

HMG independent monitoring programme

Report for Syria Conflict, Stability and Security Fund (CSSF) – Taallum Initiative

Southern Syria

September 2017 (Second Monitoring Round)

About IMPACT

IMPACT Initiatives (IMPACT) is a leading Geneva-based think-and-do-tank. The organization implements assessment, monitoring & evaluation and organisational capacity-building programmes in direct partnership with aid actors or through its inter-agency initiatives, REACH and AGORA. Headquartered in Geneva, IMPACT has an established field presence in over 19 countries. IMPACT's team is composed of over 400 staff, including 100 full-time international experts, as well as a roster of consultants, who are currently implementing over 50 programmes across Africa, Middle East and North Africa, Central and South-East Asia, Eastern Europe, and the Caribbean.

Executive Summary

Taallum Initiative (referred to as “Taallum”) was a pilot project launched in February 2016 that seeks to strengthen governance structures to deliver education services to people in areas of Syria controlled by the moderate opposition. Taallum was supported by HMG under the ‘Governance through Education’ programme, working predominantly with officials from provincial Education Directorates (EDs) and local Education Assemblies (EAs) in four Governorates in Syria (Aleppo, Idlib, Rif Damascus and Dar’a).

The project delivers capacity building support to ED/EA staff through three modules: (i) operations and maintenance; (ii) improving the learning environment for teachers and children; and (iii) strengthening opportunities to learn. Through these three modules, Taallum trained, coached and mentored key ED and EA staff to design suitable and sustainable responses to the complex barriers to education, enhancing conditions for teaching and learning. Between each module, participating institutions produced action plans and a corresponding budget. In this context, Taallum seeks to build system level capacity to support the long-term, opposition-led development of education in Syria, replicating, as much as possible, a standard government planning process and cycle.

The monitoring exercise was conducted in two rounds in Southern Syria. Monitoring Round 1 (MR1) was conducted between January to April 2017 in Dara, Jasim and Hrak Sub-Districts (Dar’a Governorate) and Duma Sub-District (Rural Damascus Governorate). Monitoring Round 2 (MR2) was conducted between May to June 2017 in Duma Sub-District (Rural Damascus Governorate), and As-Sanamayn, Mzeireb and Dar’a Sub-Districts (Dar’a Governorate). Focus group discussions were conducted with ED/EA’s representatives, parents of children attending schools supported through the project. Key informant interviews were also conducted with different target groups (Taallum staff, ED/EA representatives, and with teachers/school leaders) and two direct observations in schools.

The overarching research questions sought to understand (i) the difference Taallum making to the capacity of EAs/EDs to prioritise and deliver education services (ii) the difference Taallum is making to conditions for teaching and learning in pilot locations. First, findings suggest that modules contributed to improving ED/EA staff’s work skills. In Dar’a Governorate, the Modules generated a better structuring of work procedures, facilitating the development of a database of schools and teachers to increase ED/EA’s management capacity. In Rural Damascus, the Modules promoted strategic decision-making, and led to the creation of a Procurement Committee within the EA. However, new materials were often unavailable in conflict affected context and lack of good suppliers was reported by both Taallum and ED/EA staff as a major challenge faced in implementing the action plans developed during each Module.

In addition, findings indicate that Taallum has contributed to the improvement of learning conditions in schools. In Dar’a Governorate, respondents claimed that the computers, copiers and a projector, as well as school rehabilitation, has contributed to an increase in student attendance rate. The improvements in Rural Damascus were less significant, but schools nevertheless reported they benefited from firewood, LED lights, desks, drinking water, stationeries, etc. Findings also revealed remaining barriers preventing parents from sending children to school. These were namely the fear of security risks and bombardments, family displacement, the dire financial situation of family, the far distance to reach school and the lack of heating during winter time (partially addressed by Taallum).

To better evaluate the outcomes of Taallum’s intervention on staff capacity building and school conditions, conducting a baseline study could have been useful to compare results. Nevertheless, findings proved to be useful in identifying the positive outputs and challenges of the project implemented.

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Geographic Classifications

Governorate:	Highest form of governance below the national level
District:	Highest form of governance below governorate level
Sub-district:	Highest form of governance below district level
Community:	Highest form of governance below sub-district level

Abbreviations and Acronyms

ASI	Adam Smith International
CDO	Capacity Development Officers
DO	Direct Observation
EA	Education Assembly
ED	Education Directorate
FGD	Focus Group Discussion
HMG	Her Majesty's Government
IP	Implementing Partner
KI	Key Infomant
KII	Key Informant Interview
TPM	Third Party Monitoring

Introduction and Background

Upon request from Her Majesty's Government (HMG) of the United Kingdom of Great Britain and Northern Ireland (UK), IMPACT Initiatives has monitored the HMG-funded *Taallum Initiative* (hereafter referred to as “Taallum” or “the project”), a pilot project designed and implemented by Adam Smith International (ASI), working with selected provincial Education Directorates (ED) and Education Assemblies (EA) – apparatus of the Syrian Interim Government's Ministry of Education in moderate opposition-held areas supporting schools at Governorate and local level. The project is implemented in four Governorates in Syria: Aleppo, Idleb, Rural Damascus and Dar'a.

The purpose of the monitoring exercise was to independently collect and analyse data to improve the understanding of the implementation status of the project and give beneficiaries the opportunity to provide feedback on the intervention. The information collected aims to help identify project areas that require adjustment.

Monitoring exercises in Syria are challenging due to the highly volatile context and the unstable security environment. In addition, the general lack of data, notably concerning population figures, does not allow for representative sampling to be implemented. Therefore contact between monitors, partner field teams and beneficiary communities has to be organised and coordinated by the Implementing Partner (IP) in order to guarantee a safe environment where respondents feel secure and comfortable to share information that supports the monitoring exercise.

Presentation of the project monitored

Launched in February 2016, Taallum is a project supported by HMG through the ‘Governance through Education’ programme. The project seeks to strengthen governance structures to deliver education services to people in areas of Syria administered by the moderate opposition, and its main objectives are:

- to improve the capacity of education institutions to prioritise and deliver education services;
- to train officials of the ED and EA in identifying needs, prioritising them based on the available resources provided by Taallum;
- to support ED and EA officials in using acquired technical expertise for developing action plans that are submitted to the Taallum Initiative Committee¹ for review and approval;
- to support ED and EA officials in the execution of action plans, including procurement of goods and services, conduct monitoring and evaluation exercises on activities undertaken, and communicate publicly the services being delivered by the opposition-led administrative bodies;
- to improve the conditions for teaching and learning in the provincial pilot locations through implemented action plans.

To achieve the objectives described above, Taallum delivers capacity building support to ED/EA staff selected by the Education Directors of Syrian Governorates, under moderate opposition administration, in which the project is implemented. Taallum activities are divided into three consecutive Modules that focus on the following topics (by order of implementation): (i) operations and maintenance; (ii) improving the learning environment for teachers and students; and (iii) strengthening opportunities to learn.² The content of each Module is delivered by Taallum to

¹ This committee is convened by Taallum and is comprised of a Team Leader (technical), a Programme Manager (contractual), and a Finance Manager (budget). It also includes additional technical experts as appropriate to the Module under question (e.g. pedagogical specialists for Module 3), while the Syrian Interim Government's Ministry of Education (MoE) is invited to take part in an observing capacity.

