic education including literacy, numeracy, early learning, life skills, health and hygiene practices (see guidance notes 4-5). • Curricula address the psychosocial well-being and protection needs of learners (see guidance note 6). • Learning content, materials and instruction are provided in the language(s) of the learners (see guidance note 7). • Curricula, textbooks and supplementary materials are gender-sensitive, recognise diversity, prevent discrimination and promote respect for all learners (see guidance note 8) • Provide teachers and education personnel with teaching materials leading to well-stocked classrooms and to have a better learning environment. • Provide teachers and education personnel with access to online and/or print resources. |

References

- UNICEF. 2015. Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt, http://www.oosci-mena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UN General Assembly. Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

QUALITY

2.3 Life skills and citizenship education

| | |
|-----------------------------|--|
| Indicator: | <p>2.3a Number of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in formal settings</p> <p>2.3b Number of children and youth (5-24 years, girls/boys) benefiting from life skills and citizenship education programmes in non-formal settings</p> <p>2.3c Number of children and youth (5-24 years, girls/boys) benefiting from life skills and citizenship education programmes in informal settings</p> <p>2.3d Number of teachers and educational personnel receiving training in life skills and/or citizenship education</p> |
| Education Strategy | Quality |
| Type | Output Indicator |
| Indicator Definition | <p>2.3a: The number of girls and boys (age 5-17) in formal settings benefitted from LSCE programmes supported by an organization. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>2.3b: The number of girls and boys (age 5-24) in non-formal settings benefitted from LSCE programmes supported by an organization. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>2.3c: The number of girls and boys (age 5-24) in informal settings benefitted from LSCE programmes. The delivery modes can include face-to-face, hybrid, online and other offline.</p> <p>2.3d: The number of teachers and educational personnel in formal, non-formal and informal settings benefitted from LSCE trainings. The delivery modes can include face-to-face, hybrid, online and other offline.</p> |

| | |
|---|---|
| Activities (This list reflects a pool of activities; not all of these activities are conducted in countries involved.) | <ul style="list-style-type: none"> • Provide children both in formal and non-formal/informal settings with life skills and citizenship education (LSCE) programmes towards improved education outcomes, improved employment and entrepreneurship, and improved civic engagement • Develop programmes to establish and support school parliaments, school councils, school clubs and other participation mechanisms in and around schools • Implement programmes that focus on entrepreneurship and/or the fostering of an 'entrepreneurial spirit' within formal, non-formal/informal settings including TVET • Support innovative approaches for introducing LSCE into teaching and learning processes • Provide training to teachers and education personnel about LSCE • Establish complaint mechanisms in schools to report bullying and school violence • Work at community level to create an enabling environment and increase awareness on the importance of LSCE • Mental health and psychosocial support within education programmes as linked to life skills development |
| Unit of measurement | Children and youth 5-24; teachers and educational personnel |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Education Sector/Cluster 4Ws • ActivityInfo reporting from education partners • Implementing and operational partners |
| Suggested frequency of data collection | Monthly |
| Standards | Relate to LSCE definition (see Notes below) Relate to INEE or other relevant national standards as applicable. |
| Aggregation/ Calculation method | <ul style="list-style-type: none"> • For the numbers of children benefiting from LSCE (2.3a-2.3c), mechanisms need to be developed by each country to count the person only once, to avoid double counting. • For 2.3d, count the number of teachers, facilitators and school staff trained in LSCE. If someone is a beneficiary of multiple training programmes, count the person only once, to avoid double counting. If possible, report the number by segment (teachers, facilitators and other school staff) and gender (female/male). This could serve as a sub-field when collecting the information for Indicator 2.1a, thus follows the aggregation/calculations methods of indicator 2.1a. |

