**2017/2018 BACK TO SCHOOL INITIATIVE**

**LESSONS LEARNT**

**North & Akkar ( 1 March, 2018)**

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|  | **Activities** | **Positive aspects** | **Challenges** | **Recommendation** |
| 1 | Planning outreach and outreach activities:   * Communication the different activities * Category distribution | \*Mapping exercise (geographic division improvement  \*Communication better between NGO  \*Category Distribution  \*Geographical division process was better this year  \*Organizations communicating with each other. | \* More time for mapping is necessary  \* In area of Wadi Khaled Villages are overlapping.  \*People are moving around within school year.  \*Some organizations didn’t respect the division or the interrelation of areas created confusion | \* Start with excel sheet,  \*Popular names of areas versus the official names of areas  \*Map exercise as first step is important  \*Excel sheet is second step  \*Online Excel Sheet for updates by NGO ( could be tricky)  \*Focal point for Geographic areas.  \*Deadline For changes in geographic division  \*Divide Akkar into layers based on political division ( sahel – Shaft- Joume ) Separate meeting for different parts  \*Google map  \*Try to change the division area to have a clear-cut division.  \*Try to get data from Municipalities and Mokhtar about the exact names of areas.  \*Checking the correct names of areas  \*Divide governorates on smaller areas.  \*Draw clear cut boundaries on google earth.  \*Update the Excel sheet  \*Try to have a live Excel document.  \*Create a task force that would meet every two weeks |
| 2 | **Outreach training for partners:**   * **ToT by UNICEF** * **Cascade training** | **\*Good Location.**  **\*Content well prepared and relevant**  **\*establishing stringing relations between NGO**  **\*Cascade training prepared by NGO . Staff trained well prepared for cascade.**  **\*Location is good.(Florida Hotel)**  **\*Training content was good.**  **Cascade was good but should be done over three days instead of two**  **\*** | **\*repetition of modules during the Last two days redundant. Practice**  **\*Wrap up could be better prepared sessions (could be )**  **\*Five days too much for some staff.**  **\*The modality of the last two training days could be changed to make sure everyone is always engaged so that they do not get bored**  **\*Pathway, form, list of schools were not yet ready during the training;**  **\*it was not even clear who to give the barcodes to (Leb Vs Syr)**  **\*Vocational schools were not clear if they will be free of charge or no during the TOT.** | **\* For Akkar staff could be done in Akkar**  **\* Referral Pathways not finalized.( should be available**  **\*Mixed messages re barcodes.**  **\*List of schools not available.**  **\*Finalized Questionnaire ahead of time**  **\*Questionnaire filled on paper and then entered on computer.**  **\*No saving on draft.**  **\*Syrian families do have multiple identification files (UNHCR file, Family booklet, national ID..); it would be good to have within the TOT, a session clarifying which documents are to be used and which specific**  **\*Ask participants if they have a preference for the location to be in Akkar, Tripoli, or combine both areas in one location**  **\*Try to identify locations secured by SIOC in Akkar for the TOT**  **\*Do cascade for three days instead of two.**  **\*Include Call Center Role and responsibility in the TOT (the role of the call center was not very clear among all actors)** |
| 3. | Complaints response mechanism:   * Call centers * Roles and responsibilities | \*Idea of Call center positive  \* Clear roles and responsibilities for follow up on complaints  \* | **\*01 594300 Hot line was busy all the time.**  **\*Lebanese sent to Regional MEHE got no response re ALP**  **\*Barcodes created confusion and school admin did not understand use.**  **\*Parents continue called Caritas Although call center was available**  **\*Call Center Staff gave inaccurate referrals**  **\*Role and Responsibility of Call Center should be clarified during training.**  **\*No one answers Call Center.**  **\*Lebanese referred to Regional MEHE for ALP were not well received.**  **\*Directors do not know about barcodes.**  **\*People were also calling Caritas hotlines in addition to the  Call Center.**  **\*The online BTS system was not followed up directly because Caritas staff was not always available and another** | \* Call Center Complaints online system could be better utilized and a dedicated staff for quick response.  \*Possible 4-digit free number |