² Although the Taallum project is made up of three consecutive Modules, this monitoring exercise only reports on Modules 1 and 2 as Module 3 did not fall within the timeframe of the monitoring activities.

ED/EA staff through remote support combined with locally based technical assistance. The remote support consists of online webinars, broadcasted weekly from Gaziantep by specialist lecturers. These webinars are further complemented with in-person classes to discuss aspects of the webinar content in detail. These complementary classes are conducted by Capacity Development Officers (CDOs), who are part of the Taallum team. CDOs are embedded in participant institutions and are responsible for providing locally based technical assistance to Module participants.

Between each Module, participating ED/EA staff produce action plans with a corresponding budget to respond to the identified needs of schools in their locations – e.g. reparation and refurbishment of facilities and teacher training. Once these action plans are reviewed and validated by the Taallum Initiative Committee, funds are released and ED/EA institutions proceed to deliver services following the set of procedures and technical expertise acquired through the webinars and classes. In this context, the Modules provided by Taallum seek to build ED/EA staff's capacity to design suitable and sustainable responses to existing barriers to education and improve the conditions for teaching and learning within their respective locations. Furthermore, Taallum seeks to build system level capacity to support the long-term, moderate opposition led development of education in Syria, replicating, to the extent possible, a standard government planning process and cycle.

Monitoring Methodology

The IMPACT monitoring exercise was designed in cooperation with HMG and the Taallum project team. Research questions (c.f. Box 1), indicators and tools were discussed and designed in close collaboration between HMG, Taallum and IMPACT prior to their implementation.

Box 1. Research Questions

1: What difference is Taallum making to the capacity of EAs/EDs to prioritise and deliver education services? *What works and why? Have counterparts been able to effectively complete Modules (why)? What have they learnt? Have they been able to apply this (how)? What is making the biggest difference to the capacity of ED/EAs, and ability to deliver education services? What is preventing them from doing this?*

2: What difference is Taallum making to conditions for teaching and learning in pilot locations? *How have conditions for teaching and learning changed (why)? What are the barriers for parents in sending their children to school? How have these changed (why)?*

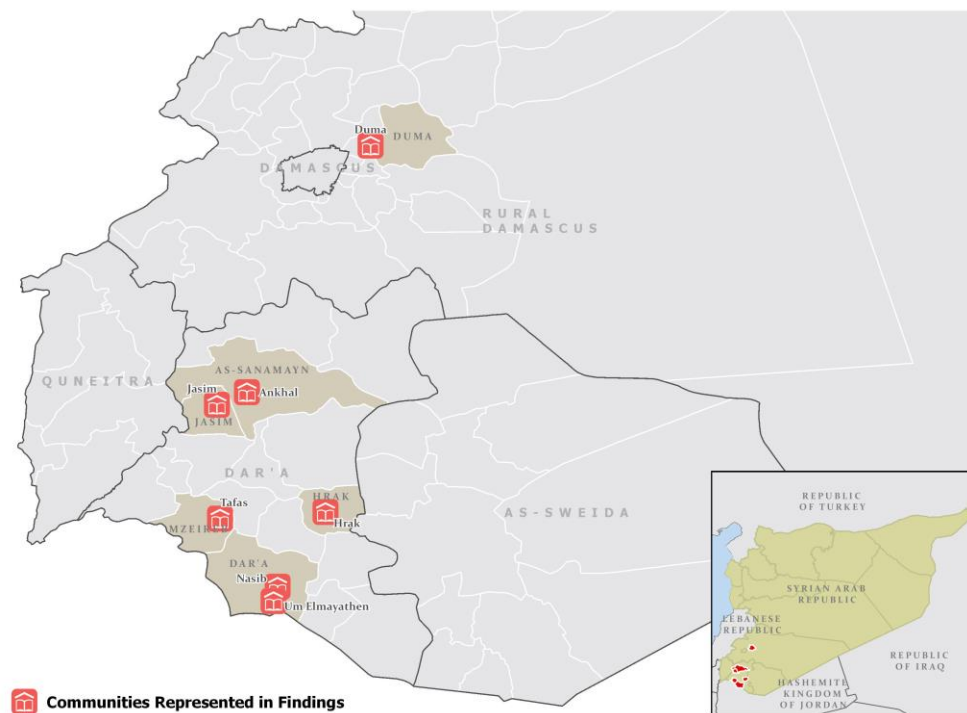
Please see Annex 1 for more detailed information on research questions and indicators.

The monitoring exercise consisted of two rounds in Southern Syria in locations selected by the IP. Monitoring Round 1 (MR1) was conducted between 30 January and 11 April 2017 in three locations in Dar'a Governorate, (Jasim, Hrak and Um Elmayathen) and in one location in Rural Damascus Governorate (Duma).

Monitoring Round 2 (MR2) was conducted between 2 May 2017 and 12 June 2017 in three locations in Dar'a Governorate (Ankhal, Nasib and Tafas) and in one location in Rural Damascus Governorate (Duma). Locations were selected by the IP based on the availability of required participants and accessibility of locations.³ Throughout this report, overall findings will be presented at the Governorate level.

³ IMPACT does not operate in areas other than those controlled by the moderate opposition. To note, during the first semester of 2017, some locations in which Taallum operated in the south were taken by groups affiliated with the Islamic State of Iran and the Levant (ISIL), reducing the number of available locations to be assessed by IMPACT.

Map 1. Taallum locations where monitoring exercise was implemented.



MR1 aimed to capture the perception of ED/EA staff regarding their ability to deliver quality education services and the impact of the support provided by Taallum on the quality of services delivered. MR1 took two days in each Governorate, during which the IMPACT field team conducted two Focus Group Discussions (FGDs) with ED/EA staff, eight Key Informant Interviews (KIIs) with ED/EA staff and four KIIs with Taallum staff. See Table 1 for detailed information on MR1.

Table 1. Monitoring activities in Monitoring Round 1

Location (Sub-District)	Day 1	Activity	Day 2	Activity
Dar'a Governorate				
Jasim (Jasim)	10.04.2017	1 FGD with ED/EA staff 1 KII with Taallum staff	-	-
Hrak (Hrak)	-	-	11.04.2017	2 KIIs with ED/EA staff 1 KII with Taallum staff
Um Elmayathen (Dar'a)	-	-	11.04.2017	2 KIIs with ED/EA staff
Rural Damascus Governorate				
Duma (Duma)	30.01.2017	1 FGD with ED/EA staff 2 KIIs with Taallum staff	31.01.2017	4 KIIs with ED/EA staff

In MR2, the IMPACT monitoring exercise examined the perception of parents and teachers/school leaders⁴ regarding the overall learning environment in schools and the changes that have occurred in the monitored schools

⁴ School leaders refer to headmasters or other school staff involved with school management.

during the last 6 months (period in which Taallum's activities were being implemented). Direct Observations (DO) were conducted in schools to observe the learning environment, e.g. staff are teaching classes, there is adequate space for learning. School documents were also reviewed to understand whether student attendance rates had changed in schools after the implementation of action plans supported by Taallum through observation of school documents.⁵ Finally, parents and teachers/school leaders were asked about existing barriers that inhibit parents from sending their children to school.