| | |
|------------------------------|--|
| <p>Disaggregation</p> | <ul style="list-style-type: none"> • Sex, Age group (if possible), School type (Formal, Non-formal, Informal) • Type of participants (teachers, facilitators and other school staff) • Refugee / host community • Education level (Primary, Lower secondary, Upper secondary) |
| <p>Notes</p> | <p>Definitions</p> <ul style="list-style-type: none"> • LSCE programmes refer to those which focus on the following 12 core life skills of the Life Skills and Citizenship Education (LSCE) Initiative: (i) skills for learning (i.e. creativity, critical thinking, problem solving) ; (ii) skills for employability (i.e. cooperation, negotiation, decision-making); (iii) skills for personal empowerment (i.e. self-management, resilience, communication); and (iv) skills for active citizenship (i.e. respect for diversity, empathy, participation). Note that these 4 dimensions of skills are also overlapping. • Non-formal Education: educational activities that do not correspond to the definition of formal education (structured, with curricula developed/approved by ministry or relevant authority, certified, with clear education pathways). Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy and numeracy, and Turkish language courses. Non-formal education may lead to later entry into formal education programmes. This is sometimes called 'second-chance education'. (INEE, 2010. Minimum Standards for Education: Preparedness, Response, and Recovery, p.121.) • Informal Learning: Forms of learning that are intentional or deliberate but are not institutionalized. They are less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, in the work place, in the local community, and in daily life, on a self-directed, family-directed or socially-directed basis (ISCED, 2011). 'Informal education' is activity-based according to its standard definition—it can be just about story telling at home, or being more organized activity like museum visit or cooking competition (integrated into formal or NFE programmes). http://www.lsce-mena.org/ |

Clarifications and Useful Tips

- The above definition stems from the Conceptual and Programmatic Framework of the LSCE Initiative, which aims at supporting countries in strengthening and mainstreaming LSCE within national education systems. The initiative is undertaken in collaboration with the International Youth Foundation and Birzeit University and in partnership with ALECSO, ILO, UNESCO, UNFPA, UNHCR, UNRWA, UNICEF and the World Bank.
- Life skills are often confused with subject areas. Subject areas should be understood as thematic, technical or academic areas of teaching and learning where life skills are integrated, such as curricular and vocational disciplines, career education, entrepreneurship education, computer literacy, health and environmental education, emergency education, peace and civic education, arts, sports, culture, etc. These areas need to be supported by LSCE programmes.
- LSCE is implemented through a multiple pathways and systems approach recognizing that life skills need to be developed along different educational pathways, including formal and non-formal education, on the road to and in the workplace, through social engagement, and child protection. Different modalities of delivery are also addressed including a variety of approaches that can be categorized as curricular, co-curricular and extra-curricular, standalone and integrated, and self-learning, face-to-face, online, media and blended.
- For 3RP countries, separate the reporting for refugee and host communities for programmes that are serving both groups.
- Psychosocial support is also closely linked to life skills development. When this intervention occurs in community-based informal settings (ref. indicator 2.3c) it is usually captured by Child Protection outcome indicator. The definition and implementation of psychosocial support adheres to the Inter Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support.

Notes

- For monitoring purposes, NFE can be divided as “accredited NFE” vs. “non-accredited NFE”; and for programming purpose the three groups of interest based on type educational needs and age group, include:
 - Need of ECE or pre-primary education— Children before the primary entry age (),
 - Need second-chance education—Out-of-school children below 15 years. and
 - Need for literacy and vocational training programmes— Non-enrolled youth and adults aged 15 years and above who need either:
 - »literacy and basic-education equivalent programmes for those missing basic education, or
 - »vocational trainings and lifelong learning programmes for those who have completed basic-equivalent education.
- In non-emergency contexts, children in NFE are considered as out of school, but this should be specified when data allows. In the context of the Syrian Crisis, refugee children in NFE are considered “in school” in the five neighbouring countries. In the case of Turkey, schools for refugees (Temporary Education Centres -TECs) that follow a curriculum approved by MoNE are considered part of formal education.

References

- IIEP-Pole de Dakar, The World Bank, UNICEF & GPE. 2014. Education Sector Analysis Methodological Guidelines, <https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines>
- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UNICEF MENARO. 2015. Quality Learning through Life Skills, http://www.oosci-mena.org/uploads/1/wysiwyg/MEdNet_Meeting_Report_-_Final.pdf
- UNICEF MENARO. 2017. Life Skills and Citizenship Education in the Middle East and North Africa: Analytical Mapping
- UNICEF MENARO. 2017. Life Skills and Citizenship Education in the Middle East and North Africa: Conceptual and Programmatic Framework