| 4. | Information Dissemination on the BTS Initiative   * Q&A * Transportation * Objectives | \*Content for Q & A was well prepared | \*Lack of clarity re Transportation modality ( in T5) created a lot of challenges and dropout  **\*Info on transportation was not provided on time.**  **\* Finalized Q&A was late.** | \*Release Q & A as early as possible before TOT.  \*Clarity of Transportation modality finalized before TOT |
| 5. | Data collection   * Platform * Access issues * Outreach form | \*Offline filing of questionnaire. \*Partners could retrieve data by asking UNICEF  \*RAIS access for each partner for his partners.  \***NGOs have access to their Data.**  **\*Web based form was faster than tablet based**  \***No access issues on the data of each organization on RAIS** | \*Application link was slow.  \*List of schools to long. The application could filter per district.  \*number of children opens 4 sheets.  \*web based link faster and easier than application link  \*Outreach form remains long. Especially if family has seven school aged children.  \*Recorded Syrians Not registered . were not accepted.  \*Parents are fatigued with time.  \* Better training for OV to introduce the forms and objective.  **\*Technical issues with the tablet. Freezing or all schools are shown taking time to find the school.**  **\*The information in the form is very important yet long, especially if the family is big which takes a lot of time from the family and the tablet might freeze.** | \* If every area can get its own schools  \*List of schools was soo heavy . List of schools  \*National Syrian ID . Specify which number to use.  \*System to narrow down as per age group.  **\*To improve the tablet based form to be more responsive**  **\*Show schools based on location and not all schools in the area.**  **\*Keep the schools list as hard copy and input only CERD number directly in the form**  **\*Try to make the pathway automatic in the system, where we input child birthdate and the system will say where they should be referred to** |
| 6. | Referral mechanisms:   * Education pathways * Referral lists | The Education Pathway looked clear  \*The Education Pathway took time to be finalized. i.e no final Pathway was provided during TOT | However to what degree where children referred actually registered.  Referral done but service not delivered (example Masha)  \*Criteria for First shift and second shift remains.  \*The education referral pathway took tom to be finalized  \*School directors were not enrolling some children | Is there a possibility to know if I referred the child to school x . Will the child find a place.  To what degree can you follow up on families you visited. ( i.e referred child to school. A follow up call to see if child actually registered ).  Pathways Charts versus points  \*Try to provide different ways of visualizing the referral pathway  \*It takes time to get back to the family after referral to NFE( To make sure an organization contacts the family to get a child in their NFE program)  \*A suggestion to the organization to try and conduct follow up with some of the families outreached to know if they have faced any problem with registration |
| 7. | General involvement of:   * NGOs * Mehe regional * Mehe central | \*Bilateral Coordination Ngo was good.  Better aware of NGO education Programs. | \*MEHE regional not aware of ALP for Lebanese  \*Special Approval from MEHE for Lebanese to enter ALP  \*No participation by Regional in any BTS meeting  \*Principal do not receive all circulars  \*Lack of knowledge about Technical Schools.  \*Regional MEHE refused to follow up regarding Lebanese children referred to ALP |  |
| 8. | ALP/NFE as part of the BTS Initiative | It was part of the BTS campaign. All info of children that meet ALP criteria available on Data base | No clear start dates for ALP/ BLN rounds. How can we refer children and make sure they get service on time | Make sure to follow up on 5W NFE update. Make sure to follow up on 5W NFE update. |
| 9. | Other issues:   * Child Protection * Disability | Disability was collected within the disability form | Follow up on children with disability and services available for them  Is there a trend you come across re children with disability.  Children expelled from school due to suspicion of school principal that child has intellectual disability.  \*Some children with disabilities rejected by School Principal  Some school are labeling children with intellectual disability without professional diagnosis | Clear pathway for referring children with possible intellectual disability for professional assessment. |

What should be carried forward in 2018/2019 BTS Initiative