MR2 took between two to three days per monitored location. The IMPACT field team conducted 6 FGDs with parents of children attending schools supported through the project (one male and one female FGD in each of the two schools monitored in Dar'a, and one male and one female FGD with parents of children of a variety of schools in Rural Damascus⁶), 12 KIIs with teachers/school leaders, and 8 KIIs with Taallum staff. In addition, two DOs in schools were conducted in Dar'a, the only Governorate in which schools were open during data collection.⁷ Please see Table 2 for more detailed information on MR2.

Table 2. Monitoring activities in Monitoring Round 2

Location (Sub-District)	Day 1	Activity	Day 2	Activity	Day 3	Activity
Dar'a Governorate						
Ankhal (As-Sanamayn)	02.05.2017	1 FGD with male parents 1 FGD with female parents 3 KIIs with teachers/school leaders	03.05.2017	1 FGD with male parents 1 FGD with female parents 4 KIIs with teachers/school leaders	04.05.2017	1 KII with teachers/school leaders 2 DO in schools
Nasib (Dar'a)	-	-	-	-	04.05.2017	1 KII with Taallum staff
Tafas (Mzeireb)	-	-	-	-	04.05.2017	1 KII with Taallum staff
Rural Damascus Governorate						
Duma (Duma)	11.06.2017	8 KIIs with teachers/school leaders	12.06.2017	1 FGD with male parents 1 FGD with female parents 2 KIIs with Taallum staff	-	-

In total, IMPACT monitored seven locations and conducted 2 FGDs with ED/EA staff, 6 FGDs with parents of children attending schools supported through the project (3 male and 3 female FGDs), 32 KIIs with different target groups (8 with Taallum staff, 8 with ED/EA staff, and 16 with teachers/school leaders) and 2 DOs in schools.⁸ The number of respondents for each FGD varied from five to eight.

⁵ Because of delays in data collection, IMPACT was not able to conduct Direct Observations in Rural Damascus Governorate. This will be further elaborated throughout this report.

⁶ In Duma (Rural Damascus Governorate), IMPACT was not able to monitor schools directly given data collection was conducted during summer vacation due to delays caused by the volatile security context. For this reason, in this Governorate, parent FGDs were not conducted within the context of a specific school, but rather of the location (Duma city), and parents of students from different schools having benefited from Taallum supported activities took part in this monitoring activity conducted in a space attributed to the local EA.

⁷ For reasons further elaborated in the "Challenges and Limitations" section of this report, data collection in Duma Governorate were conducted during summer vacation and thus no Direct Observation was conducted in schools in this Governorate.

⁸ To note, data collection tools were designed per respondent group and given that not all respondent groups were interviewed per location (cf. Tables 1 and 2), IMPACT did not collect the same level of information in each location monitored.

Challenges and Limitations:

During the implementation of the monitoring exercise, the IMPACT field team experienced some challenges, linked mostly to remote management and the conflict inside Syria:

- Due to the movement restrictions within Syria, enumerators could only be recruited when information became available regarding the exact location where activities would take place. Because of this, delays in the selection of the locations to be monitored in Dar'a Governorate during MR1 delayed the training that IMPACT provides enumerators with. Although delays in defining the geographic scope of the monitoring activities had no direct implications on the quality of data collected, they reduced IMPACT's capacity to deploy field teams within a short timeframe – as sometimes needed in volatile security contexts.
- MR2 was designed to assess the learning environment in schools that have received support through Taallum. In order to maximise the diversity of perspectives, IMPACT had planned to visit two schools per Governorate. However, the two schools selected by the IP to be monitored during MR2 in Dar'a Governorate (Ankhal Elementary School and Ankhal Middle School) were schools functioning within the same compound and, consequently, operating in very similar conditions. As a result, the diversity of perspectives on the learning conditions in schools in Dar'a was limited.
- MR2, planned to be conducted in May 2017, was delayed by one month in the Sub-district of Duma due to the volatile security situation in Rural Damascus Governorate. Data collection in Duma resumed in June 2017 during school summer vacation and Ramadan. Thus, no DOs were conducted in schools in Duma, as schools were closed. Additionally, participants in MR2 activities in Duma were reportedly exhausted as they were fasting and exposed to hot weather conditions, potentially affecting the quality of answers provided.⁹
- In order to assess Taallum's contribution to improving the learning conditions in schools, IMPACT conducted FGDs with parents and KIs with teachers/leaders of schools supported by the project. Nonetheless, Taallum was not the only actor supporting monitored schools while the monitoring exercise was taking place.¹⁰ To reduce the risk of reporting on teachers and parents' perception of activities not supported by Taallum, data analysis only included activities that are in Taallum's scope. Activities out of Taallum's scope were mostly reported by teachers and parents interviewed in Rural Damascus and include: the provision of teacher stipends, intensive summer courses to help students adjust learning levels, and the creation of a "Guidance Department" within the ED designed to support teachers in preparing lessons.
- Due to the highly volatile security context in both Dar'a and Rural Damascus, data collection dates were mostly determined by the accessibility of locations rather than by the project implementation timeframe. For this reason, findings are not representative of the project's final results but are nonetheless indicative of overall achievements as well as of difficulties faced throughout project implementation in each Governorate.

⁹ To note, the children of parents participating in the FGDs conducted in Duma attended different schools, thus allowing for a greater diversity in perspective in data collected. In addition, parents of children who have not attended school for a while due to the conflict were also present in both FGDs conducted, thus allowing their point of view to be included in the data.

¹⁰ Other actors not included within the framework of Taallum activities yet referred to by teachers interviewed were "Sham Educational Institution" and the Provincial Council.

Findings

Key Findings

Findings of this TPM revealed that most of the ED/EA staff in locations monitored by IMPACT had completed Taallum's webinars throughout Modules 1 and 2 – approximately 71 out of 85 participants in Module 1, and 66 out of 78 in participants in Module 2.¹¹ While all participants in Dar'a were reported to have successfully completed the webinars, the completion rate in Rural Damascus was reported to be lower for both Modules (between 22 to 29 individuals out of a group of up to 41 participants). This is likely due to the security situation in the area, reported to often hinder participants from attending the webinars. Other difficulties reported by ED/EA staff and by Taallum staff in regard to the webinars were mostly related to the lack of transportation to the venue in which webinars took place and poor internet connection.