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

QUALITY

2.4 Teaching and learning materials

| | |
|-----------------------------|---|
| Indicator | <p>2.4a: Number of children (5-17 years, girls/boys) receiving textbooks</p> <p>2.4b: Number of children (3-17 years, girls/boys) receiving supplementary learning materials in formal and non-formal/informal settings</p> <p>2.4c: Number of children (3-17 years, girls/boys) benefitting from recreational materials</p> |
| Education Strategy | Quality |
| Type | Output Indicator |
| Indicator Definition | <p>2.4a The number of children (age 5-17) who received textbooks based on national curriculum in formal education</p> <p>2.4b The number of children (age 3-17) who received supplementary learning materials such as books, magazines, devices and online materials, etc. in formal and non-formal/informal settings</p> <p>2.4c The number of children (age 3-17) benefitting from recreational kits distributed to schools</p> |
| Activities | <ul style="list-style-type: none"> • Provide textbooks for children • Provide supplementary learning materials (online/offline, including educational games, health awareness and MHPSS materials) for children attending formal and non-formal/informal education • Provide schools with recreational materials • Provide UNICEF Early Child Development (ECD) kits or other similar kits (e.g. LEGO) to learning spaces |
| Unit of measurement | Children |

| | |
|---|---|
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • Distribution lists • ActivityInfo • Education Sector/Cluster 4Ws |
| Suggested frequency of data collection | Monthly |
| Standards | <p>INEE Minimum standard teaching and learning standard 3: support and supervision (p. 101)</p> <p>UNICEF standard for:</p> <ul style="list-style-type: none"> • ECD Kit • Recreational Kit • School in A Box <p>http://www.unicef.org/supply/index_education.html</p> |
| Aggregation/ Calculation method | <p>2.4a/2.4b/2.4c</p> <p>ActivityInfo:</p> <ul style="list-style-type: none"> • Report the number of children who received education materials (textbooks, supplementary learning materials, or recreational materials) during that reporting month. This will be cumulative, reported over the reporting year. If a subsequent distribution of supplies occurs during the annual reporting period, the higher of the two distributions should be counted as the final result. • Aggregation will be cumulative. <p>4Ws</p> <ul style="list-style-type: none"> • Report number of children who receive education materials in 4Ws for that month of reporting. • Aggregation will be the cumulative. |
| Disaggregation | Sex, Education level Refugee/ host community if relevant |

Notes

Definition

- Non-formal education takes place both within and outside educational institutions and caters to people of all ages. It does not always lead to certification. Non-formal education programmes are characterized by their variety, flexibility and ability to respond quickly to new educational needs of children or adults. They are often designed for specific groups of learners such as those who are too old for their grade level, those who do not attend formal school, or adults. Curricula may be based on formal education or on new approaches. Examples include accelerated 'catch-up' learning, after-school programmes, literacy, and numeracy. Non-formal education may lead to late entry into formal education programmes. This is sometimes called 'second-chance education'.
- Informal education is complementary to formal and non-formal education programmes. Informal Education provides extra-curricular activities in informal settings, such as youth clubs or informal groups. Informal Education activities are not implemented during Formal or Non-Formal Education hours. Informal Education is not a substitute for Formal or Non-Formal Education.

Source: INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>

Useful Tips

- A standard recreational kit is 1 unit = 90 children, double shift = 180 children
- For 3RP countries, separate the reporting for refugee and host community for programmes that are serving both groups.

References

- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- UNICEF Education kit User Manuals, http://www.unicef.org/supply/index_78176.html
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>

KEY CHALLENGES IN SECURING ACCESS TO LEARNING PATHWAYS WITHIN THE SYRIA CRISIS EDUCATION RESPONSE¹¹:

On systems strengthening:

The quality of education remains a critical component within Syria crisis education response. It comprises upstream level intervention looking at enhancing the overall system: (i) building multi-pathway approaches contextualized and tailored to the learner needs and (ii) on the future prospect in terms of Life skills and competencies needed for ensuring a smooth transition and integration into job market. Therefore, a continuous effort focusing at strengthening the system and developing a conducive policy environment that secure recognition and accreditation of learning regardless the location where the education services were delivered constitute a key pillar for a long term strategic direction as enabling factors to support returnees/refugees reintegration or integration in Syria or in their host countries. Below are key challenges and barriers in securing access to quality learning for Syria refugees' children:

- Today's youth in particular miss out on quality learning, attesting to the inadequate education response throughout the crisis.
- Lack of recognition and accreditation of learning in non-formal settings challenges transitions to the formal system or the world of work.
- While data generation and monitoring systems have improved in Syria and the five host countries, both in terms of accuracy and disaggregation, there remain education and financial data gaps to deepen analysis that is necessary to design adequate responses.
- Public systems in host countries are under pressure by increased enrolment and are in need of more resources, classrooms and learning materials.