Interviewed ED/EA staff who had participated in the webinars expressed an overall satisfaction with the Modules. They reported that Taallum Modules helped them to develop computer as well as project management skills. These newly acquired skills reportedly helped them to improve their daily work. For instance, in Dar'a, ED/EA staff reported that they had been conducting their work in a "random manner" prior to Taallum's support and that the Modules helped them to set-up a database of school teachers which was said to have increased their management capacity. In Rural Damascus, ED/EA staff stated that the Modules promoted strategic decision-making based on essential priorities within the ED/EAs and led to the creation of a Procurement Committee within the Education Assembly. Despite the expressed appreciation for the Modules, FGDs in Rural Damascus indicated that ED/EA staff perceive some procedures taught and used by Taallum as being disconnected from the reality they face. For example, the purchase of second-hand material is reportedly not allowed per Taallum procedures, although first-hand materials are often unavailable in conflict affected markets.¹²

According to Taallum staff, action plans submitted by the EDs to Taallum for school reparations and refurbishment had all been approved by the Taallum Committee. This includes a total of 22 projects in the five locations where Taallum staff were interviewed. However, only two of the five locations had conducted 100 per cent of the school reparations planned – these were Nasib (Dar'a Governorate) and Duma (Rural Damascus Governorate). Three out of five locations conducted all school refurbishments planned – these were Jasim, Nasib and Tafas (Dar'a Governorate). Furthermore, only one location was reported to have successfully distributed learning material to students by the time this monitoring activity was conducted – Tafas (Dar'a Governorate). This partial completion of action plans is reportedly due to the many challenges faced by both Taallum and ED/EAs staff throughout the implementation process. These include mostly lack of suppliers, shortage of material available in the local markets and inflation. The planed implementation in Rural Damascus was reported to be particularly affected by the volatile security context, having been delayed by more than two months due to the closure of the crossings into Eastern Ghouta.

Findings indicate that improvements in the material conditions of schools due to services delivered by ED/EA with Taallum support were mostly achieved in Dar'a. In this Governorate, the two schools visited by IMPACT had been provided with *inter alia* computers, copiers and a projector by the EA through Taallum. These improvements were reported to have led to an increase in the student attendance rate as well as an increase in the number of teachers willing to teach at these schools. In Rural Damascus, despite the reported delays in the implementation of the

¹¹ Information on Module completion and plan implementation are reported for five of the seven locations monitored by IMPACT. This is due to the fact that no Taallum staff was indicated by the IP to be interviewed in Um Elmayathen and Ankhal (Dar'a Governorate), and thus, no information was collected on this topic in these locations.

¹² Second-hand (or used) items refer to a good that is being purchased or transferred to a second or later end user. Whereas a first-hand item refers to a good acquired new (without having been previously used). No reference was made to any specific material to be purchased, or the circumstance in which the respondent perceive not being able to purchase second-hand goods to be a Taallum policy. Although no example was provided, other monitoring activities conducted by IMPACT revealed that electronic equipment (such as printers) are often unavailable in Syrian conflict affected markets.

action plans, FGD and KII findings indicate that schools had benefited from the provision of firewood (although described as moist and insufficient), LED lights with battery supply, desks, drinking water and stationery.

KIIs with school teachers and FGDs with parents indicated that teachers in both Dar'a and Rural Damascus Governorates had benefited from training that reportedly improved teachers' teaching skills and thus contributed to improving the learning conditions in schools. One shortcoming mentioned by a teacher in Rural Damascus was that trainings were accessible to primary school teachers only and not to middle school teachers. To note, training for teachers is in the scope of Taallum supported school level activities. However, no information was available to verify if these trainings had been provided with Taallum support or with the support of other actors.

Finally, interviewed school teachers and parents stressed the existence of remaining barriers preventing parents from sending children to school, potentially undermining the achievements of education oriented projects such as Taallum. These were namely: the fear of security risks (bombardments, abductions, and gender based violence), the dire financial situation of families (not able to provide adequate clothing for children to attend school), the insufficient heating in school buildings and the lack of transportation to school. In Rural Damascus, teachers and parents reported that the spread of communicable diseases (chickenpox, jaundice and measles) in schools had resulted in a decrease in attendance rates. In Dar'a, the risk of non-recognition of high-school diplomas issued by "Free schools"¹³ was mentioned by both parents and teachers as a factor deterring parents from sending their children to school.

Findings by Research Question

Overall Research Question 1: What difference is Taallum making to the capacity of EAs and EDs to prioritise and deliver education services? What works and why?

Completion of Modules and challenges faced

Taallum delivered capacity building support through two Modules. Module 1 supported the development of general skills needed for operations and maintenance of education offices, with a focus on planning and delivery processes participants would be expected to use in subsequent Modules. During this Module, ED/EAs were also provided with office resources (such as internet and office furniture) to ensure they were well equipped to participate in the webinars of each Module. Module 2 focused on improving the learning environment for teachers and students. During this Module, ED/EAs were expected to deliver services linked to the Module topic in schools within each Governorate, based on effective prioritisation of needs determined by participating institutions.

Interviews conducted with Taallum staff indicated that the majority of ED/EA staff enrolled in the webinars had completed them, as shown in Table 3. Although the majority of enrolled participants in Rural Damascus had completed the webinars, approximately a third did not. Although no specific reason was given as to why some participants in Rural Damascus had not completed the webinars, this is likely linked to the challenges faced throughout the webinar implementation, further elaborated on below.

Table 3. ED/EA staff participating and completing webinars of Modules 1 and 2¹⁴

Location (Sub-district)	Module 1			Module 2		
	Enrolled	Completing participants	Participants not completing	Enrolled	Completing participants	Participants not completing
Dar'a Governorate						

¹³ "Free schools" is the term used by parents, teachers and ED/EA staff in reference of schools under the administration of opposition-led administrative bodies.

¹⁴ Numbers indicated in italic correspond to differing responses given by interviewees with regard the same location. No project documents were observed to verify accuracy of responses given; nonetheless, the difference between numbers provided as a response to the number of Module attendees does not exceed 4.

Jasim (Jasim)	20	20	0	19	19	0
Hrak (Hrak)	3	3	0	3	3	0
Nasib (Dar'a)	3	3	0	3	3	0
Tafas (Mzeireb)	18	18	0	18	18	0
Rural Damascus Governorate						
Duma (Duma)	41	~25 - 29	~12 - 16	35	~22 - 25	~10 - 13

The majority of Taallum staff reported facing challenges throughout the implementation of the webinars: two out of four Taallum staff in Dar'a and four out of four Taallum staff in Rural Damascus. Regarding the ED/EA staff attending the webinars, while the majority of interviewees in Dar'a reported not facing challenges throughout the activities (three out of four), most interviewees in Rural Damascus (three out of four) indicated having been confronted with difficulties throughout their participation in the webinars. Challenges most commonly faced in Dar'a and in Rural Damascus by both Taallum staff and ED/EA staff participating in the Modules were: i. security situation, often keeping participants from attending the lectures; ii. insufficient internet connection and recurrent disconnection, and; iii. limited and/or costly transportation to reach lecture locations, arranged at participants' expense.¹⁵

Taallum staff in Rural Damascus reported additional challenges faced in this Governorate, including limited technical background of participants (particularly in using computers) and the lack of electricity and/or supporting equipment, such as desks, in locations where webinars took place. They also reported that, due to security and movement constraints, webinar participants and Taallum staff facilitating activities often arrived late to the webinar venue, or did not arrive at all. Consequently, webinar sessions often initiated later than planned and lessons were sometimes postponed. As a result of this, the duration of lectures was reported to have been insufficient to cover all content in this Governorate. This overall unstable context reported by Taallum staff interviewed in Rural Damascus helps understand why 10 to 16 individuals out of a group of up to 41 participants were reported to not have completed the Modules administered by Taallum.

In contrast, Taallum staff from Jasim and Nasib (Dar'a Governorate) indicated that they faced no challenges in implementing the Modules. These interviewees attributed this absence of difficulties to the internet connection, reported to be of good enough quality for conducting webinars, and to the fact that venues where webinars were conducted had been arranged in advance.¹⁶ In Nasib (Dar'a Governorate), the limited number of webinar participants was also indicated by the interviewed Taallum staff as a factor contributing to the overall quality of the Module implementation process in this location. Indeed, the average number of participants enrolled in Modules 1 and 2 in Nasib was three, whereas the average number of enrolled participants per Governorate was 14 and 38 in Dar'a and Rural Damascus respectively.

Finally, findings also revealed specific challenges faced by ED/EA participants throughout the Modules. These were namely:

- i. Understanding terms used in the Modules: One ED/EA staff interviewed in Dar'a reported having difficulties understanding terminologies employed in the Modules, providing no specification on which terms he was referring to. Another ED/EA staff interviewed in Rural Damascus suggested the idea of "transparency" be further clarified.

¹⁵ Although conducted online, participants would join at a specific venue, identified with the support of Taallum, to attend webinar lectures.

¹⁶ To note, none of the Taallum staff reporting to have faced challenges throughout the Module implementation indicated webinar venues were not arranged in advance to provide a reference for comparison. Thus, no conclusion can be drawn on the impact of the timeliness of webinar venue arrangement on the quality of the Module implementation conditions.

- ii. Competing time commitment between time dedicated to Module activities and time dedicated to work related activities: according to one ED/EA staff interviewed in Dar'a, attending the Modules disrupted his work activities.

Application of what has been learned and suggested improvements

Findings indicated that most ED/EA staff interviewed believed to have developed useful skills throughout their participation in the Modules, stating that the acquired skills were useful for conducting daily work activities. Participants agreed that the application of procedures learned improved their work, allowing them to achieve “excellent results in (their) work”.¹⁷

In Dar'a, all four ED/EA staff who participated in KIs agreed that, prior to the webinars provided by Taallum, activities were conducted in a “random manner”. They stated that there was no overview of needs and main priorities to be addressed by the ED and EAs, and that budgets were rarely taken into consideration in the decision-making process. Interviewees agreed that, because the Modules were completed close to the end of the school year, they had limited time to apply what had been learned. Nonetheless, they all shared examples of how they had applied the procedures that they learned to their daily work. Examples included visiting schools to assess needs, developing plans based on needs identified and prioritised, and following procurement procedures, such as filing purchase orders and selecting best offers from suppliers. One ED/EA staff reported that the webinar had led him to set-up a database of school teachers under the management of the ED/EA in which he worked in, stating that: “(before) I did not know the number of teachers...but now I have a database for all our teaching staff”¹⁸. Also in Dar'a, FGDs revealed that since participating in Taallum webinars, ED/EA staff had reportedly increased their monitoring visits to schools to verify teacher attendance and had developed a database of schools in each Education Assembly, increasing their management capacity.

In Rural Damascus, one ED/EA staff interviewed reported that the webinar has improved their quality of work: “There were things we did not pay attention to before (Taallum)... after attending trainings we started assessing needs”¹⁹. The Modules provided by Taallum were reported to have oriented ED/EA staff in Rural Damascus towards “strategic” decision-making based on “essential priorities which are collectively useful”²⁰, and to have led ED/EAs to develop longer term planning (i.e. yearly). Finally, Taallum Modules have also reportedly led to the creation of a Procurement Committee²¹ within the Education Assembly of Duma.

Suggestions provided by interviewed ED/EA staff on how the Modules could be improved included: i. reducing time span between one lecture and the next; ii. providing the Modules directly and not online; iii. increasing supervision by Taallum throughout Modules and including more follow-up meetings, and; iv. increasing financial support provided by Taallum to ED/EAs.

Perception of Taallum contribution and shortcomings

Overall, ED/EA staff participating in the monitoring activities from both Dar'a and Rural Damascus Governorates perceived Taallum's support as positive, despite reported shortcomings. Taallum was said to have brought a change in the way EDs/EAs manage and implement projects, promoted an “institutional mind-set” within these bodies and increased their capacity to support schools. Nonetheless, concerns were reported with regards to the compatibility of the project with EDs/EAs' real needs. Particularly in Rural Damascus, ED/EA participating in FGDs

¹⁷ Extract from KI conducted in Hrak (Dar'a Governorate) with a staff member of the Education Assembly of Izra' District, on the 11th of April 2017.

¹⁸ Extract from KI conducted with the supervisor of the Education Assembly of the District of Izra'a (Dar'a Governorate), on the 11th of April 2017.

¹⁹ Extract from KI conducted with the manager of the Education Assembly of Duma District (Rural Damascus Governorate), on the 31st of January 2017.

²⁰ Idem.

²¹ No further information was provided on this committee and how it functions and/or benefits it brought to the institution's functioning.

expressed perceiving a lack of compatibility between concepts and procedures taught by Taallum and the reality of this conflict affected area.

In Dar'a Governorate, results of FGD conducted with ED/EA staff indicated that the participation in the Modules helped increase ED/EA staff's computer skills and improved their working conditions. The improvement in working conditions has been attributed to the provision of an office space and internet by Taallum. Prior to Taallum support, ED/EAs had been holding meeting in its staff's homes. Interviewees in Dar'a also agreed that working within the framework and standards provided by Taallum improved their work in terms of accuracy, detail, and organisation. ED/EA staff participating in the FGD in Rural Damascus mostly emphasized the contribution of Taallum to improving their internal procedures, such as assessing and prioritizing needs and planning with existing limited resources.

Although they acknowledged the added value of the support provided by Taallum, ED/EA staff interviewed reported a certain number of shortcomings in the project – mostly in Rural Damascus. FGD findings in Rural Damascus Governorate indicated that some of the ED/EA staff perceived the project as “not responding to realistic needs”.²² According to FGD participants in this Governorate, the theoretical concepts and procedures taught in the Modules differ from how these occur in the “real world”. One example of the divergence between taught procedures and the local reality was the purchase of second-hand items. According to participants, the purchase of second-hand items is not allowed under the framework provided by Taallum although new materials are often unavailable in conflict affected context.²³ No specific example was provided of theoretical concepts perceived as not compatible with ED/EA staff reality, although a participant interviewed in Rural Damascus suggested that the notion of “transparency” employed by Taallum required further clarification.