11- This section is based on key challenges and recommendations identified in the No Lost Generation (NLG) report presented at the Brussels Conference on 'Supporting the Future of Syria and the Region' in 2018: NLG.2018. [We made a promise: Ensuring Learning Pathways and Protection for Syrian children and youth](#)



STRATEGIC DIRECTIONS – SHORT AND MEDIUM TERM

- Continue to support host-country governments in building inclusive, protective and gender-sensitive national education systems through legal and policy framework development, capacity development and the removal of barriers to learning (including child protection related barriers).
- Ensure a more explicit linkage between humanitarian and development interventions, rooted in the long-term vision of education and learning set out in the SDG4 education targets.
- Strengthen pathways from non-formal education to formal education through clear policies and frameworks.
- Where relevant, put in place, through advocacy with relevant authorities in Syria, necessary legal and policy frameworks for the certification and recognition of learning. Conduct similar advocacy in the host countries for the certification and recognition of learning in non-formal education programmes.
- Continue to strengthen data generation, monitoring, analysis and use, including improved disaggregation and coverage, interpretation for decision-makers, and data sharing between agencies, in order to promote the efficiency, transparency and accountability of investments made into the education sector:
- Generate improved data and analysis regarding access and retention for both formal and non-formal education;
- Generate more data and analysis on the quality of education (such as learning outcomes, transition/progression, etc.) through country-level data collection systems where possible;
- Ensure that educational decisions, policies, practices, budgeting and implementation mechanisms are evidence-based; and
- Put in place a monitoring plan based on targets and disaggregated data to ensure reporting/tracking on attendance, dropout and other retention indicators where possible.

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

SYSTEMS STRENGTHENING

3.1 Policies and strategies

| | |
|-----------------------------|--|
| Indicator 3.1a: | Number of crisis / emergency-sensitive policies and strategies developed and endorsed |
| Education Strategy | System strengthening |
| Type | Output Indicator |
| Indicator Definition | Indicates the number of policies that have been developed or adapted that support either access to, or quality of education (from ECE to tertiary). These policies must be operational/being enforced in order to be included. |
| Activities | <ul style="list-style-type: none"> • Support the development of internally displaced persons (IDP) and refugee-sensitive policies aimed at removing legal barriers for children’s access to public education • Incorporate safe school operations guidelines into education policy implementation process • Support the improvement of child protection policies including data privacy, online safety, online bullying and referral mechanisms in schools, also related to new modalities of teaching and learning (online, remote, blended) • Support the development of evidence-based policies aimed at improving access to and the quality of education, including blended/hybrid learning policies • Foster collaborative frameworks between education authorities and civil society in the provision of education • Develop accreditation frameworks for non-formal education, including TVET, together with pathways to formal education opportunities • Support mainstreaming of the humanitarian response in national education plans |
| Unit of measurement | <ul style="list-style-type: none"> • Number of operational policies leading to enhanced access and quality of education • Number of policies, programmes, strategies, action plans that reflect improved data collection and Information Management systems |

| | |
|---|--|
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS • Education sector/cluster 4Ws • Activity Info reporting from Education sector/cluster • Review of policies/strategies, review of SoPs and guidelines |
| Suggested frequency of data collection | Annually |
| Standards | INEE policy development Existing national standards |
| Aggregation/ Calculation method | <p>Number of policies and strategies completed or implemented to be aggregated on a quarterly basis and only counted once during the reporting year.</p> <p>ActivityInfo</p> <ul style="list-style-type: none"> • Cumulative number reported once report or system is completed during the reporting year. |
| Notes | <p>Useful Tip</p> <ul style="list-style-type: none"> • Though the indicators are about numbers, it will be important to specify what the policies/strategies are, and their scales/scopes/stages of implementation. • For detailed explanation of definitions, actions and guidance, please refer to the chapter “Domain Five: Education Policy” in INEE minimum Standards. |
| References | <ul style="list-style-type: none"> • IIEP-Pole de Dakar, The World Bank, UNICEF, GPE. 2014. Education Sector Analysis Methodological Guidelines, https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines • INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook • UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, http://www.unhcr.org/refworld/docid/3ae6b38f0.html • UNESCO. 2011. International Standard Classification of Education, http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx • United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm • World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, http://unesdoc.unesco.org/images/0012/001211/121147e.pdf |