FGD conducted with ED/EA staff in Rural Damascus also indicated that most projects developed by the ED/EAs were not approved by Taallum, reported as a shortcoming of the project.²⁴ This information differs from information obtained through KIs with Taallum staff, indicating that all projects presented by the ED to Taallum had been approved and implemented. This contradiction may be due to the fact that project submission is done exclusively by EDs, responsible for compiling projects developed at EA level. In this context, FGD findings could refer to overall projects developed at EA level whereas Taallum staff reported on projects actually submitted by the ED to the Taallum Committee. FGDs with ED/EA staff in this Governorate also reveal a frustration among ED/EA staff, who believed that funding opportunities are given in accordance with donor priorities and not those of schools. No concrete examples were provided, however, to some extent, the perception of non-approval of projects as a shortcoming could constitute a factor in this frustration. Finally, ED/EA staff in Rural Damascus also reported a gradual decrease in the purchasing power of funds provided and suggested the financial support be adjusted according to the needs of the education process.²⁵

In Dar'a a delay in purchase order approval was the only project shortcoming reported in FGD conducted with ED/EA staff. The example given by Dar'a ED/ EA staff was the delayed approval by Taallum staff of an ED/EA request to allocate 6,715 USD for a laptop purchase. The delayed purchase approval was reportedly due to Taallum requesting an additional budget evaluation be done by the ED/EA. No information was given as to whether the purchase was completed or not. On the other hand, one of Taallum's staff interviewed in Dar'a reported believing that some requests made by the ED/EA were done on the basis of “semi-personal needs”, giving as example a request for a “very expensive laptop”. These findings suggest that the elevated cost of the requested item was what caused delays in purchase approval by Taallum staff.

Obstacles currently faced by ED/EA

²² Extract from FGD conducted with ED/EA staff in Duma District (Rural Damascus Governorate), on the 31st of January 2017.

²³ No further information on the circumstance in which the respondent perceived it to be a Taallum policy.

²⁴ An example given was the “Teacher Carpool” project.

²⁵ No data was collected allowing IMPACT to verify the validity of this statement as this was not within this TPM research questions.

Findings indicated that ED/EA in both Governorates face various challenges related to the conflict context in which they operate. In Rural Damascus, the on-going conflict was said to generate instability and a lack of structure and administrative order. Education administrative bodies were reportedly accumulating tasks and handling activities external to their previous roles –for example, donations or logistics related activities.²⁶ The accumulation of roles and tasks was also said to be observed at the school level in both Governorates, where teachers are now in charge of activities beyond teaching, such as management. Although no indication was given on the consequences of the accumulation of tasks, this could result in employee burnout, thus reducing the quality of work, among other negative consequences to the overall functioning of administrative bodies.

FGDs in both Governorates indicated that ED/EA face difficulties in accommodating students in schools given that many school facilities have been destroyed in the conflict. They also indicated that ED/EA face challenges in providing schools with adequate human resources, in terms of quantity (number of staff) and quality (teaching certification). In addition, the staff of monitored ED/EAs reported lacking sufficient budget to fulfil their tasks and being unable to provide normal working conditions to teachers, including paying monthly salaries throughout the entire school year (including during school vacation periods) and ensuring teachers' access to healthcare services. With support currently provided by external actors, teachers were said to be paid on a month-to-month basis or hourly, when paid at all (in Dar'a two out of eight interviewed teachers reported working on a volunteer basis).

Overall Research Question 2: What difference is Taallum making to conditions for teaching and learning in pilot locations (including in the classrooms)?

School level activities led by ED/EA with Taallum support and challenges faced

During Module 2, participating ED/EA were given the opportunity to assess needs, prioritise, elaborate action plans with corresponding budget, and then implement activities in the area of school level repairs. All action plans developed by Education Assembly are aggregated by the Education Directorate in each Governorate where Taallum is implemented. This administrative body then submits a Governorate level plan with corresponding budgets to the Taallum Committee for evaluation and approval.

Results from the KIIs conducted with eight Taallum staff indicated that the EDs presented two action plans to the Taallum Initiative Committee and that submitted plans had all been approved (cf. Table 4).²⁷ Results also indicated that approved action plans had been implemented in most monitored locations by the time of the monitoring activity, with the exception of Hrak (Dar'a Governorate). In this location, 14 action plans were said to have been approved by the Taallum Committee, out of which only one had been implemented (cf. Table 4).

Table 4. Action plans submitted and approved and number of schools repaired and refurbished

Unit	Action plans			Schools					
	Submitted	Approved	Implemented	To be repaired	Repaired	% achieved	To be refurbished	Refurbished	% achieved
Dar'a Governorate									
Jasim (Jasim)	2	2	1	7	2	29%	7	7	100%
Hrak (Hrak)	14	14	1	15	1	7%	20	0	0%
Nasib (Dar'a)	2	2	2	4	4	100%	4	4	100%

²⁶ These were given as examples of actions previously outside of the range of activities conducted by the Education Directorate, that now constitute an important part of its current activities.

²⁷ The question "How many action plans were submitted/approved/implemented?" was only asked to Taallum staff and not to ED/EA staff. As mentioned, findings of FGDs with ED/EA staff in Rural Damascus suggested that only a minority of action plans developed by ED/EAs had been approved by the Taallum Committee. IMPACT has no additional information to verify which the veracity of these contradicting statements. However, given that projects are elaborated at EA level and later submitted at ED level, this divergence in findings can be due to the fact that project FGD participants referred to overall action plans developed by EAs whereas Taallum staff reported on action plans actually submitted by the ED to the Taallum Committee.

Tafas (Mzeireb)	2	2	2	34	30	88%	4	4	100%
Rural Damascus Governorate									
Duma (Duma)	2	2	2	3	3	100%	100	0	0%

Taallum staff from three locations – out of the five locations in which Taallum staff were interviewed by IMPACT – reported that the project had also provided school teachers with training on emergency education. These locations were Jasim, Tafas and Nasib (Dar'a Governorate), in which 19, 30 and 19 teachers respectively reportedly completed the training. Conversely, only one of the five locations monitored reportedly benefited from learning material distribution to students. This was the case Tafas (Dar'a Governorate), where 200 out of initially 300 planned students were provided with learning materials. No further information was provided on why these activities had not been implemented in other locations, but these are likely to be related to challenges faced throughout the action plan implementation process.

Challenges faced throughout the implementation phase were mostly linked to the conflict context inside Syria. Difficulties reported by Taallum staff in both Dar'a and Rural Damascus Governorates were namely the lack of suppliers, shortage of materials available in the local markets and inflation– increasing material cost up to 10 times.²⁸ Taallum key informants in Dar'a reported facing additional challenges with transportation, due to the volatile security situation, and with the limited experience of ED/EA staff in using computers and in planning (challenge that was partially addressed through Taallum webinars). Taallum key informants in Rural Damascus reported facing additional difficulties due to the escalation of the conflict in the area, that led to the closure of the crossings into eastern Ghouta. As a result, remittances were reported to have been interrupted and project stakeholders were reported to be unable to pay suppliers. In addition, the second phase of the project was delayed for more than two months and activities planned were reported to not have been achieved. These activities include the provision of 80 water tanks, refurbishment of sanitation facilities and construction of 20 special facilities for people with special needs.