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

SYSTEMS STRENGTHENING

3.2 Data collection systems

| | |
|--|--|
| Indicator 3.2a: | Number of programmes implemented to improve education data system in humanitarian situations |
| Education Strategy | System strengthening |
| Type | Output Indicator |
| Indicator Definition | Indicator measures the number of education programmes, whether it is support to data collection/analysis/reporting or capacity building initiatives that enhances data being used for planning, decision making, policy formulation and advocacy by education actors (Government staff, NGO staff, etc., from ECE to tertiary). It also include the development of framework as well as measuring learning outcomes— e.g: actual large scale assessment of learning outcomes, simplified pre-test / post-test progress in learning outcomes. |
| Activities | <ul style="list-style-type: none"> • Build the capacity of education actors at all levels in crisis-sensitive data collection, analysis and dissemination • Strengthen data collection processes at school and decentralized levels • Improve data collection related to non-formal education and an inclusive EMIS • Strengthen and mainstream rapid assessments and real-time monitoring • Strengthen evidence base around inclusive education (impact evaluations, process evaluations, case studies etc.). Explore and enhance tools for measuring learning • Development of framework for measuring learning outcomes • Collect baseline and end line – i.e. Pre-test / Post-test on progress of learning outcomes |
| Unit of measurement | <ul style="list-style-type: none"> • Number of policies, programmes, strategies, action plans that reflect improved data collection and Information Management systems • Number of programmes that are measuring learning outcome |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS • Education sector/cluster 4Ws • Activity Info reporting from Education sector/cluster • Review of policies/strategies, review of SoPs and guidelines |

| | |
|---|--|
| Suggested frequency of data collection | Annually |
| Standards | INEE policy development Existing national standards |
| Aggregation/ Calculation method | The number of developed and disseminated education sector/cluster responsive analysis reports aggregated on monthly basis, taking into consideration the double counting by reporting once the report is developed for the first time. ActivityInfo <ul style="list-style-type: none"> Cumulative number reported once report or system is completed during the reporting year. |
| Disaggregation | Data domain (Learning outcomes measurement, general education statistic) |
| Notes | Useful Tip <ul style="list-style-type: none"> Though the indicators are about numbers, it will be important to specify what the policies/strategies are, and their scales of implementation. For detailed explanation of definitions, actions and guidance, please refer to the chapter “Domain Five: Education Policy” in INEE minimum Standards. In programming, when milestones are requested, the improvement of data collection should undergo the process of mapping, drafting, piloting, and scaling. |
| References | <ul style="list-style-type: none"> IIEP-Pole de Dakar, The World Bank, UNICEF, GPE. 2014. Education Sector Analysis Methodological Guidelines, https://www.iipe-poledakar.org/en/news/education-sector-analysis-new-methodological-guidelines INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p. 3, http://www.unhcr.org/refworld/docid/3ae6b38f0.html UNESCO. 2011. International Standard Classification of Education, http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, http://unesdoc.unesco.org/images/0012/001211/121147e.pdf |

SYRIA CRISIS EDUCATION RESPONSE

INDICATOR GUIDANCE

SYSTEM STRENGTHENING

3.3 Capacity development

| | |
|---|---|
| Indicator 3.3a: | Number of education actors (female/male) trained on policy, planning, data collection, sector coordination or INEE MS |
| Education Strategy | System strengthening |
| Type | Output Indicator |
| Indicator Definition | The number of education actors (Government staff, NGO staff, etc.) who complete training on education policy development, data collection methodology and process / processing / Use of data, sector/cluster coordination or the INEE minimum standards. |
| Activities | <ul style="list-style-type: none"> • Build the capacity of education authorities to lead, coordinate, manage and monitor the education sector • Build the capacity of education personnel and partners in evidence-based policy development and planning • Train education actors on national standards, EiE and INEE MS • Train education actors on advocacy of the needs and rights of children in crisis contexts • Provide support to the supervisory function of the education system |
| Unit of measurement | Number of education actors (Government staff, NGO staff, etc.) |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS • Education sector/cluster 4Ws • ActivityInfo reporting from Education sector/cluster • Qualitative programme reports |
| Suggested frequency of data collection | Monthly |
| Standards | INEE policy development Existing national standards |
| Aggregation/ Calculation method | Count the number of education actors (participants) trained who completed at least 50% of each training. If someone is a beneficiary of multiple training programmes, count the person only once, to avoid double counting. |
| Disaggregation | Sex, Type of education actors (Government staff, NGO staff, Other) |

| | |
|--------------------------|--|
| <p>Notes</p> | <p>Definition: Education Actor: Government MOE or other staff, NGO staff other related Education actors not involved directly with teaching children in schools, with NFE or Informal education activities.</p> <p>Source INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook</p> <p>Clarifications Indicator 3.3a refers to training of individuals not working at the school level, these are other education actors and activities for example, training on education policy (such as officials from the MOE).</p> |
| <p>References</p> | <ul style="list-style-type: none"> • INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook • UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p.3, http://www.unhcr.org/refworld/docid/3ae6b38f0.html • UNESCO. 2011. International Standard Classification of Education, http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx • United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm • World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, http://unesdoc.unesco.org/images/0012/001211/121147e.pdf |

| | |
|------------------------------------|---|
| <p>Indicator 3.3b:</p> | <p>Number of Parent Teacher Associations (PTAs) supported or established</p> |
| <p>Education Strategy</p> | <p>System strengthening</p> |
| <p>Type</p> | <p>Output Indicator</p> |
| <p>Indicator Definition</p> | <p>The number of Parent Teacher Associations (PTAs) supported or established</p> |
| <p>Activities</p> | <ul style="list-style-type: none"> • Support or establish school-based governance and accountability mechanisms (e.g. Parent Teacher Associations, School Councils,) to support school operations • Introduce frameworks for school-based management and monitoring |

| | |
|---|--|
| Unit of measurement | Number of PTAs |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS • Education sector/cluster 4Ws • ActivityInfo reporting from Education sector/cluster • Qualitative programme reports |
| Suggested frequency of data collection | Monthly |
| Standards | INEE policy development Existing national standards |
| Aggregation/ Calculation method | Report the cumulative number of supported and active PTAs over the reporting period; |
| Disaggregation | N/A |
| Notes | <p>Definition: Parent Teacher Association: A parent-teacher association (PTA) or parent-teacher-student association (PTSA) is a formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school.</p> <p>Source INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook</p> |
| References | <ul style="list-style-type: none"> • INEE Minimum Standards in Education, http://www.ineesite.org/en/minimum-standards/handbook • UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p.3, http://www.unhcr.org/refworld/docid/3ae6b38f0.html • UNESCO. 2011. International Standard Classification of Education, http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx • United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm • World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, http://unesdoc.unesco.org/images/0012/001211/121147e.pdf |

| Indicator 3.3c: | Number of parental engagement activities supported or established |
|---|--|
| Education Strategy | System strengthening |
| Type | Output Indicator |
| Indicator Definition | The number of parental engagement activities such as Parent Teacher Associations (PTAs), parent-teacher-school feedback mechanisms and platforms supported or established |
| Activities | <ul style="list-style-type: none"> • NFE regular focus group discussions with parents • Social media platforms, phone apps (by platform or app e.g. Facebook, WhatsApp etc.) • End-of-term teacher-parent meetings • Feedback mechanisms |
| Unit of measurement | Number of parental engagement activities |
| Data Collection Methods and Sources | <ul style="list-style-type: none"> • EMIS • Education sector/cluster 4Ws • ActivityInfo reporting from Education sector/cluster • Qualitative programme reports |
| Suggested frequency of data collection | Monthly |
| Standards | INEE policy development Existing national standards |
| Aggregation/ Calculation method | Report the cumulative number of activities by PTAs/PTSA or parental engagement platforms over the reporting period; where possible, this indicator should be disaggregated by type of activities and the number, gender and nationality of parents. |
| Disaggregation | N/A |
| Notes | <p>Definition: Parental Engagement Platforms: This can include formal or non-formal organizations established to support school-based management.</p> |