Improvements in the last six months and perception of Taallum contribution to schools

FGD with female and male parents and school teacher indicated that the learning conditions schools in Dar'a have significantly improved during the six months prior to IMPACT's monitoring activity, due to the support provided by Taallum. In contrast, findings of FGDs in Rural Damascus indicated that material conditions of school are still perceived as inadequate, despite the improvements achieved with the support of Taallum. Reasons included the overall lack of books and teaching materials, and the remaining traces from the conflict in school facilities.²⁹ Teachers reported having benefited from trainings in both Governorates, although one teacher interviewed in Rural Damascus reported that only primary school teachers had benefited from the trainings, and not middle schools teachers. Furthermore, parents in Dar'a and in Rural Damascus reported believing that the quality of teachers' educational skills had improved due to their participation in trainings.

In Dar'a Governorate, teachers reported that the conditions in the school significantly improved over the last six months due to the provision of teaching materials to schools by Taallum. Materials provided included whiteboards with markers, a photocopier, a computer, a projector, and stationery for students. This was said to have contributed to creating "an appropriate classroom setting for teaching". Teachers in Dar'a reported previously writing exam questions on the board and now being able to print and distribute exercises and exams to students in printed form. Teachers also reported that schools were provided doors and windows that were missing because of the conflict, causing distraction among students during lessons. Both female and male parents interviewed in Dar'a confirmed what had been reported by teachers, indicating that schools were now equipped with modern education tools and

²⁸ This was reported by a Taallum staff key informant working in Rural Damascus Governorate.

²⁹ Traces of conflict mentioned include walls marked by bullets and stained from the burning of wood for heating purposes, and broken windows covered by plastic sheets. According to parents and teachers, such traces reduces students' wellbeing while at school and negatively affects their learning capacity.

had been fully repaired. According to ED/EA staff participating in the FGD in Dar'a, improvements made in schools increased the number of teachers willing to work in opposition-administered schools. The perception of the improvements in schools in Dar'a is captured in the following statement extracted from the FGD with male parents:

“(Learning conditions) were not good at all prior to the past six months because students used to suffer a lot in this school. The school didn't even have toilets which resulted in many students not going to school. My child had to come home to use the toilet, then go back to school which took them an entire period to finish. As for now, facilities and classrooms are fixed, a photocopier and a qualified staff of teachers were provided for the school.”

In Rural Damascus, improvements reported were less significant than those mentioned in Dar'a and schools' material conditions continued to be considered inadequate due to the overall lack of books and teaching material. FGD and KII findings indicated that schools had only benefited from the provision of firewood (described as moist and insufficient), LED lights with battery supply, desks and drinking water. The provision of drinking water was particularly appreciated by both female and male parents, as observed in the following extract of FGD with female parents conducted in Rural Damascus:

“Things changed in a positive way because potable water was ensured; i.e. they provided a water tank for each school because water in Ghouta is undrinkable and people started filtering it and selling it at fairly high prices but it was ensured in schools for free.”

Another improvement reported by a teacher interviewed in Rural Damascus was the construction of a tunnel on the school premises and connecting it to a nearby basement as a security measure.³⁰ Also in Rural Damascus, both KII and FGD findings confirmed that, during the six months preceding IMPACT's monitoring activity, the school students were provided with stationery. In this regard, one teacher interviewed reported that only primary school students were given these, indicating this as a shortcoming of the project. Finally, both parents and teachers interviewed in Rural Damascus mentioned that over the past six months the school had started to honour top students which, reportedly, increased students' motivation to attend school. Although no specification was given as to what “honouring top students” entailed or how Taallum's support had enabled teachers to do this, this reveals the importance attributed to incentivization measures in increasing student engagement in schools in this Governorate.

Challenges still faced in schools, barriers for parents to send children to school and suggested solutions

Half of the parents interviewed in FGDs in Rural Damascus indicated that their children were not attending school due to recurrent displacement and the fear of bombardment, which suggests that security risks continue to be the main barrier for parents to send their children to school in both Governorates. In addition to the fear of bombardments, often said to target schools, respondents mentioned abduction³¹ and gender based violence as security risks. Further barriers mentioned by participants in both Governorates were: i. the dire financial situation of families – unable to provide children with adequate clothing to attend school³², ii. the long distance to school and, iii. the lack of heating during winter time. The most reported challenges still faced in schools were: i. insufficient and irregular salaries to school staff (two teachers interviewed in Dar'a were reportedly working on a voluntary basis), ii. lack of books and teaching material and, iii. lack of transportation to take teachers and students to school.

Findings also revealed specific difficulties faced at school level in each of the two monitored Governorates. Teachers interviewed in Rural Damascus mentioned the mental health issues affecting both students and teachers and the poor infrastructure and material conditions in schools (lack of lighting and limited access to electricity) as additional challenges faced in schools. According to teachers interviewed, school walls were said to be black, due

³⁰ KI did not specify whether the tunnel was funded by Taallum. No further information on whether Taallum has funded this project.

³¹ The fear of abduction was exclusively mentioned by parents in Rural Damascus, where one case of kidnapping of a child was reported to have happened in the morning time, when streets were said to be empty. Participants did not know the exact reason why this happened but suggested this had been done for ransom money due to the dire economic situation of the population in Rural Damascus.

³² This was reported to be a cause of depression among children.

to the burning of wood during wintertime, and classrooms were reported to lack cleaning supplies and trash cans. The starting time of classes was reported to be a challenge for teachers. According to two teachers interviewed in Duma (Rural Damascus), classes were starting earlier (6h30 am) for security reasons, which – especially during winter time – further increased the difficulty for teachers to reach the schools on time. The early starting hour of schools was also said to generate a fear of going to school as streets were reported to be empty at this time of the day. In addition to the reported inadequate working hours, teachers reported having been challenged by the public holidays established due to the security situation, preventing them from covering the full curriculum and negatively impacting students' progress. Finally, teachers in Rural Damascus also reported schools lacked: computers to keep student records, phone lines allowing communication between school staff and the ED, and teachers sufficiently experienced to teach.

Concerning the factors preventing children from attending school, parents participating in FGDs in Rural Damascus mentioned the frequent displacements of families as an important factor keeping parents from sending children to school, likely related to the more unstable status of the conflict in this Governorate. Indeed, teachers in Rural Damascus mentioned the regular population displacement and the high dropout rates as a difficulty they are confronted with in conducting their work. Students entering classes at a later stage were reported to have a difficult time following the lessons. Finally, both parents and teachers in Rural Damascus reported the spread of communicable diseases (chickenpox, jaundice and measles) as an additional factor that deters parents from sending children to school. These diseases were said to have affected schools throughout the month of December 2016 to April 2017.