References

- INEE Minimum Standards in Education, <http://www.ineesite.org/en/minimum-standards/handbook>
- UN General Assembly, Convention on the Rights of the Child, Art. 2 and 28, 20 November 1989, United Nations, Treaty Series, vol. 1577, p.3, <http://www.unhcr.org/refworld/docid/3ae6b38f0.html>
- UNESCO. 2011. International Standard Classification of Education, <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>
- United Nations. 2008. Indicators for Monitoring the Millennium Development Goals, <http://mdgs.un.org/unsd/mdg/Host.aspx?Content=Indicators/OfficialList.htm>
- World Education Forum. 2000. The Dakar Framework for Action, Education for All: Meeting our Collective Commitments, <http://unesdoc.unesco.org/images/0012/001211/121147e.pdf>

ANNEX 1: SYRIA CRISIS EDUCATION IM INDICATORS ALIGNED TO THE SDG4 TARGETS AND INDICATORS* (NOVEMBER 2020)

| SDG4 Target & Concept | SDG4 Indicator (Global indicators in bold) | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) | |
|---|--|--|--|
| <p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes</p> | Learning | <p>Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p> | <p>1.2a: Number of children (5-17 years, girls/boys) enrolled in formal general education</p> <p>1.3a: Number of children (5-17 years, girls/boys) enrolled in accredited non-formal education</p> <p>1.4a: Number of children (5-17 years, girls/boys) enrolled in non-accredited non-formal education</p> <p>1.4b: Number of children (6-19 years, girls/boys) enrolled in the Self-Learning Programme (SLP)</p> <p>1.7a: Number of Back-to-Learning (BTL) campaigns conducted</p> <p>1.7b: # of (5-17 year, girls/boys) children receiving support (including case-based support) for enrolment to all forms of education</p> |
| | | <p>Administration of a nationally representative learning assessment (i) in grades 2/3 (ii) at the end of primary and (iii) at the end of lower secondary</p> | |
| | Completion | <p>Gross intake ratio to the last grade (primary, lower secondary)</p> | |
| | | <p>Completion rate (primary, lower secondary, upper secondary)</p> | |
| | Participation | <p>Out-of-school rate (primary, lower secondary, upper secondary)</p> | |
| | | <p>Percentage of children over-age for grade (primary, lower secondary)</p> | |
| | Provision | <p>Number of years of (i) free and (ii) compulsory primary and secondary education guaranteed in legal frameworks</p> | |

| SDG4 Target & Concept | SDG4 Indicator (Global indicators in bold) | | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) |
|--|---|--|--|
| <p>4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education</p> | Readiness | <p>Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex</p> | <p>1.1a: Number of children (3-5 years, girls/ boys) enrolled in ECE or pre-primary education</p> |
| | | <p>Percentage of children under 5 years of age experiencing positive and stimulating home learning environments</p> | |
| | Participation | <p>Participation rate in organized learning (one year before the official primary entry age), by sex</p> | |
| | | <p>Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development</p> | |
| Provision | <p>Number of years of (i) free and (ii) compulsory pre-primary education guaranteed in legal frameworks</p> | | |
| <p>4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p> | Participation | <p>Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex</p> | <p>1.5a: Number of youth (15-17 years, girls/ boys) enrolled in formal TVET</p> <p>1.5b: Number of youth (15-24 years, girls/ boys) enrolled in non-formal TVET</p> <p>1.5c: Number of youth (15-24 years, girls/ boys) benefiting from informal TVET</p> <p>1.6a: Number of students (≥18 years, female/ male) enrolled in tertiary education</p> |
| | | <p>Gross enrolment ratio for tertiary education, by sex</p> | |
| | | <p>Participation rate in technical-vocational programmes (15- to 24-year-olds), by sex</p> | |