Parents in Dar'a expressed concerns with other issues potentially preventing parents from sending children to school. These were: i. lack of qualified teachers in schools, ii. absence of medical facilities and potable water in schools, iii. lack of recreational activities in school and psychosocial services to support students affected by psychological traumas. Parents in Dar'a also reported 'cultural norms' to be a factor that deters them from sending girls to school, as well as the non-recognition of high-school certificates provided by schools supported by opposition-led administrative bodies. For example, one parent in Dar'a mentioned in a FGD that "Some parents have a wrong conception about teaching their daughters; they think that girls should stick to their houses and never leave..." The non-recognition of "Free schools"³³ diplomas by national and international education bodies was said to be factor that led parents to opt to train their children in crafts that could be a source of livelihood in the future, rather than send them to school. This was reported by both teachers and parents. Overall suggestions made by respondents (teachers and parents) to address these issues were, in order of times mentioned:

1. Provide transportation to students and teachers, provide training to develop teachers' capacity , and ensure teacher salaries are paid on a regular basis to prevent interruptions to teaching cycles;
2. Build shelters in schools to ensure the safety of students and staff, promote awareness within the communities to increase attendance rates and provide uniforms to children to mitigate the financial disparity between students; and,
3. Equip schools with medical facilities and provide psychological support to teachers and students as well as recreational activities and playgrounds in school to help improve students' well being.

Concluding Remarks

Overall, findings indicated that the majority of ED/EA staff participating in the Modules offered by Taallum completed the lessons and perceived this activity as having improved their capacity to manage schools. The Modules reportedly contributed to overcoming the "randomness" that characterized ED/EA work practices, in which

³³ "Free schools" is the term used by parents, teachers and ED/EA staff in reference of schools under the administration of opposition-led administrative bodies.

needs were rarely assessed and budgets were not consulted. Nonetheless, findings suggest that ED/EAs in both Governorates continue to face obstacles preventing them from fulfilling their role in delivering education services.

Reported obstacles faced by ED/EAs were mostly related to the insufficient budget available to conduct activities, the lack of administrative structure in the moderate opposition-led education system and the accumulation of roles and tasks by the different administrative bodies of the education system. In the current context, where resources are mostly provided in the form of donations, ED/EAs are reportedly unable to provide normal working conditions to teachers, including: paying salaries on a yearly basis, ensuring salaries are paid during summer vacations, and providing benefits such as healthcare. To some extent, the volatile context in which ED/EAs operate in and the lack of visibility in regard to resource availability in the long term help understand why participants in Rural Damascus reported believing some procedures and concepts promoted by Taallum to be somewhat disconnected from their reality.

Findings indicated that Taallum support led to significant improvements at school level in Dar'a Governorate. Contributions reported by teachers and parents included full reparation and refurbishment of the two schools monitored and trainings provided to teachers. This reportedly resulted in an increase of the student attendance rate and teachers willingness to work in these schools.³⁴ On the other hand, project achievements in Rural Damascus were less significant, likely due to the more volatile context. Findings indicated that schools had only benefited from the provision of firewood (although described as moist and insufficient), lighting, desks, stationery and drinking water. Although both teachers and parents reported that the material conditions of schools in Rural Damascus continued to be inadequate, they expressed satisfaction with contributions made by Taallum at school level, emphasising the provision drinking water to schools.

Finally, this monitoring exercise revealed that barriers that prevent parents from sending their children to school remain. These include security risks and fear of bombardments, family displacement, the dire financial situation of families, the long distance to school and the lack of heating during winter time (partially addressed by Taallum). Both parents and ED/EA staff interviewed in Dar'a reported a concern with the non-recognition, at both national and international level, of diplomas issued by moderate opposition-administered schools. Because of this, parents were reported to prefer that children develop crafting skills that could represent a source of livelihood in the future rather than go to school, revealing factors that could influence family decision making in regard to education in a post-crisis setting.

Annexes

Annex 1: Indicator matrix

Research questions	Related Outputs	Indicator measured	Indicator type
Overarching Research Question 1: What difference is Taallum making to the capacity of EAs and EDs to prioritise and deliver education services? <i>(What works and why)</i>			

³⁴ Attendance sheet prior to Taallum's intervention was not collected to calculate the percentage increase in student attendance.

- Have personnel in key positions in pilot education institutions been able to effectively complete training Modules? <i>Why/why not?</i> - What have they learnt? - How have they been able to apply this? <i>Why/why not?</i> - What is making the biggest difference to the capacity of EAs and EDs, and their ability to deliver education services? - What is preventing them from doing their work, including internal and external factors?	Personnel in key positions in pilot education institutions trained, coached and mentored in design and delivery of services (and have increased knowledge and skills as a result)	Number and percentage of participants who have completed each Module webinars	Quantitative
		Perception of the participants concerning the main challenges in completing the Module webinars	Qualitative
		Perception of participants concerning the usefulness/relevance of the different Modules of the capacity building programme for their work as education professionals	Qualitative
	High quality plans and budgets developed by pilot education institutions, well prioritised against relevant framework criteria	Number and percentage of plans approved that are implemented according to the established timeline since the beginning of Taallum programme	Quantitative
		Perception of ED and EA on their ability in planning and delivering education services, before and after the Taallum capacity building programme	Qualitative
Research Question	Related Outputs	Indicator measured	Indicator type
Overarching Research Question 2: What difference is Taallum making to conditions for teaching and learning in pilot locations (including in the classrooms)?			
	Service delivery plans executed by pilot education institutions to improve access	Perception of teachers concerning the quality of learning material over the lifetime of the Taallum intervention and on how that has changed/not changed	Qualitative
		Perception of teachers and school leaders on their ability to provide quality education (over the lifetime of Taallum intervention) and if this is changing and why	Qualitative

How have conditions for teaching and learning changed? Why? Why not? (What has caused these changes?) What are the barriers for parents in sending their children to school? How have these changed? Why? Why not? (What has caused these changes?)	and quality of education for teachers and students	Perception of teachers and school leaders on the main barriers to providing quality teaching	Qualitative
		Perception of parents on main barriers for the children to receive quality education	Qualitative
		Number and percentage of education facilities where refurbishing/repairing activities have been completed since the beginning of Taallum programme	Quantitative
		Number and percentage of teachers that have completed trainings in emergency education since the beginning of Taallum programme	Quantitative
		Number and percentage of students that have received learning materials since the beginning of Taallum programme	Quantitative
	Coordination, communication and consultation mechanisms for good governance established by pilot education institutions as the basis of service delivery	Ability of teacher to manage classroom behaviour	Qualitative
		Perception of parents concerning the quality of the teaching over the lifetime of the Taallum intervention	Qualitative
		Willingness and ability of parents to send their children to school (and how this may have changed) including perception of parents concerning the level of security risk involved in their children attending school before and after Taallum intervention	Qualitative
		Evidence of changes in learning outcomes - based on	Quantitative

		any available data collected by teachers or schools	
		Number of children attending school (based on school attendance records)	Quantitative
		Number of children in classroom in schools supported by Taallum intervention	Quantitative