| SDG4 Target & Concept | | SDG4 Indicator (Global indicators in bold) | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) |
|---|--------|--|--|
| <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> | Skills | <p>Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill</p> | <p>Not available but more related to 1.5, 1.6 and 2.3</p> |
| | | <p>Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills</p> | |
| | | <p>Youth/adult educational attainment rates by age group, economic activity status, levels of education and programme orientation</p> | |
| <p>4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p> | Policy | <p>Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others, such as disability status, indigenous peoples and conflict-affected populations, as data become available) for all education indicators on this list that can be disaggregated</p> | <p>Not available but more related to all disaggregated indicators</p> <p>*Note: Most of the IM indicators are required to allow for disaggregation. For detail, please refer to the IM guidance.</p> |
| | | <p>Percentage of students in primary education whose first or home language is the language of instruction</p> | |
| | | <p>Extent to which explicit formula-based policies reallocate education resources to disadvantaged populations</p> | |
| | | <p>Education expenditure per student by level of education and source of funding</p> | |
| <p>Percentage of total aid to education allocated to least developed countries</p> | | | |

| SDG4 Target & Concept | SDG4 Indicator (Global indicators in bold) | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) | |
|--|--|--|--|
| <p>4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy</p> | Skills | <p>Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex</p> | <p>Not available but more related to 1.2~1.4 and 2.3</p> |
| | | Youth/adult literacy rate | |
| | Participation | Participation rate of youth/adults in literacy programmes | |
| <p>4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development</p> | Provision | <p>Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment</p> | <p>2.3a: Number of children (5-17 years, girls/boys) benefiting from life skills and citizenship education programmes in formal settings</p> <p>2.3b: Number of children (5-24 years, girls/boys) benefiting from life skills and citizenship education programmes in non-formal settings</p> <p>2.3c: Number of children (5-24 years, girls/boys) benefiting from life skills and citizenship education programmes in informal settings</p> |
| | Knowledge | Percentage of schools that provide life skills-based HIV and sexuality education | |
| | | Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113) | |
| | | Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability | |
| | | Percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience | |

| SDG4 Target & Concept | | SDG4 Indicator (Global indicators in bold) | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) |
|---|-------------|---|--|
| <p>4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p> | Resources | <p>Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)</p> | <p>1.8a Number of schools implementing safe school protocols</p> <p>1.8b: Number of classrooms constructed, established or rehabilitated</p> <p>1.8c: Number of children (3-17 years, girls/boys) benefitting from classrooms constructed, established or rehabilitated</p> <p>1.8d: Number of schools or learning spaces benefitting from gender-sensitive and disability-sensitive WASH facilities</p> |
| | Environment | <p>Percentage of students experiencing bullying, corporal punishment, harassment, violence, sexual discrimination and abuse</p> | |
| | | <p>Number of attacks on students, personnel and institutions</p> | |
| <p>4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries</p> | Numbers | <p>Volume of official development assistance flows for scholarships by sector and type of study</p> <p>Number of higher education scholarships awarded by beneficiary country</p> | <p>1.6b # of students (≥18 years, female/male) provided with tertiary education scholarships</p> |

| SDG4 Target & Concept | | SDG4 Indicator (Global indicators in bold) | IM output indicators under the three pillars of Access , Quality and System Strengthening (with the numberings matched to the IM Package 2020) |
|--|-----------|---|--|
| 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states | Trained | Proportion of teachers in: (a) pre-primary; (b) primary; (c) lower secondary; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex | 2.1a: Number of teachers and education personnel trained (female/male) 2.2a: Number of teachers and education personnel receiving incentives (female/male) 2.2b: Number of teachers and education personnel receiving teaching resources, kits and guides (female/male) 2.3d: Number of teachers and educational personnel receiving training in life skills and/or citizenship education |
| | | Pupil-trained teacher ratio by education level | |
| | | Percentage of teachers qualified according to national standards by education level and type of institution | |
| | | Pupil-qualified teacher ratio by education level | |
| | Motivated | Average teacher salary relative to other professions requiring a comparable level of education qualification | |
| | | Teacher attrition rate by education level | |
| | Supported | Percentage of teachers who received in-service training in the last 12 months by type of training | |

* The SDG4 goal is comprised of seven targets (4.1~ 4.7) and three means of implementation (4.a ~ 4.c). 43+ thematic indicators have been proposed to cover education policy issues more comprehensively.

* A small set of leading indicators (11+ indicators) are selected from the pool of thematic indicators. They are considered as the global indicators (**bold** in the table).

* It is allowed to develop regional and national indicators customized to regional/national education issues, but all regions/ countries should develop the capacity to report the global indicators.

